Fariz - Quality Improvement Strategy for Strengthening Higher Education Competitiveness

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Quality Improvement Strategy for Strengthening Higher Education Competitiveness

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Abstract

The challenge for Indonesia in the current era is to prepare itself for economic, business and education activities. One of them is strengthening the competitiveness of higher education, by increasing its quality. The purpose of this study was to analyze and obtain an overview of strategies regarding Quality Improvement for Strengthening Higher Education Competitiveness (Studies at the College of Economics in East Java). The method used in this research is descriptive method with a qualitative approach. The results showed that the implementation of academic services carried out by all components of college including lecturers, staff and academic staff showed a change towards better improvement, in terms of human resource management, as well as supporting facilities that support the implementation of improving the quality of academic services. Higher education institutions need to control the quality of activities carried out at stages in the management process which include input, process, output and stakeholder satisfaction. Service quality improvement can be implemented by implementing the service quality management process, improving and strengthening the curriculum, updating and improving learning facilities, improving quality qualifications and the number of human resources tailored to the needs in college.

Keywords: quality improvement, service quality management, graduate competence, human resources, academic services.

Abstrak

Tantangan bagi Indonesia di era saat ini adalah mempersiapkan diri untuk kegiatan ekonomi, bisnis dan pendidikan. Salah satunya memperkuat daya saing perguruan tinggi, dengan meningkatkan kualitasnya. Tujuan dari penelitian ini adalah untuk menganalisis dan memperoleh gambaran tentang strategi Peningkatan Mutu untuk Penguatan Daya Saing Perguruan Tinggi (Studi Pada Sekolah Tinggi Ekonomi Jawa Timur). Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa pelaksanaan pelayanan akademik yang dilakukan oleh seluruh komponen perguruan tinggi baik dosen, tenaga kependidikan maupun tenaga kependidikan menunjukkan perubahan kearah peningkatan yang lebih baik, baik dari segi pengelolaan sumber daya manusia, maupun sarana penunjang yang menunjang terlaksananya peningkatan mutu. dari layanan akademik. Perguruan tinggi perlu melakukan pengendalian kualitas kegiatan yang dilakukan pada tahapan dalam proses manajemen yang meliputi input, proses, output dan kepuasan stakeholder. Peningkatan kualitas pelayanan dapat dilaksanakan dengan melaksanakan proses manajemen mutu pelayanan, perbaikan dan penguatan kurikulum, pemutakhiran dan perbaikan fasilitas pembelajaran, peningkatan kualifikasi mutu dan jumlah SDM yang disesuaikan dengan kebutuhan di perguruan tinggi.

Kata kunci: peningkatan mutu, manajemen mutu pelayanan, kompetensi lulusan, sumber daya manusia, pelayanan akademik.

INTRODUCTION

One of the challenges of improving economic development in Indonesia is how to create quality resources and have skills and high competitiveness in the global competition that we will face in the future.

If we talk about opportunities of course there is a huge opportunity will increase the number of Indonesian workers who will work abroad because the borders between countries will be completely opened, and the transfer of goods and services will continue to be facilitated in that era.

International competition in education in terms of: quality of graduate competence, international language / English skills, ability to work together, research results, programs implemented, the ability of lecturers, and overall the quality of higher education. Given this situation, Indonesia must prepare itself to be able to compete. The portrait of the quality of higher education in Indonesia still does not show equal quality. The quality of Indonesian colleges, reflected by unprepared graduates, low English language skills, low cooperation skills, low innovation skills, low creativity, all lead to low graduate competitiveness.

The era of disruption requires anticipatory efforts with innovative curriculum design, creative, and meets the needs of markets and the world today. Every citizen must have adequate skills in today's digital and technological era. "The current era of revolution 4.0 requires a curriculum that is innovative, creative, and based on the needs of market share and the world of work with the addition of several new literacies" (Sundaya et al., 2019). Educators greatly contribute to creating superior human resources in the future (Sakti et al., 2019). Educators, in this case lecturers, are required through National Standards of Higher Education (SN-DIKTI) to produce graduate learning achievements that must be achieved by students covering four aspects, namely attitude, general skills, knowledge, and special skills.

