

Improving the Quality of Private Islamic Religious Universities in Jambi Province Through Leadership Management

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Article History: Received on 27 June 2023, Revised on 30 August 2023,
Published on 4 September 2023

Abstract: The goal of this study is to examine leadership management in increasing the quality of PTKIS in Jambi Province. This study employs a qualitative technique with a descriptive-analytical focus. Data was collected through observation, interviews, and documentation. Purposive sampling was used to identify research subjects. Techniques for data analysis include data reduction, data display, conclusion, and verification. Reliability through prolonged participation procedures, observational accuracy, data triangulation, and promoter consultation. The findings of this study are the leadership planning in improving the quality of PTKIS in Jambi Province by compiling a work program, distributing existing human resources in a number of predetermined tasks, even though many human resources are not in accordance with their expertise, carrying out existing work programs, seeking accreditation that is consistent with standards, recruiting lecturers based on their competence, and ensuring the continuity of the lecturers.

Keywords: Leadership, Management, Private Islamic Religious College, Quality

A. Introduction

The history of human development and civilization provides ample evidence that one of the criteria determining an organization's success and durability is whether or not great leadership exists. The leader determines much of an organization's failure and success since the leader is the controller and determines the route the organization intends to follow toward the goals to be attained (Mulyasa, 2012). A leader is responsible for organizing and managing the organization under his supervision; the growth or decline of an organization is determined by how a leader or manager manages and governs the group he leads.

Management, according to Tilaar (2009) is primarily concerned with the efficient and effective management of an institution. Strategic management within educational institutions offers advantages that can help to increase efforts to achieve it effectively and efficiently (Ramdhan & Siregar, 2019). An institution will be efficient if the investment made in it is appropriate or yields the expected return. Furthermore, an

institution will be effective if its administration employs the proper principles to ensure that diverse operations inside the organization accomplish the desired results.

Higher education institutions serve a critical role in training individuals and community groups to compete in local and international societies. An educational institution contributes to the development of a nation's civilization. Many scientists and intellectuals have emerged from educational institutions and have made significant contributions to the management of a developed and developing nation's life. A developed nation is one with high-quality human resources. Science, technology, and art may all be born from good people.

Higher education is a formal institution of the highest level that contributes to developing the competence of human resources so that they have specific credentials and skills by providing effective and efficient management of learning media. As a result, a learning institution (Yustiyawan, 2019). Tertiary institutions and their academic communities are distinct because higher education is made up of two types of organs: academic administrative and functional (Kemenuh, 2020).

Higher education as an enterprise is inextricably linked to effective leadership and management. A university leader must be knowledgeable about university leadership and management. Universities that lack effective leadership and management will suffer catastrophic repercussions because they will be unable to produce great human resources.

Leadership has a critical role in the organization. Leaders who carry out their leadership effectively can move people and personnel toward the goals they aspire to, whereas leaders who exist only as figures have no influence, and their leadership can result in poor organizational performance, which can lead to a downturn (Komariah & Triatna, 2016).

Leadership has such a powerful influence on organizational performance that it is reasonable to assume that educational downturns are caused by leadership performance that is incapable of adapting to change and also does not implement adaptive educational techniques (Komariah & Triatna, 2016). Recognizing this, every educational leader faces the challenge of carrying out educational development in a focused, planned, and sustainable manner in order to increase educational quality. Educational leaders must have a vision and mission, as well as a comprehensive and quality-oriented education management strategy (Mulyasa, 2013).

As a result, the ideal future of educational institutions is heavily influenced by the presence of its leaders. Leaders of educational institutions have authority and are entirely responsible for the effectiveness of school administration based on their managerial level. Leaders have significant decision-making power, which must be

used to ensure that improvements and future advancements in education are much better. In essence, this condition represents the community's hope as an output user of educational institutions and should become the thinking paradigm for educational institution actors (Mulyono, 2009).

