Strategies for Improving the Quality of Administrative and Academic Services in the PGMI Department of UIN Sultan Maulana Hasanuddin Banten
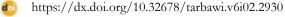
Khaeroni, Oman Farhurohman

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
e-mail: khaeroni@uinbanten..ac.id, oman.farhurohman@uinbanten.ac.id

ABSTRACT. The existence of the Madrasah Ibtidaiyah teacher education department is new hope in developing the quality of human resources, especially PGMI aims to produce prospective MI/SD class teachers who have pedagogical competence, personality, professional, and social by providing concepts, theory, and practice. These competencies are provided in order to meet people's needs for education and respond to the challenges of the era of disruption as a result of accelerated development and penetration of Science and Technology into all aspects of life, including education. Strengthening this study program requires adequate infrastructure to meet all the needs for academic and non-academic tools to support the learning process efforts to realize educational goals in the department. The design in this study used a qualitative descriptive. This study will describe the strategy for the development of madrasah ibtidaiyah teacher education administrators. The instruments used were observation, interviews, and documentation. Data analysis using SWOT. The results showed that there are strengths, weaknesses, opportunities, and threats in the development of the education department for madrasah ibtidaiyah teachers. The strategy proposed by researchers to improve the quality of academic and administrative services in the PGMI Department of UIN Banten was named ANDAMUI. This strategy is an acronym or an abbreviation of pedomAN, DAta, koMUnikatif, dan refleksI.

Keywords: *Strategy, Service Quality, Academic, Administrative*

How to Cite   Khaeroni, K., & Farhurohman, O. (2020). Strategies for Improving the Quality of Administrative and Academic Services in the PGMI Department of UIN Sultan Maulana Hasanuddin Banten. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 6*(02), 131-140. doi:10.32678/tarbawi.v6i02.2930

INTRODUCTION

Basic of the Republic of Indonesia (RI), namely the 1945 Constitution (UUD) in its opening which states an educational mandate inherited by fighters as well as the founders of the nation, namely to educate the nation's life. The description of the 1945 Constitution regarding this matter is outlined in Law (UU) Number 20 of 2003 concerning the National Education System (SISDIKNAS) which regulates the implementation of education and teaching nationally. Article 3 states that national education has the function of developing capabilities and shaping the character and civilization of a nation with dignity in order to educate the nation's life, with the aim of developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen (Depdiknas, 2003). The SISDIKNAS Law Article 1 Paragraph 1 defines education as a conscious and planned effort to create an environment and atmosphere of learning and learning in such a way that students actively develop their potential in

order to have spiritual spiritual strength (spirituality), self-control (mentality), personality, intelligence, noble character (attitude), and skills (soft-skills) needed for himself, family, society, nation, and the State.

Higher Education is a formal educational institution with the last level of three missions that must be carried out by the name Tri Dharma PerguruanTinggi. Tri Dharma Perguruan Tinggi itself in the SISDIKNAS Law is a mandatory requirement that must be fulfilled and carried out by universities in Indonesia. Article 20 Paragraph 2 of the SISDIKNAS Law states that universities are obliged to provide education, research, and community service (Depdiknas, 2003). The quality of education quality is a major issue in the context of education in higher education, including UIN Sultan Maulana Hasanuddin Banten.

The Ministry of Research, Technology and Higher Education stated that the quality of most universities and departments in Indonesia is still a cause for concern. The National Accreditation Board for Higher Education (BAN-PT) as a state institution that has the authority to determine the quality ranking of PT has released data on the status of PT accreditation in Indonesia in 2017. The data shows that there are 1,131 accredited PTs, consisting of 50 universities getting an A, 345 tertiary institutions get a B grade, 736 colleges get a C accreditation score, and 3,340 universities have not been accredited. The same data also shows that out of 26,672 majors, only 2,512 majors have A accreditation, 9,922 have B accreditation and 7,280 have C accreditation, and there are still around 5,000 departments that have not been accredited (Antara, 2017).