Education that produces skills as capital for life or life skills is a priority for national education policy, whose implementation is focused on the level of education (Wahyudin et al., 2017). The skills possessed by students will support their work and activities in the future (Segara & Hermansyah, 2019).

Education that meets the criteria or quality standards will determine the improvement of the nation's competitiveness, thus requiring each country and educational unit in it to be able to achieve certain criteria and standards to be able to survive in the current global and competitive environment. New awareness of quality is also pervasive in the world of education in Indonesia, a step has had a quality assurance mechanism. Quality education is a critical aspect to improve the welfare of a country or nation through improving the quality of human resources, state policies that prioritize development investment for access and quality of education will be faster in improving the welfare of the country. (Michaelowa, 2000).

Over the last five years the results of institutional accreditation by BAN-PT show that out of 40 Economics colleges (STIE) in East Java, only four higher education institutions have been institutionally accredited with only 10% of the total STIE. In fact, the accreditation status of a tertiary institution is a reflection of the performance of the tertiary institution concerned and illustrates the quality, efficiency and relevance of the study program being held. (Fariz, 2019). Overall this has an impact on the increasing urgency of the need to carry out college reforms, especially regarding products. colleges must be able to provide equality of opportunity for every student to develop themselves according to their abilities. (Dros, in (Tjiptono & Diana, 2003)).

Higher Education (PT) is a universities whose activities are required to improve quality which can be realized through the implementation of quality education. Education is said to have quality if it is made simple, important, and meets standards (Anshari, 2018). A necessity to grant quality education require a very neat and beautiful structured management. This means that each component that is in one axis must work hand in hand in completing its obligations as the manager of an educational unit in achieving the stated goals (Rifa'i, 2017). At PT, improving the quality of education becomes effective if each policy maker takes an active role in directing these improvements. Therefore, the leadership of PT has a vital role in improving the quality of education in an educational institution (Primayana, 2016). Education in reality

holds a vital capacity in livingthelife of the nation and state, namely in the effort to create quality human resources. Education can make human resources more dexterous in understanding and completing inwelcoming the changes and development of the country (Sudarsana, 2016).

The importance of competitiveness in universities is developing along with the increasingly rapid pace of the globalization era. According to (Hatten & Rosenthal, 2001) that mastery of science and technology is inaccordancewiththosebasedon quality improvement (Hasan Baharun, 2017) andability in creativity and science as absolute demands in life in a global society (Baharun & Ardillah, 2019) . (Engkoswara & Komariah, 2011) argues that education management / education administration "is an entity that utilizes and empowers all available resources through activities in planning, organizing / mobilizing, providing motivation and control, supervision and supervision, by conducting assessments for realizing education. more effective quality and more efficient (Indriyanti, 2018). To be able to survive in this competition, themain thing that must beprioritizedby the college is customersatisfaction (students and society), to be able to survive and have high competence and competitiveness, a college prioritizes customer satisfaction, in order to survive and compete in the job market. Customer satisfaction can be seen from the quality andquality of graduatesproduced, thisis especially usedas a measureof the superior of the college's competitiveness.

The current competition between higher education institutions is not only between private universities (PTS) and state universities (PTN), but there is also greater competition between private universities. Competition is described as a cycle of change that is determined by four components of competition (4C), namely company, customers, competitors, and change (Kartajaya, 1994). For private higher education service providers, customers who directly enjoy the services offered are students, competitors areproviders ofsimilareducational servicesat the same level, and change includesallforms of change as an internalinitiativeor externalpressure, both academic and non-academic. (Risdwiyanto & Kurniyati, 2015)

Beeby in (Sabur, 1998) see the quality of education from three perspectives, namely: economic, sociologicaland educational perspectives. Based on an economicperspective, quality is education that has a high contribution to economic growth. Education graduates can directly fill the workforce in various sectors of the economy. With their work, economic growth can be pushed higher. Coombs in (Sabur, 1998)see the concept of the quality of education is not only measured by learning achievement, as associated with the curriculum and its standards, but quality must be seen in terms of relevance and the extent to which what is taught and learned is in accordance with current learning needs and for the future. Furthermore, it is argued that the problem of education quality should be related to the overall systemic quality of dimensions that change from time to time.