The educational leadership principle is essentially a leader's attempt to ensure that followers (school residents) and stakeholders participate in the organization optimally and with full awareness. Thus, an ideal educational leader must be able to persuade followers to realize a shared dream in the form of their organization's vision in order to be called a visionary leader, namely a leader who can see far ahead and is able to make organizational changes based on careful analyses in order to build and develop the quality of educational institutions in order to be called a transformational leader (Mulyono, 2009).

Leadership can be defined broadly as the practice of influencing the activities of an individual or group in order to achieve specific goals. Effective leadership at a formal educational institution should provide direction to the activities of all workers in achieving the educational institution's goals. The relationship between individual and organizational aspirations can become strained in the absence of leadership or institutions (Munawar, 2005).

Leadership and following cannot be separated since leadership are meaningless without the participation of followers. The educational leader's sense of belonging will influence how much he or she leads, and involving all educational personnel in executing the program or producing the program will influence how much educational personnel participate in each program. However, it should be noted that, while all leaders have the same basic goals, they are all unique individuals. So, it's hardly surprising that each leader has a unique approach. This is common knowledge regarding leadership (Rohmat, 2010).

Leadership is a process aspect that involves "convincing" organizational components to work together to achieve mutually agreed-upon goals. Thus, a leadership process is basically a psychologically influenced process to "work" organizational components collectively (Kippenberger, 2002). Meanwhile, Rivai & Mulyadi (2011) define leadership as a process of leading and influencing actions linked to group members' work.

Leadership in tertiary institutions influences campus performance, hence the decline in campus education is logically one of the campus's leadership performances. When a leader is unable to adjust to environmental changes and fails to build a change-adaptive teaching approach. As a result, higher education leaders are expected to carry out educational development in a planned, sustainable, and directed manner in order to improve educational quality. A leader must have a vision, mission, and goals,

as well as an overall education management plan that is focused on achieving excellence (Mulyasa, 2013).

A leader's principle in a tertiary institution is basically the leader's efforts to get as many members and stakeholders involved in arranging the organization as feasible. As a result, an ideal organizational leader must have the capacity and skills to persuade people to fulfill the values outlined in the organization's vision in order to become a visionary leader. Leaders who can envision the future and make organizational adjustments to respond to issues based on comprehensive environmental research in order to improve and build the quality of Higher Education (Mulyono, 2009).

As a result, the obligations and responsibilities of a tertiary institution's leadership are enormous. A leader will be held accountable in the future. Higher Education leadership is not only focused on the need for self-esteem, but it may also raise awareness in leaders to do their best in accordance with management and leadership development research, which regards people, performance, and organizational progress as the most influential elements.

Human Resources (HR) plays a critical role in achieving development performance, putting humans in their role as development resources. To obtain professional (productive and quality) human resources, universities must first go through the preliminary stage of meticulous human resource planning before beginning the recruitment process (Sanda *et al.*, 2022). Human pricing and values are defined in this context by the significance of their construction to the product process. Human traits are programmed to be in conformity with the objectives of development or societal demands (Wahid, 2009). The ability of Indonesia's human resources, particularly those distinguished by the ability to master science and technology and enhance faith and piety towards God Almighty, would impact the Indonesian nation's existence in the midst of the current global era (Jabali & Jamhari, 2008). As an alternative, education can be used to try this.

To fulfill its ideal function of improving human resource quality, the Islamic education system must always orient itself to respond to the needs and challenges that arise in Indonesian society as a logical result of change, because Indonesia can only survive in the midst of an increasingly competitive international political battle with alternatives. High-quality human resources must be prepared. Human resource development is anticipated to help firms compete with other organizations by implementing strategies (Usman *et al.*, 2022).

All component management in a tertiary institution must always be quality-oriented. All educational programs and activities in educational institutions, as well as learning processes and lecture activities, must primarily aim to achieve the quality of a tertiary

institution. Even while the problem of quality is still being discussed at an idealistic level in educational institutions, it has not yet become realistic, thus the quality of education is truly mysterious. As a result, all thoughts, energy, and methods must be mobilized in order to attain this characteristic in educational institutions, especially Islamic tertiary institutions (Qomar, 2007).