A university can be said to be of high quality if it can realize its vision through the implementation of a mission, and is able to meet the needs/satisfy stakeholders, namely the world of work, professionally, and can meet the needs of society, the world of work and professionals. One of the strategies carried out in the development of the Study Program includes the implementation and dissemination of the vision, mission, goals, and objectives, strengthening and development of learning, leadership, management systems, and quality assurance, improving the quality of students and graduates, improving the quality of human resources, expanding networks, research development, community service, and collaboration with work agencies (Ashar, 2014; Astuti, et al., 2015; Novita, 2018; Darmawan, et al., 2018).

Thus, if a university wants to achieve good quality, it must be able to plan, implement, and control a process that ensures the achievement of that quality. Factors that support the quality of the education process carried out will produce quality education as well. Achieving quality needs to mobilize all thoughts, energy, and strategies to realize this quality in educational institutions (Farhurohman, 2018). Achieving good quality education requires a good and mature strategy in realizing it. Efforts to manifest quality should be prepared with various components related to its management activities. One of the efforts in this direction requires an integrated planning strategy towards the activities and results to be achieved (Farhurohman, 2017).

The Department of Teacher Education at Madrasah Ibtidaiyah (PGMI) is one of the departments in the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten. The PGMI department was formed based on the concern of the Tarbiyah and Teacher Training Faculties in improving the quality of (prospective) MI/SD Teachers. PGMI aims to produce prospective MI/SD class teachers who have pedagogical, personal, professional and social competences by providing concepts, theories and practices. These competencies are provided in order to meet people's needs for education and respond to the challenges of the era of disruption as a result of accelerated development and penetration of Science and Technology into all aspects of life, including education. In order for a goal to be achieved it is necessary to do a strategy to achieve it.

Strategy is an important element for an institution including universities to achieve the goals or objectives of higher education effectively and efficiently. Higher education must be able

to face any problems or obstacles that come both from within and from outside the university. Strategy is a tool to achieve goals. Strategies in the world of education are needed to achieve the vision and mission set by the department and to achieve goals or objectives, both short-term and long-term goals. In addition to the use of strategies that are considered accurate in order to achieve effective and efficient goals, a pattern of development and improvement of service quality is needed that must be carried out both administratively and academically.

The quality of administrative services is inseparable from administrative principles, as for the aspects of these services can be seen in the following explanation: (1) Efficiency principles: with regard to the use of resources in the form of facilities, personnel, and others to support the success of administrative tasks; (2) Confidence: regarding the knowledge and courtesy of administrative staff and their ability to generate trust and confidence; (3) Empathy: regarding the requirements to care, giving personal attention to students; and (4) Tangible: with regard to the appearance of physical facilities, equipment, and communications media (Supranto, 2006).

A campus must have an impression of a campus culture, administrative processes and decision-making processes that are reflected in the majesty, fluency, accuracy and speed of modern management processes. There is a weakness in the educational institution system in that the administrative staff does not know that they are actually a trade mark of the agency. Smooth or not, friendly or rude service, smile or frown of employees serving students or the community, will be very impressed for those who receive service (Alma, 2008).

While improving the quality of academic services in a university can be seen from the quality of higher education academic service planning in the form of strategic steps including data collection (diagnosis), team formation, formulation of strategic plans (laying out a philosophical foundation, formulating vision and mission, goals and values, situation analysis), formulation of strategic policies, formulation of long-term development plans, formulation of financing strategies, formulation of strategic controls), discussion, and socialization stages. Therefore, the strategy adopted by the PGMI Department of UIN Sultan Maulana Hasanuddin Banten in developing and improving the quality of academic administration services is guided by the Strategic Planning Guidelines (RENSTRA) of the PGMI Department. One of the policies to improve the quality of education services is the implementation of an internal quality assurance system in the fields of education and teaching, research and community service (Sauri, 2019).

The concept of service is more emphasized on aspects of an organization's service practices, policies, and procedures, so that service quality management in an educational institution is committed to achieving educational customer satisfaction. As a new managerial paradigm, service quality management has been widely applied in educational institutions. In its implementation, the paradigm states that educational products are a form of educational services provided by education managers to customers according to quality standards. Therefore, service quality management is a quality management strategy involved in the procurement and presentation of educational services that is imbued with motivation and attitudes to meet and satisfy customer expectations. Judging from the above statement, it can be understood that basically to make decisions in development, a strategy is needed.