There are still many universities in Indonesia onlytargetingthequantity of students, opening new study programs, opening special classes such as employee classes, long-distance classes, week-end classes / Saturday-Sunday classes or executive classes. The university offers diplomas by attendingtheseclasses without emphasizing quality. Such classes are not designed to achieve a prime quality, with condensed courses, arbitrary (improvised) teaching, one-way delivery of material, withoutpropertraining or practice (Panday, 2018). Operational management ofIndonesianuniversitiesis still weak, financialhealth, and the health of the academic climate on campus are also determinants of competitive advantage (Nugroho, 2006).

Fariz (2019) explained that in order to achieve organizational performance and the high competitiveness of STIE, university leaders must develop a learning system in accordance with the changing times in accordance with the vision and mission objectives of the institution published in

academic guidelines and used as a reference by all learning implementing units. To strengthen the competitiveness of Indonesian colleges, a strategy to improve the quality of higher education is needed, by carrying out continuous quality improvement (quality improvement continuously). How to systematically, effectively and efficiently improve quality continuously is by building a quality culture in each college by continuously evaluating internal quality. In this case, evaluating various production factors in a college, because a college is basically a part of services, namely educational services. The purpose of this study was to analyze and obtain an overview of strategies regarding Quality Improvement for Strengthening Higher Education Competitiveness (Studies at the College of Economics in East Java).

RESEARCH METHOD

The research method used in solving the problem under study is a descriptive method with a qualitative approach, this is based on the formulation of research problems where this research is aimed at extracting data and information.

Qualitative research wants as much data as possible, to obtain relevant data requires appropriate data collection techniques. In this study, several data collection techniques were used, namely: observation, interviews, and documentation study. Data analysis was carried out based on an interactive model. In the data analysis of this model, there are four interacting components, namely: data collection, data reduction, data presentation, and drawing conclusions and verification.

The population of this study is all of the Economics College which has a study program accredited at least 50% "B from BAN PT (considering the minimum limit of study program accreditation required by the Ministry of Administrative Reform and Bureaucratic Reform in the selection of State Civil Servants) is" B ").

Respondents from the entity units examined at STIE institutions were the Chairman, Vice Chairman I (Academic Affairs) and The Head of Study Program. The reason for using respondents in this study is that respondents have direct and responsible.

RESULTS AND DISCUSSION

Along with the global challenges, the challenges of education are becoming even greater, which encourages students to get the best achievements.(Alamsyah et al., 2018) Globalization as an inseparable part of modern life is increasingly influencing in realizing open markets and free competition. In a situation like this, all institutions, especially education, are required to be able to create efficiency, prioritize quality, customer satisfaction and take advantage of opportunities quickly in order to compete and survive.(Amaliyah, 2018). The existence of competition is an element that cannot be negotiated anymore. (Astawa, 2016)

University is an institution that has a strategic role and position in achieving educational goals. Therefore, it is necessary to make continuous improvement efforts to create quality human resources. Higher education has a big share and is at the same time challenged in responding to this fast development. (Malarangan et al., 2020). One of the factors of national excellence is the availability of Human Resources who master science and technology in large quantities, quality and have adequate purchasing power resulting from educational institutions which will encourage the growth of science-based industries that can absorb productive labor, which can produce goods, services and products that are highly competitive. The assumption is to get a quality work force that must be seen from the quality of the education system in a country.