The issue of educational institution quality is a very serious and complex one. Existing educational institutions have, on average, been successful in attaining the quality of their education. Despite the fact that education quality is the common goal of all practitioners of Islamic education, it has been pursued through a variety of methods, approaches, tactics, and policies. What is actually wrong with higher education quality so that a lot of energy is spent, but the outcomes are not ideally obtained and are not in accordance with what Higher Education wants?

Higher education leadership is intimately linked to overall educational quality improvement. Higher Education Leadership determines whether or not the vision, mission, and goals of higher education are met. As a result, academics are keen to investigate Islamic Religious Colleges in Jambi Province, with the aim that campuses in the region would be able to compete and collaborate with other national-level institutions in the future.

B. Methods

This is a descriptive qualitative study that seeks to uncover, discover, and investigate facts regarding leadership management in increasing the quality of private Islamic Religious Colleges in Jambi Province. Qualitative research is distinguished by the absence of outcomes or products in favor of "how and/or why" (Morrell & Carroll, 2010). Speculative data based on participants' impressions. Actually, you "conclude" with a hypothesis. There may be critical quality, control difficulties connected to the validity of the study and its conclusions for all types of research, including qualitative research. A legitimate study is one that collects and interprets data correctly, so that the conclusions accurately reflect and represent the real world being investigated (Yin, 2011).

The qualitative research method used in this study is based on the philosophy of post positivism, as explained by Sugiyono (2014), and is used to conduct research on natural object conditions (rather than experiments) with the researcher as the key instrument. Data sources are sampled using purposive sampling based on the special characteristics that fit the needs of this research. Techniques for data collection with training (combination) of participant observation, open interviews, and documentation. The data analysis is then inductive/qualitative, and the research findings stress the meaning of existing reality obtained from predetermined research subjects.

C. Results and Discussion

1. Improving Higher Education Quality Through Leadership Planning

The following is the leadership plan for increasing the quality of private Islamic religious tertiary institutions in Jambi Province at each PTKIS:

Higher Education Quality Planning at STAI Ma'arif

The tertiary leader develops a quality improvement strategy for STAI Ma'arif Jambi that includes a vision and mission statement, as well as the targets and objectives of the strategic steps. Begin by completing an environmental evaluation that includes both external and internal environmental variables. The environmental assessment results in a number of opportunities that must be capitalized on by the company, as well as hazards that must be avoided or prevented.

The technique used to increase educational quality through curriculum development is to create a curriculum from a competency-based curriculum based on the IQF-based curriculum. The first priority in increasing educational quality is curriculum creation. Meanwhile, the second technique is to increase educational quality by boosting human resources. The essence of empowerment itself involves three things: development, strengthening potential/power, and establishing independence. Meanwhile, the emphasis will be on enhancing facilities and infrastructure in order to increase quality through boosting natural resources. Management of educational facilities and infrastructure is extremely beneficial to achieving an educational aim. STAI Ma'arif Jambi's next step is to boost academic and non-academic achievements.

Another system adopted by STAI Chairman Ma'arif Jambi is regular observation, supervision, and checking. STAI Chairman Ma'arif Jambi employs a variety of control systems. By traveling directly to the field, occasionally using internal meetings, and occasionally merely meeting with the deputy chairmen. There is no harm in delegating technical implementation to the activity coordinator. However, as a leader, it is preferable to understand the technological implementation of these operations.

This is meant to make control, supervision, and monitoring systems easier to use. As a result, in addition to allocating human resources based on their strengths and making the best use of non-human resources, leaders must also provide the best possible oversight to ensure that the strategy is implemented as planned.

Higher Education Quality Planning at STAI An-Nadwah Kuala Tungkal

STAI An-Nadwah Kuala Tungkal's quality planning process for Higher Education has been carried out collaboratively, which means that campus workers have been

included in all stages of the planning. This involvement fosters a sense of belonging, which may drive lecturers and other campus workers to work hard to make the plan a success. STAI An-Nadwah Kuala Tungkal's planning scope includes all of the previously mentioned components of education management, namely curriculum planning, student affairs, finance, infrastructure and facilities, staffing, special services, community relations, learning processes (facilities), and campus administration.