Therefore, the right development strategy, namely the presence of a SWOT analysis which is an acronym for the words strengths, weaknesses, opportunities and treats (Siagian, 2000). SWOT analysis is a form of situation and condition analysis that is descriptive (giving an overview). This analysis is a description of situations and conditions as input factors, then grouped according to their respective contributions. SWOT analysis is a tool used to describe situations that the organization is currently facing or may be facing. This analysis is done in order to maximize the strengths and opportunities,which simultaneously can minimize your weaknesses and threats(Rachmat, 2014). SWOT analysis is the most basic method of analysis, which is used

to look at a topic or problem from four different sides. The result of the analysis is to increase the benefits of existing opportunities, by reducing shortages and avoiding threats.

The strategy of improving the quality of administrative and academic services that the PGMI department of UIN Sultan Maulana Hasanuddin Banten needs to do in facing and responding to the hopes and challenges of the world of education and the world of work, several strategic steps are needed, namely by implementing standards/qualifications that apply nationally. Therefore, this study will focus on examining two main variables, namely (1) Description of the strengths, weaknesses, opportunities, and threats of the PGMI Department in facing the challenges of higher education and higher education accreditation ratings, and (2) Description of the development strategy design. PGMI Department UIN Sultan Maulana Hasanuddin Banten to have a superior accreditation ranking.

METHOD

This research is in the form of field research, which is research carried out in real life to find the specifics and reality of what is happening in the midst of society at any given moment. The purpose of this research is to describe the empirical reality behind the phenomenon in-depth, in detail, and thoroughly. Therefore, the use of a qualitative approach in this study is to match empirical reality with the prevailing theory using descriptive methods (Moleong, 2004).

Collecting data using the method of observation, documentation, and interviews. Triangulation of data sources, namely in collecting data researchers use various data sources, so that data from one source can be verified when compared with similar data from other different sources. Method triangulation is done by collecting similar data but using different data collection techniques or methods , and it is even more obvious to try to aim at the same data source to test the reliability of the information. Assessed from the type of research that is using field research (field research), then the data collected from the research place is in the form of data describing the conditions of the location of the research location.

In this study, researchers obtained direct data sources from research subjects, namely the Dean, Deputy Dean I for academics, Head of the Department, Secretary of the Department, Lecturers. The secondary data for this study were taken from supporting books and observation data related to the research focus. The analysis technique used in this research is to use the SWOT analysis technique with a descriptive qualitative approach. SWOT analysis is a systematic way of analyzing existing threats and opportunities in order to differentiate future environmental conditions so that existing problems can be found. SWOT is to carry out a strategic advantage analysis and diagnosis to clearly identify the strengths and weaknesses of the PGMI Department. Research locations are in educational institutions, namely schools and colleges. Higher education institutions are UIN Malik Ibrahim Malang and UIN Syarif Hidayatullah Jakarta.

RESULT AND DISCUSSION

Result

SWOT analysis is a form of analysis carried out to see how much strengths and weaknesses, as well as opportunities and challenges the PGMI Department of UIN Banten has. This SWOT analysis includes Strength , Weakness , Opportunity , and Threat . Here are the results of SWOT investigators' analysis which is owned by the majors PGMI: **Strength:** The presence of lecturers to-face in the classroom, is quite high, the ratio between students and lecturers were very good, the proportion of faculty who qualified S2 high, even some of the others already qualified S3, all lecturers have an educational rank, the leadership's commitment to the development of high-level departments, lecture building facilities and permanent laboratories, the interest of prospective students towards the PGMI Department tends to increase, the average

student's IP, reaches the set target; **Weakness:** The ability of students to communicate in a foreign language is still low, activity in structured activities are not scheduled as well, the activity of the independent activity is still low, the activity of faculty in research activities has not been widely; **Opportunity:** Public interest Banten put their children to educational institutions (high) Islam is very high, graduate PGMI likely much absorbed in the world of work (educational institutions), the number of graduates Madrasah and Pondok Pesantren each year tend to increase, the magnitude of the opportunity to cooperate with government and private agencies; **Threat:** Competition for graduates in obtaining jobs is getting tighter, user demands for competency and quality of graduates are increasing, competition between PTAI graduates in the job market is increasing.