Human Resources will not be able to compete if they are not qualified. This is where it is necessary to have a high level of concern for quality control and quality assurance. With innovation systems namely: Creating new knowledge; Guiding the direction of the search for technology providers and users, namely influencing the direction for actors to manage and utilize their resources; Supplying / providing resources, namely capital, competencies and other resources; Facilitating the creation of a positive external economy (in the form of exchange of information, knowledge and vision); Facilitating market formation.

Quality education produces quality human resources so that it is necessary o improve the quality of improvements in order to produce quality human resources. Therefore, educational institutions must think about the most important things that must be managed properly so that they do not lead to things that are not substantive and even less have a positive impact on quality improvement (Mundiri, 2016).

Quality refers to products and services, which can meet the needs, expectations and satisfaction of customers. Quality is not instantaneous but in the long term, in that term it needs to be changed, improved and perfected so that it can always meet the needs and satisfy customers and be in accordance with environmental developments. If the quality of education is to be improved, there needs to be a leader from educational professionals because every institution is of the view that quality is the main agenda and the most important task (Umam, 2019). Quality is something that is dynamic following the dynamics of customers and the environment "Quality is a dynamic state associated with products, services, people, processes, and environments that meets or exceeds expectations" (Goetsch & Davis, 2006)

Concrete forms of the influence of globalization on the life of universities in Indonesia have been felt since the last decade where developed countries could freely enter and even establish higher education institutions in Indonesia. The curriculum and teaching and learning process were also adopted from the country of origin without having to follow the rules of the Ministry of National Education as well as lecturers who were imported from outside. Along with that, there are also many universities in the archipelago that have implemented strategies to maintain quality in order to survive in the community (Sugiono, 2018). The strategies implemented include in the form of lecturer and student exchange activities, joint study programs by offering study abroad for certain semesters, dual degree programs, joint research for certain fields and so on. This strategy is carried out in anticipation of being able to survive with foreign colleges that enter Indonesia (Wayong, 2017).

(Handoko, 2003), said, there are three main reasons that management is needed, namely: a) To achieve goals, management is needed to achieve organizational and personal goals. b) In order to maintain a balance between conflicting goals, management is needed to maintain a balance between the conflicting goals, objectives and activities of the interested parties and the government. c) To achieve efficiency and effectiveness, an organization's work can be measured in many different ways..

To be able to achieve the right level of quality in a way that is consistent in meeting the needs and desires of customers and organizational goals can be achieved, and is done by folding all the components in the organization, it is necessary to take a systematic approach, for example in the form of TQM.

For this reason, in higher education it can be said to be of high quality if it meets the standards, the main mission of a TQM institution is to meet the needs and desires of its customers. Quality must be in accordance with the expectations and desires of customers and clients. TQM will be realized if the universities develops and improves the quality of education continuously after the higher education implements a quality assurance strategy, the focus of TQM in the context of higher education is future need, customer satisfaction, and continuous improvement". (West-Burnham, 1997)

In TQM, the quality of services is expected to be designed (designable), controllable, and manageable so that the quality system will continually improve. Thus what needs to be considered in the development of TQM is the development of a quality system consisting of: quality system planning, quality system control, and quality system improvement (Gaspersz, 2008).

One of the goals of TQM is to change the institution that operates it into a sincere team, without conflict and internal competition, to achieve a single goal, namely satisfying customers (Sallis, 2008). The poor application of TQM in higher education institutions can be caused by low human resource development (HR), human resource development in universitiess is the key word in the application of TQM. Kasmir in (Harbani, 2007) states that good service is a person's ability to provide services that can provide satisfaction to customers with a specified standard. A product is said to be of quality if it can provide full satisfaction to consumers, which is in accordance with what consumers expect of a product.