Higher education leaders' planning in general addresses areas of lecturers' overall competence. This plan is designed for one academic year in order for lecturer competencies to be carried out optimally and in accordance with their growth. Leaders in higher education supply specific bills for each professor so that they can perform professionally based on their competencies.

Higher Education Quality Planning at STAI Darul 'Ulum Sarolangun

The quality of tertiary institutions remains high, despite the fact that the leadership controls all actions of personnel and professors. This is the goal: to ensure that everything runs smoothly and with optimism.

The planning of their leaders at tertiary institutions demonstrates the vital significance of leaders in all higher education activities. Even if the goals and plans were not written down at initially, they are deeply embedded in the leader's heart and obsession with making them a reality. The condition is tied to a tradition that the leader encountered as a college student. The professors' lack of understanding of the vision and objective of this tertiary school is largely due to the leaders' failure to express them clearly and concisely.

Higher Education Work Plan is a process of meticulously planning everything in order to reach educational goals. higher institutions can be tailored to the specificities, conditions, and potential of the area, the socio-cultural community, the capacity of higher institutions, and the needs of students with this goal in mind. Higher Education Work Plans are created to serve as work guidelines for higher education development as well as a resource for identifying and proposing essential resources.

Today's educational rivalry is fierce and practically limitless. Universities who are unable to compete fairly and honestly will be disadvantaged in the selection process. As a result, STAI Darul 'Ulum Sarolangun must constantly expand and improve the quality of Higher Education while taking into consideration its resources, both human and non-human.

The STAI Darul 'Ulum Sarolangun Work Plan was developed with the condition of tertiary institutions, community expectations, and challenges in the strategic

environment of education in tertiary institutions in mind, so that higher education facilities and programs in the coming year are more realistic, efficient, accountable, and democratic.

The goal of creating a college work program is to make it simpler to realize the college's vision, mission, and goals. It also serves to provide guidelines for carrying out performance-based activities in higher education during the relevant year, assist higher education organizations in carrying out activities in line with their roles and responsibilities, and make it easier to assess success over the course of a year.

2. Organizing Leaders in Improving Higher Education Quality

In Jambi Province, the following organizations are leading efforts to raise the caliber of private Islamic religious tertiary institutions:

Quality Organization of STAI Ma'arif Jambi

At STAI Ma'arif Jambi, organizing is done in an effort to raise the caliber of tertiary institutions by assigning the proper personnel to various positions and encouraging self-improvement.

Each field in this situation receives a different set of duties. For instance, the Senate is present when the Head of STAI leads the administration of higher education. The deputy student affairs handle curriculum-related issues, the quality assurance agency handles matters relating to quality, and the lecturer is in charge of carrying out education, research, and community service as well as organizing and carrying out the learning process.

Quality Organization of STAI An-Nadwah Kuala Tungkal

Through attitudes, actions, and conduct, including work and physical appearance, higher education leaders must be able to establish, promote, and improve mental, moral, and physical ideals, traits, and exemplary higher education leaders. Higher education leaders must recognize that the formation of habits, attitudes, and behavior in the setting of higher education culture is heavily influenced by personality, leadership style, and the way he or she perceives imaginative future developments. A better and healthier higher education culture must begin with the leadership of a higher education leader.

Leaders in higher education who can form work groups, learn from lecturers, administrative staff, and students, and are open to new communication channels. Higher education leaders who are able to build work teams, learn from lecturers, administrative staff, and students, are open to channels of communication with the

environment, and have broad access to information will be able to develop a positive higher education culture that will allow higher education quality to be realized.

Organizing indicates that the chancellor collects and coordinates the tertiary institution's personnel and material resources, because the tertiary institution's success is significantly dependent on talents in organizing and utilizing numerous sources to achieve goals. The leadership of STAI An-Nadwah Kuala Tungkal divides work duties based on the competencies of STAI An-Nadwah workers and lecturers. For that, it is making every effort to make it happen.