From the above SWOT analyzed more deeply in order to obtain a variety of strategies, including: **Strategy Strength-Opportunity (SO)** is to create a strategy that leverages the power to seize the opportunity, the efforts made are: Encourage and motivate qualified lecturers S-2 for further studies in order to improve the performance of the PGMI department, improve the optimization of the use of facilities and infrastructure to support the learning process and activities to develop student interests and talents; **Strategy of Weakness-Opportunity (WO),** namely creating strategies to reduce weaknesses in order to seize opportunities, efforts are made, namely: Improving foreign language skills for students majoring in PGMI to have a distinction from graduates of similar majors from other higher education institutions, implementing various strategies so that students can develop their abilities academics outside the face-to-face conducted with lecturers in the learning process, increasing research funding, equity and increasing the number of research conducted by department lecturers; **The Strategy Of long-threat (ST)** is to create a strategy to utilize strength to avoid threats, efforts are made, namely: Increase the number of students who graduate in the PGMI department through the pathway of tracking academic achievement in SMA/MA/SMK, improving the quality of academic and non-academic services at PGMI major, to increase the level of student satisfaction with the department's services, encouraging students to complete their studies on time with an above average GPA; **Strategy Weakness-Threat (WT)** which is to create a strategy to minimize weaknesses and avoid threats, the efforts made are: Making foreign language skills possessed graduate PGMI be one advantage that no similar graduate at other universities, to develop tools and language laboratory infrastructure, making creativity and soft skills the hallmarks of excellence of PGMI majors in addition to mastery of foreign languages, improving research and community service programs through collaboration with other domestic and foreign agencies, which have great attention to the development of basic education..

Discussion

Based on the field findings that have been described, in an effort to improve the quality of academic and administrative services in the PGMI Department of UIN Sultan Maulana Hasanuddin Banten, it is necessary to have a strategy to deal with current educational challenges. The following is a discussion of the research results:

Strengths, Weaknesses, Opportunities, and Threats, Department of PGMI UIN Banten.

If the SWOT analysis is applied properly, an educational institution will get an overall picture of the institution's situation in relation to the community, other educational institutions, and industrial fields that graduates of the educational institution will enter.

Based on interviews with graduate users (users) in the industry where they work (school), namely the principal, they prioritize quality output from a university because this is related to how they can later manage all activities at school. So that the PGMI Department of UIN Banten is required to meet the needs of the graduate users. This is reinforced by Edward Sallis' opinion that SWOT activity can be strengthened by ensuring that the analysis focuses on customer needs and

the competitive context in which the institution operates (Sallis, 2012). This is related to the satisfaction of users of graduates of the PGMI department of UIN Banten. This is related to the fact that satisfaction is the impact of the fulfillment of services provided that has provided a level of enjoyment where this level of satisfaction can be more or less (Irwan & Japarianto, 2013; Rachmawati, 2014; Wijanarka, Suryoko, & Widiartanto, 2015).

Strategies for increasing the PGMI Department of UIN Sultan Maulana Hasanuddin Banten

Strategic can be done by increasing a number of strategic alternatives to take advantage of strategic opportunities. This is in line with Edward Sallis' opinion that without a strategy, an institution will not be sure how an institution can take advantage of new opportunities. (Sallis, 2012).

Based on the results of observations made by researchers with institutions that already have superior quality in the field of academic and administrative services in the PGMI department, namely UIN Maulana Malik Ibrahim Malang and UIN Syarif Hidayatullah Jakarta. That in order to achieve superior quality, it is necessary to develop an effective strategy, a strategy that is carried out, namely information services that are open and easily accessible, meaning that everyone can easily access information in the PGMI department and is open to the public. So that outsiders who want to see the profile and development of the PGMI department will be easily seen. Thus the required information becomes easily accessible both by lecturers, staff, students and the public.