There are several types of services in universities, which can be seen in several ways, namely from Leadership Services (Chair and a Number of Assistants), Services from Education Personnel (Academic Supervisor and Lecturers), Academic Advisory Lecturer Services, Administrative Personnel Services. The definition of service quality is centered on meeting the needs and desires of customers and the accuracy delivery to match customer expectations. Service quality is the level of excellence expected and control over that level of excellence is to fulfill customer desires (Tjiptono & Diana, 2003).

Minister of Education and Culture Regulation No. 3 of 2020 concerning Higher Education National Standards, namely graduate competency standards, learning content standards, learning process standards, learning assessment standards, and learning management. Two standards have been implemented but have not been maximized, namely the standard for lecturers and educational staff, and the standard for learning infrastructure. While one standard is not implemented properly, namely the standard of learning financing, there are several indicators that are still not maximal in terms of support for developing funds to increase human resources for lecturers and education personnel, for education costs and for training that will increase human resource capacity.

By investing in human resources, it will improve the competence of human resources which in turn will improve the performance of the organization. The low aspect of knowledge is caused by several factors including the limited financial capability of STIE or due to bureaucracy between the Rectorate and the Higher Education Organizing Foundation. The financial ability of private universities, which are still dominated by student admissions, allocates more expenditure for the benefit of the teaching and learning process, so it requires the direct role of STIE lecturers to seek scholarships from both the government and the private sector as well as parties from STIE to reward members who have participated in further studies so it will be motivated.

The low quality of education in an educational unit or institution cannot be separated from the management of the education unit in primary, secondary and tertiary education. Universities are institutions / institutions that are very responsible for the progress and intelligence of their nation so that they are able to compete with other nations. The education system in universities that only leads to graduate products without seeing the process of achieving educational outcomes needs to be evaluated, with the Competency-Based Curriculum (KBK) system which is currently in the process of socialization and implementation in all public and private universities, which is one of the the answer is that universities graduates are able to compete with graduates from universities from abroad, so to measure the success of this system it is necessary to have a Graduate Competency Standard (SKL).

Competence is defined as knowledge, skills and abilities that are controlled by a person who has become a part of himself so that he can perform cognitive, affective, and psychomotor behaviors as well as possible (Nurhadi & Senduk, 2004). Finch & Crunkilton, edited by (Mulyasa, 2003) defines competence as mastery of a task, skill, attitude and appreciation needed to support success, this shows that competence

includes competency tasks, skills, attitudes and appreciation that students must have to be able to carry out learning tasks according to certain types of work, thus there is a link between the tasks that students learn in educational institutions with the abilities needed in the world of work.

The main objective of implementing a study program at a university is to produce graduates according to the criteria set by the faculty and/ or department/ study program. The criteria for passing students from a study program are usually formulated in the form of Graduate Competency Standards. For higher education that provides academic, professional, or vocational education, the existence of this standard is very absolute and strategic in nature.

Minister of National Education Decree No. 045 / U / 2002 regarding the Core Curriculum of Higher Education, as long as 2 paragraphs (1) states that "The competence of the learning outcomes of a study program consists of (a) main competencies; (b) supporting competencies; and (c) other competences that are specific in nature and correspond to the main competencies ". This regulation also states that main competencies are competencies that must be possessed by graduates of a study program that differentiates them from other study programs.

Graduate competency is a criterion that must be standardized by higher education institutions, with the aim of being able to implement and evaluate the effectiveness of the successful implementation of education in creating graduates who are competent in facing job market competition both at national and international levels. Meanwhile, the Quality Assurance Agency for Higher Education (2004) stipulates that a study program must have a standard achievement (standard achievement) of the competence of the resulting graduates. Competency achievement standards are manifested in the form of graduate performance which is classified into three levels, namely: Treshold performance, namely the minimum competency performance that graduates must have in order to obtain a certain educational level; Typical performance, namely the performance of competencies above the minimum that a graduate must have to get a certain educational level; Excellent performance, namely the competency performance of graduates that is far above the specified competencies and skills.