Quality Organization of STAI Darul 'Ulum Sarolangun

The campus leader is an executive body selected by the STAI Darul 'Ulum foundation; consequently, the leader is the Foundation's mandate who is charged with carrying out decisions and is accountable to the Foundation. The Foundation at Darul 'Ulum College has entirely delegated campus management, including finances, to the STAI chairman. As a result, the chairman, as the leader of the tertiary institution, must be completely trustworthy in carrying out the tasks delegated to him.

The leader of STAI Darul 'Ulum Sarolangun organized efforts to place all current and limited professors to work according to their competence. According to observation results, in order to be able to carry out work assignments according to campus standards, a meeting is usually held at the beginning of the year discussing teaching ability and honorarium received each month according to their principal duties. Lecturers who have long served on this institution are emphasized.

The higher education leadership has divided the tasks amongst the tertiary institution's personnel, lecturers, and deputy chairmen. College administrators work to lead by example by completing the best assignments available for campus management. To raise the standard of higher education at STAI Darul 'ulum Sarolangun, this is done.

3. Implementation of Leaders in Improving the Quality of Higher Education

The following individuals are implementing leadership in Jambi Province to raise the caliber of private Islamic religious tertiary institutions:

STAI Ma'arif Jambi Quality Implementation

Based on the results of the SWOT analysis, the leaders of STAI Ma'arif Jambi carry out the attainment of tertiary quality in each criterion, including:

Leaders undertake numerous steps to handle university challenges, including developing a systematic system, partnering with other universities, and tracking

networks of job seekers in need of alumni. Leaders and the academic community are constantly striving to improve and develop the quality of education delivery in order to prepare students to be competent scholars in the field of Islamic knowledge-based entrepreneurship. Universities are committed to developing graduates who are professional, have an international perspective, and are moral. Leaders also urge students to develop global language abilities, mathematical/statistical skills, information technology skills, and an entrepreneurial mindset. As a result, the campus is constantly striving to improve the quality of higher education. As a result, the campus is constantly working to improve the quality of higher education.

The leadership's efforts to improve administration quality, as well as the guarantee system and institutional quality management, include the following: first, developing cooperation with universities and the surrounding community. Currently, the community is becoming more interested about assisting universities. Second, to prepare for BAN-PT accreditation, encourage structural and functional staff to improve their performance. Third, plan the deployment and development of IT functions in domains in accordance with the SOP. Fourth, conducting SOP assessments and preparing performance appraisals that are constantly up to date. In the process of developing, putting into practice, and popularizing higher education standards, leaders also work to enhance the caliber of the skills of administrative and academic personnel working in higher education as well as the processes of the academic community. Fifth, employ the STAI Ma'arif Jambi quality control unit as competently as possible.

In order to enhance facilities and infrastructure, the chairperson regularly explores and develops the campus's natural resources. This raises the caliber of tertiary institutions. The planning of the input of students, teachers, and resources gave rise to the attainment of the quality expectations of a tertiary institution. Planning is subsequently followed by implementation, which includes the lecture program procedure. Finally, a quality university produces a mutually sustainable process. The measures will be taken in the direction of quality, with the condition that all basic aspects, both academic and non-academic, match the quality criteria of STAI Ma'arif Jambi.

STAI An-Nadwah Kuala Tungkal Quality Implementation

To control obstacles to accomplishing the vision and mission of higher education, the leadership builds a more systematic work structure and then creates an anticipatory and proactive vision and mission in observing the growth of education, particularly in Jambi. STAI An-Nadwah Kuala Tungkal's leadership and the entire academic community devised a strategy. The short-term plan is projected to be implemented within a year. The prediction leader's mid-term strategy could be three years away. Long-term college plans are likely to last five years. institutions' short-term, medium-

term, and long-term planning is based on the previous year's program, which was successful in moving institutions to excellence in the next period's program.

STAI leaders make efforts to explain clear job descriptions and responsibilities in each field, carry out active coordination and communication with all lecturers and staff, and implement a participatory leadership pattern so that the academic community works together to mutually support the achievement of campus quality.

A technology-based curriculum with formation over the internet is used to strengthen quality improvement. As a result, leaders can readily monitor the evolution of the STAI curriculum, and the academic community can quickly react to very dynamic curriculum changes. Leaders conduct systematic testing, review, and revision of the curriculum.