So that it will automatically save costs and streamline the work time required when browsing and looking for information that was previously scattered or not well organized. This is very important in order to improve good relations between lecturers, staff, students and the community. This is in accordance with the results of research from Nunuk Febrianigsih that the openness of public information in open government will make good governance (Febrianingsih, 2012). Basically, a good level of educational service will provide a level of satisfaction to students and alumni (Anasy, Fauzan, & Jatmiko, 2019). Meanwhile, Renata revealed in the results of his research that the variables of physical/tangible evidence, reliability, responsiveness, assurance, empathy all had a significant and positive effect on student satisfaction (Renata, 2013).

Furthermore, information technology-based academic services, namely any information displayed based on technology such as lecture activities, scheduling arrangements, filling out KRS, KHS and other things related to academic activities. This is supported by the research results of Safrian Aswati, et al that the academic information system used in universities is very helpful and plays an active role in a university, this can be seen by the implementation of information systems in this case the teaching and learning process, arranging class room schedules, exam schedule, all of which are assignments from the teaching section which can be categorized as internal parts of higher education institutions. The use of information systems for each internal activity in higher education will also be a factor for the success and progress of higher education (Aswati, Mulyani, Siagian, & Zikra, 2015).

Then guideline-based academic services, meaning that every activity related to academic activities is made academic guidelines, based on the results of observations of academic guidelines made at UIN Maulana Malik Ibrahim Malang which are taped and displayed on every wall, this is intended so that stakeholders relevantcan see and read the guidelines without have to ask.

The summary of the strategy for developing the quality of academic and administrative services in the PGMI Department of UIN Banten, can be seen from the aspects of the Development and Description of the Development Strategy for the PGMI Department as follows: (a) Implementation and socialization of the vision, mission, goals and objectives of the

PGMI Department; (b) Governance, leadership, management systems, and quality assurance; (c) Human Resources; d. Curriculum, learning, academic atmosphere, and environmental analysis.

Based on the description above, the authors propose a strategy to improve the quality of administrative and academic services in the PGMI Department of UIN Sultan Maulana Hasanuddin Banten. This strategy is named ANDAMUI, which stands for:

AN: pedom**AN**

In carrying out any activity or program, both academic and non-academic, it should always be based on mutually agreed guidelines. For this reason, the PGMI Department must have a number of guidelines relating to all academic and administrative activities carried out by students and lecturers. In the guidelines there is a Standard OperationalProcedure (SOP) which regulates in detail every process that 'consumers' go through and the interactions between each subject involved in the process and its outputs and outcomes. The guidelines at the department level are derived from the quality manual at the faculty level.

DA: **Da**ta

Every academic and administrative activities should be based on the data or evidence(evidence). Data must be identifiable quickly. Therefore, data management requires technology in the form of computer applications. For this reason, academic and administrative services use internet-based applications wherever possible so that they can reach all places and times. Students, lecturers, and administrative staff can interact directly to manage the same data in an integrated manner. The use of integrated data also minimizes errors and inefficient data redundancies.

In addition, departments also need to have data platforms or internal data portals that contain all important data related to department management. This data is stored neatly, securely, structurally and completely. So that whenever needed, majors can search and find it easily and safely. The data platform contains records and documentation of academic and non-academic activities carried out in the department. This platform records student activity data (number of active students, leave, moving, drop out, lecture transactions, lecture notes, exams, grades, guidance, scientific papers, copies of diploma companion certificates, etc.) and lecturer activities (lecture transactions, lecture notes , exam questions, grades, guidance notes, lecturers' scientific work, dedication, supporting certificates, IPR, books, modules, etc.) in digital form.