Policies in the field of education are oriented to improve the quality of academic services, professionalism, personality and social skills, in order to achieve competitive advantage, expand opportunities and access to higher education, improve and strengthening study programs and curriculum, (Bergin, 1997) improving the quality of teaching and learning processes and outcomes, developing and improving educational professional certification programs, and strengthening networks and partnerships with local, national, and international institutions.

These policies aim to develop and improve the quality of service and education at higher education institutions, as well as to the demands of society. Community service policies are focused on encouraging the realization of quality and synergistic service to the education community in particular and the wider community in general. Organizing Academic Quality Service in universities. Improving the quality of higher education in all aspects can allow building public trust in higher education. Higher education quality assurance is the right system to carry out maintenance and continuous quality improvement for the universities concerned and is carried out internally.

According to (Anwar, 2016), the most important competitive tool that needs the attention of higher education managers is to establish research and community service policies which are the main features of the higher education marketing strategy. The implementation of this strategy can be taken as follows: (1) every research proposer is required to include publication funds in his proposal; (2) encourage the growth of scientific journals in the field of science at the department level, up to the highest journal accreditation level, (3) carry out training on writing scientific papers for publication; (4) exchange the

experiences between researchers who have published scientific publications with their juniors (5) build networks between scientific journals in various universities in Indonesia.

The marketing concept used (Malarangan et al. 2020) in their research at the IAIN Palu campus is a promotional strategy concept where promotion is one of the determining factors for the success of a marketing program in higher education institutions. Promotion is essentially all activities intended to convey or communicate a product to the target market, to provide information about its features, uses, and most importantly about its existence, to change attitudes or to encourage consumers to buy it (Nawawi & Hadari, 1990).

Improving the quality of services provided to improve the quality of education in universities, the highest leadership in charge is the leader, namely the rector, and followed by the leaders under him in different fields, improving the quality of service is not only provided by employees who are directly related to customers, namely students but to policies issued by leaders who prioritize satisfaction and improvement of the quality of education services. (Simonson, 1993)

There are several strategic steps designed to make the implementation of service quality improvement successful, including: Creating an Academic service atmosphere, an academic atmosphere that supports the quality of human resources (HR) on campus, namely improving the quality of lecturers created by their participation in seminars, research, and community service. to the public, besides that, there are lecture rooms supported by learning facilities such as computers, multimedia, LCD projectors. The library is equipped with a very adequate library collection, provided a Wifi network in most of the campus areas, as well as a program to increase the skills of teaching staff in utilizing ICT for learning are some of the strategies for improving quality academic services.

A quality lecture process is a process that occurs in planning, presentation of material as an implementation of planning, including evaluation of processes, products and elements involved in efforts to meet the needs of stakeholders. To realize quality lectures, the study program compiles strategic steps, namely: Striving for the creation of systems and processes based on the PDCA circular process (Plan, Do, Check, Act) in lectures. Creating student independence, training and evaluating the skills of lecturers in developing student independence both in thinking, feeling and acting. Making Quality Lecture Implementation Plans, in presenting lecture material the lecturer must compile a Unit of Presentation Materials and present the unit of presentation material in class.

There is an improvement in the quality of education by prioritizing the quality of academic services at higher education institutions, for that it is necessary to have supervision of the quality management of academic services, supervision of academic quality services in higher education is carried out internally, namely carried out by the leadership, quality service supervision is a process of monitoring, direction and guarantor corrective action. quality of academic services at the higher education institutions.

Supervise to ensure that the planned academic quality services can be carried out in accordance with the objectives, as well as the extent to which they are achieved. The objectives and activities of the supervision of academic quality services are to examine the effectiveness of improving the quality of education. To oversee the achievement of academic quality services in higher education institutionss, control is carried out through (a) internal and external monitoring and supervision; (b) management transparency; and (c) public accountability.