Along with improving and finishing higher education organization and governance, quality enhancement also involves completing learning facilities and infrastructure. This is accomplished by routinely assessing higher education standards, research requirements, and standards for community service. Regarding the leadership's initiatives to support faculty and staff facilities in carrying out their responsibilities, the leadership collaborates with many institutions to purchase facilities and infrastructure.

STAI Darul 'Ulum Sarolangun Quality Implementation

Higher education leaders have demonstrated their responsibility in increasing the quality of tertiary institutions, one of which is to provide direction through motivating teaching staff and personnel in the STAI Darul 'Ulum Sarolangun environment.

Improving the quality of higher education necessitates suitable infrastructure. Implementation of leadership to overcome problems in financing, infrastructure, and information systems, including participation in competitive grants, collaboration in the use of multimedia facilities at other institutions, collaboration with partners in the procurement of goods and services, and use of available print and electronic media for information dissemination. Leaders maximize prospects for collaboration in generating financing sources and refining work operations and funding efficiency based on needs. In order to govern the infrastructure, the leadership controls the use of tools according to standards, assigns specific employees who are experts in the use of media devices, adds equipment and a book collection, and performs socialization and training in order to acquire competitive grants. Higher education leaders implemented various initiatives, including a funding management system, infrastructure management, increased financial accountability, and improved fund management efficiency.

The Leaders participate in communication forums between universities throughout Indonesia, propose research assistance and community service to various agencies, conduct joint activities in research and community service, and go through the process of proposing scientific journals, among other things, to improve the quality of research and community service. The ability of college lecturers and employees to perform scientific work and uphold the tri dharma of higher education is also improved via the efforts of leaders.

4. Improving Higher Education Quality Through Leadership Supervision

Leadership in increasing the quality of private Islamic religious tertiary institutions in Jambi Province is implemented as follows:

STAI Ma'arif Jambi Quality Control

In terms of managerial abilities, the job of the head of STAI Ma'arif does not only have structural tasks but may also delegate responsibility to his staff in improving education, but functionally he has also participated in supervising the competency of lecturers. Supervision is the continuation of mobilization activities. Supervision is carried out to ensure that the lecturer follows through on the plans that have been prepared. This oversight is carried out from the time the planning is achieved until the project is done. At the monitoring stage, the starting point is to make strategic planning and carry out some of the strategic planning itself, and then the leadership is responsible for monitoring and evaluating the strategy's implementation.

Supervision is carried out as a kind of duty and superior function by the university leadership in the context of achieving educational goals in order to increase the quality of STAI. Jambi, Ma'arif Higher Education Leaders are responsible for aiding employees in developing their potential and doing their jobs on a daily basis as expected.

Following up on implementation activities is evaluation. Evaluation is done to ensure that the lecturer can adequately carry out the plans that have been made. Since the plan is implemented up until completion, this evaluation is conducted.

The role of a leader is to develop the skills of the teaching staff, establish mutually beneficial vertical and horizontal working relationships, foster and maintain relationships with other higher education institutions as well as the local community, and create a passionate work environment that will inspire employees' creativity and ensure ongoing innovation.

STAI An-Nadwah Kuala Tungkal Quality Control

Supervision is one of the coaching activities or activities planned by the STAI An-Nadwah Kuala Tungkal leader to assist subordinates, such as lecturers and staff, in carrying out their work effectively in order to assist lecturers in developing lecturers' abilities to manage the teaching and learning process in order to achieve educational goals.

Higher Education quality control is carried out to ensure that the plans set by lecturers are carried out correctly. This oversight is carried out from the time the planning is achieved until the project is done. In terms of supervision, STAI An-Nadwah Kuala Tungkal's leader stated that supervision in the area of lecturer professionalism was carried out by the university's deputy leader. The purpose of this supervision is to assess the efficacy and efficiency of lecturers' work in teaching in relation to the realization of lecturers' talents.