MU: ko**MU**nikatif

In SOP contained guidelines about the steps or procedures to be followed by 'consumers' to follow the event. In order for the guidelines to be well known and understood by all academicians, some guidelines can be displayed in the form of posters with an attractive and beautiful appearance so that they do not interfere with the aesthetics when they are displayed on the walls of service rooms or other places where students frequently pass. Departments can also use this information strategy to socialize the vision and mission. Apart from being in the form of posters, communication between departments and users can also be done through other channels such as websites, e-mails, fanpages, social media, group conversation applications, and so on. The basic principle adopted in communicative is the openness of information. Users can easily find the information they need through various channels. For that, the information displayed must always be updated (not out of date) or updated. Apart from updating, the validity and reliability of the information must also be maintained. That information must not change its meaning and content when the context of its time is changed and of course it must present facts that are in accordance with data in the field.

I: refleks**I**

Reflection contains three main components. First what have we been working on? Describe the procedural steps that have been passed and implemented for both lecturers and students. Second, what are you still lacking? This question raises a positive reaction to continually fix the deficiencies in the procedures or steps that have been carried out. Third, what will be done? Next, we need to describe the steps we will take to correct the deficiencies mentioned in the second question. From here we will develop a plan of improvement based on the empirical findings in the previous step.

In the end, reflection activities create evaluative attitudes. Where each party evaluates the performance of each with objective scales because the reflection procedure uses measurable and unambiguous steps.

CONCLUSION

The results of the research and discussion that have been described, the conclusions of this study are as follows:

The opportunities and challenges that the PGMI Department has, can be seen in the SWOT analysis as follows: *Strengths*: The presence of lecturers face-to-face in the class is quite high, the ratio between students and lecturers is very good, the proportion of lecturers who qualify for S2 is high, even some of them are already qualified for S3, all lecturers have educational ranks, leadership commitment to the development of the Department is high, permanent lecture building and laboratory facilities, and the interest of prospective students towards the PGMI Department tends to increase and the average IP of students reaches the set target; *Weaknesses*: the ability of students to communicate in foreign languages is still low, activities in structured activities are not well scheduled, activities in independent activities are still low, and there are not many lecturers' activities in research activities; *Opportunity*: the public interest in Banten to include their children in Islamic education institutions (madrasah) is high, PGMI graduates have the opportunity to be absorbed a lot in the world of work (educational institutions), the number of graduates of Madrasah and Islamic boarding schools tends to increase every year, and the amount of opportunity to collaborate with government agencies and private; and *Threats*: competition for graduates in getting a job is getting tougher, user demands for competency and quality of graduates are increasing, and competition between PTAI graduates in the job market is increasing.

Strategies for improving the quality of academic and administrative services in the PGMI Department of UIN Sultan Maulana Hasanuddin Banten, can be seen from the Development Aspects and Description of the Development Strategy for the PGMI Department as follows: a. Implementation and socialization of the vision, mission, goals and objectives of the PGMI Department; b. Governance, leadership, management systems, and quality assurance; c. Human Resources; d. Curriculum, learning, academic atmosphere, and environmental analysis. The strategy proposed by researchers for the development of academic and administrative service quality in the PGMI Department of UIN Banten was named ANDAMUI. This strategy is an acronym or abbreviation with the following explanation.

AN: pedom**AN**, in carrying out any activity or program, both academic and non-academic, it should always be based on mutually agreed guidelines; DA: **Da**ta, every academic and administrative activities should be based on the data or evidence(evidence). Departments also need to have an internal data platform or data portal that contains all important data related to department management; MU: ko**MU**nikatif, the basic principle adopted in communicative is the openness of information. Users can easily find the information they need through various channels; and I: reflex**I**, reflection activity creates an evaluative attitude. Where each party evaluates the performance of each with objective scales because the reflection procedure uses measurable and unambiguous steps.

BIBLIOGRAPHY

Alma, B. (2008). *Manajemen Corporate & Strategi Pemasaran Jasa Pendidikan*. Bandung: Alfabeta.

Ambaryani, G. S. (2017). Pengembangan Media Komik untuk Efektifitas dan Meningkatkan Hasil Belajar Kognitif Materi Perubahan Lingkungan Fisik. *Jurnal Pendidikan Surya Edukasi (JPSE) , 3*(1), 19-28.

Anasy, Z., Fauzan, & Jatmiko, M. A. (2019). Tingkat Kepuasan Layanan Pendidikan Mahasiswa dan Alumni FITK UIN Syarif Hidayatullah Jakarta. *Tarbawi: Jurnal keilmuan manajemen Pendidikan, 5*(02), 239-250.