Leaders in conducting supervision form a team to assist the implementation of supervision of academic quality services, the formation of a supervisory team is adjusted to the level of development of the higher education institution and the needs for supervision, the supervisory team carries out quality assurance activities in academic services.

Improving the use of technology and information in carrying out academic services, facilitating the development of academic quality services in the learning process makes academic quality services more effective and efficient, thus facilitating and improving the quality of academic services better, so that the learning process can run as stipulated.

From the research that has been done, several conclusions can be drawn relating to improving the quality of academic services in higher education institution.

Higher education institution have strategic educational service policies, service policies issued by leaders in an effort to improve the quality of academic services, academic service policies issued by leaders in higher education institution are oriented to improve academic quality and other higher education institution resources, namely, the professionalism of higher education institution human resources work in order to achieve competitive advantage, expanding opportunities and access to higher education, perfecting and strengthening study programs and curricula, improving the quality of teaching and learning processes and outcomes, developing and improving educational professional certification programs, and strengthening networks and partnerships with local, national and international institutions, all of these policies have been launched by the leadership as stipulated in higher education institution strategic planning, as a reference or foundation in various academic quality service activities in higher education institution.

Higher education institution policy emphasizes good service quality, educational services are a reflection of the quality of education in universities, quality services in higher education institutions are produced by quality human resources, and vice versa. Therefore, higher education institution policies emphasize improving the quality of academic services in higher education institutions with the aim of improving the quality and professionalism and good performance of the components of higher education institutions in improving the quality of academic services in higher education institutions.

Third; The implementation of improving the quality of academic services of higher education institutions needs to control the quality of activities held at every stage in the management process that includes inputs, processes, outputs and stakeholder satisfaction. Implementation of service quality improvement can be implemented with the implementation of IT / ICT in the process of service quality management to improve efficiency and provide fast, precise and accurate service capabilities, improve and strengthen the curriculum for all types and levels of programs; The content of education is packaged in the curriculum, the implementation of the curriculum is the learning process or PBM, updating and improving learning facilities; Improving the qualifications, quality and number of human resources in accordance with the needs of the development of quality education services in higher education institutions.

The competitiveness of universities is one of the absolute requirements needed to take advantage of opportunities and overcome challenges arising from globalization. One of the determining factors of universities competitiveness is the quality of Universities education. Therefore, the quality improvement program in the education process in Universities is the main thing that must be pursued by higher education institutions to improve the quality of graduates so as to answer the challenges of globalization. When reviewed from the seriousness of the government in this regard, it is appropriate if higher education institutions also have a commitment starting from the top of the Chairman / Rector down all employees to go through a cycle of sustainable quality improvement. Top-down commitment or empowerment from top to bottom is absolutely necessary for the success of a quality program.

National accreditation may not be sufficient to face the threat of domination of vital employment opportunities from overseas graduates and graduates. Facing international competition requires international benchmarks as well. For internal processes, improvements can be made, for example, the

assessment system and the quality of the teaching staff. The ideal teaching staff needed for the future is not just people with high mastery of academic substance, but also must be expert in the implementation of the learning process and have a good attitude as an educator. Teaching is no longer proper method of use in universities, but rather learning. The responsibility of education must be equally embraced by lecturers and students because lecturers serve as facilitators. Thus, the right of the true educational process will be achieved, namely students studying, not teaching lecturers.

CONCLUSION

The implementation of the quality of academic services of college has not completely changed the attitudes and behaviors of lecturers, employees and others so that it has not been able to maximize the quality of excellent service to students and residents of college, this is due to different levels of understanding and educational background, so that special handling such as scholarships and the provision of education and training periodically to improve the quality of work, in the hope of improving the quality of education services in college can run smoothly.

Supervision of academic quality services in college, academic quality services really need supervision if you want perfect results, academic quality services can be realized with the presence of quality resources both in human resources, management and other supporting factors, thus creating a quality learning process in the context of Quality Improvement for Strengthening Higher Education Competitiveness (Study at the College of Economics in East Java).

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