At STAI An-Nadwah, supervision is carried out on the implementation of instructional programs, training, lecturer meetings, lecturer education and certification, syllabus development, and learning procedures. Leaders in higher education supervise and evaluate the handling of unscheduled lecturer issues.

The outcomes of supervision are critical for the development of human resources in higher education. According to the IQF, lecturers are still having difficulty compiling teaching tools. Higher education human resources are typically involved with supervision in the preparation of instructional instruments.

Leaders in higher education have conducted supervision at predetermined intervals around the end of the academic year. The leadership's lack of commitment to personal growth is one of the issues with raising the caliber of higher education institutions.

The chairman and vice chairman still meet in the extremely modest leadership room at STAI An-Nadwah College. Only a table and seats in one room are provided for the vice chairman. Each tertiary institution's deputy chairperson often has a separate room from the chairman's room. However, STAI An-Nadwah Kuala Tungkal is an exception to this rule. This is not the case for STAI An-Nadwah Kuala Tungkal.

University leaders' coaching has not been entirely successful. There are a limited number of facilities and infrastructure that support the work program; hence the desired results have not been realized. According to conversations with the Deputy Chairperson, insufficient funding has also led to efforts to improve supporting facilities such as computer equipment, file cabinets, providing professor honoraria, and producing syllabuses. STAI An-Nadwah Kuala Tungkal has yet to adequately

address the issue of funds. Due to STAI An-Nadwah Kuala Tungkal's inadequate budget, efforts to improve curriculum management have also run into difficulties.

STAI Darul 'Ulum Sarolangun Quality Control

Quality control is an action or activity that ensures quality standards are met appropriately. In this scenario, it is the leadership of STAI Darul 'Ulum Sarolangun's responsibility to ensure that the entire process of arranging higher education adheres to quality standards.

In relation to the supervision provided by the STAI Darul 'Ulum Sarolangun leadership, the leadership does this by: a) arousing and encouraging the enthusiasm of other employees to carry out their jobs as effectively as possible. In this scenario, the leadership sets a good example by performing activities that can serve as role models for members of higher education organizations, whether they are vice chairmen, lecturers, or campus employees; b) In order for employees to compensate for their shortcomings, the STAI Darul 'Ulum leadership conducts evaluations related to performance developments in terms of improving the quality of tertiary institutions; c) Collaborate to develop, seek, and use new methods of work; and d) Foster harmonious cooperation among employees, for example, through seminars, workshops, Inservice, or training.

Planning in accordance with the vision, mission, and goals of the Higher Education, mobilizing subordinates, setting an example, trusting others, holding meetings, and supervising campus governance management are indicators that can be concluded from the leadership management of STAI Darul 'Ulum Sarolangun. In order to improve the quality of STAI Darul 'Ulum Sarolangun Higher Education.

D. Conclusion

Based on the research, it can be concluded that: 1) Leadership Planning in improving the quality of Private Islamic Religious Colleges in Jambi Province by compiling a work program that is in accordance with the tertiary institution's vision, mission, and goals, preparing everything that becomes a standard in improving the quality of tertiary institutions, although some still do not meet the standards; and 2) Organizing higher education leaders to improve the quality of Private Islamic Religious Higher Education by dispersing existing human resources in a number of preset duties, despite the fact that many human resources lack expertise; 3) Leaders' implementation in improving tertiary institutions by carrying out existing work programs, seeking accreditation in accordance with standards, recruiting lecturers based on their competence and maintaining the continuity of the lecture process in accordance with the IQF, providing facilities and infrastructure and work facilities in accordance with the needs of lecturers and students, even if not yet up to standard and 4) Supervision

of leaders in improving tertiary institutions by ensuring and guaranteeing that the organization's goals and objectives, as well as tasks, will and have been carried out properly in accordance with established standards, plans, policies, instructions, and provisions applicable regulations, as well as taking necessary corrective actions, in order to use resources effectively and efficiently in achieving a goal. Additionally, in order to advance higher education in accordance with the Institute's vision, mission, and objectives, members and visionaries can look to you as a role model.

E. Acknowledgement

Thank you to the Rector of Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia, and friends who have supported us in conducting this research.

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