Antara. (2017, Mei 05). Retrieved September 2019, 13, from Media Inddonesia: http://mediaindonesia.com/read/detail/103499-mutu-perguruan-tinggi-masih-memprihatinkan

Ashar. (2014). Strategi Pengembangan Program Studi Al-Ahwal Asy-Sayksiyyah (AHS) Jurusan Syariah dan Ekonomi Islam STAIN Samarinda. *Fenomena:Jurnal Penelitian, 6*(2), 249-264.

Astuti, V. N. I., Fahmi, I., & Hubeis, M. (2015). Strategi pengembangan program penyelenggaraan khusus di pascasarjana. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, *45*(2).

Aswati, S., Mulyani, N., Siagian, Y., & Zikra, S. A. (2015). Peranan Sistem Informasi dalam Perguruan Tinggi. *OAJIS: Jurnal Teknologi dan Sistem Informasi , 1*(02), 79-86.

Darmawan, C., Zaidi, M. H. B., & Walian, A. (2018). Strategi Pengembangan Program Studi Manajemen Dakwah Fakultas Dakwah dan Komunikasi UIN Raden Fatah dengan Kerangka SWOT. *Wardah*, *19*(01), 82-102.

Depdiknas. (2003). *Undang-undang RI No.20 Tahun 2003*. Jakarta: Depdiknas.

Farhurohman, O. (2017). Faktor Kunci Keberhasilan Komponen Penyusunan Manajemen Perencanaan Strategis Sekolah. *Tarbawi: Junal Manajemen Pendidikan Islam, 3*(01), 77-89.

Farhurohman, O. (2018). Kepemimpinan dalam Mutu Pendidikan di Sedolah. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 4*(01), 45-56.

Febrianingsih, N. (2012). Keterbukaan Informasi Publik dalam Pemerintahan Terbuka Menuju Tata Pemerintahan yang Baik. *Rechtsvinding: Jurnal RechtsVindingBPHN, 1*(1), 135-156.

Irwan, D., & Japarianto, E. (2013). Analisa Penngaruh Kualitas Produk Terhadap Loyalitas Melalui Kepuasan Sebagai Variabel Intervening Pada Pelanggan Restoran Por Kee Surabaya. *Jurnal Manajemen Pemasaran, 1*(2), 1-8.

Moleong, L. J. (2004). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.

Novita, D. (2018). Strategi Pengembangan Program Studi Dalam Meningkatkan Perolehan Jumlah Mahasiswa Pada Perguruan Tinggi Swasta. *Jurnal Manajemen KINERJA (Ejournal)*, *4*(1), 30-45.

Rachmat, R. (2014). *Manajemen Strategik*. Bandung: CV Pustaka Setia.

Rachmawati, R. (2014). Pengaruh Kepuasan Terhadap Loyalitas Pelanggan. *Tekno Buga: Jurnal Teknologi Busana dan Boga,* 1(1), 66-79.

Renata, A. (2013). Pengaruh Kualitas Pelayanan Kinerja Pegawai Administrasi Akademik Terhadap Kepuasan Mahasiswa Fakultas Ekonomika Dan Bisnis Universitas Diponegoro. *Skripsi*. Universitas Diponegoro.

Sallis, E. (2012). *Total Quality Management In Education, Cet. 17*. Yogyakarta: IRCiSoD.

Siagian, S. P. (2000). *Manajemen strategik.* Jakarta : PT Bumi Aksara.

Supranto, J. (2006). *Pengukuran Tingkat Kepuasan Pelanggan.* Jakarta: PT. Rineka Cipta.

Wijanarka, Y., Suryoko, S., & Widiartanto, W. (2015). Pengaruh Emotional branding dan Experiential marketing Terhadap Loyalitas Merek Eiger Adventure Melalui Brand trust dan Kepuasan Pelanggan Sebagai Variabel Intervening. *Jurnal Ilmu Administrasi Bisnis, 4*(2), 1-14.