Examining Development Quality Practice in Higher Education: Evidence from Islamic Higher Education Institution (IHEI) in Indonesia

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Abstract:

The objectives of this study is to examine the quality of lecturers in implementing three principles of higher education (HE), especially with the principle of Tri Dharma Perguruan Tinggi (three main higher education principles). In order to achieve this attainment, attempts to investigate the practice of lecturer quality development management could be transmitted into disclosingthe efforts to renew management of lecturer quality development. This study used qualitative approach that examines the management of lecturer quality development at Islamic Higher Education Institution (IHEI) in Padang, Indonesia. The technique of data collection is done through interview, observation and documentation methods. Data analysis procedure used data reduction, data display and verification. While the research subjects were supervisors, lecturers and students.The results of this study indicate thatthe quality of the lecturers at (IHEI) in carrying out the Tri Dharma is quite good. However, several factors allegedly influenced the quality of the implementation of Tri Dharma. These factors are scientific disconnection, alliterate nature and lack of visionary attitude. There was found a quite disturbing problem in the management practice of lecturer quality development at (IHEI). Even though the fact is that the activities of planning, organizing, mobilizing and monitoring the activities have been carried out well. Some of these problems include quality control, funding, non-running reward mechanisms and internal conflicts. Efforts to renew the management of lecturer quality development at (IHEI), whether they are in direct contact or indirectly with the tri dharma, have been effectively endeavored.

I. INTRODUCTION

Lecturers in the 21st century, as confirmed by Caroline Steel and Trish Andrews (2012: 245) actually need to get support in the new region. Meanwhile, Hamid 'Ammar (1996: 103) tried to compare lecturers to a machine that moves everything related to scientific and academic activities. Therefore, a lecturer as explained by Law of Republic Indonesia Number 14/2005 on Teachers and Lecturers, article 1 paragraph 2, is indeed very worthy of being said as professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through educational, research and community service activities.

The success of a lecturer is determined by the quality of each individual. According to Sanusi Uwes (1999: 1), the measure used usually lies in their last education and competency, academic position qualifications and teaching experience, research experience and community service practice, also physical and spiritual health, and the ability to carry out education in order to fulfill graduate learning achievements (Permendikbud RI No. 49 of 2014: 15). So, even if the lecturer does not have adequate credibility and quality as above, then the education process later as explained by H. Mizell (2014: 17) will not run optimally and ideally.

Timperley et. al (2017: 19) once revealed, that the implementation of development for several lecturers in universities, so far the result is varied, some have been quite good and some are still lacking. Meanwhile, Director General of Higher Education as quoted by Agoes Soegianto (2016) has released the news, that at present there are around 5,000 professors throughout Indonesia, only a few of whom published their writings to international scientific journals. From the results of the tracking, out of 150 professors from all over Indonesia which were randomly tracked in Scopus Elsevier, only about 15 percent of their works were published on International Scientific Journal and only around 6 percent were cited by other researchers.

A study by Abdul Aziz Wahab (2010) from Indonesian University of Education (UPI), previously described that lecturer quality is still not optimal as expected, such as in writing scientific papers in national and international journals, proceedings of national and international seminars, varying lecture models, creatinglearning media, using up-to-date learning resources, authentic assessment and so on. The research above reinforced by Piscayanti and Mahayanti (2015: 543) who stated that one of the efforts made by the government to improve the professionalism of lecturers in the field of Tri Dharma through certification supports, still has not had a strong and binding effect on improving lecturers' performance in the Tri Dharma.

However, it must be admitted, that these shortcomings do not actually stand alone. In addition to the weak quality and motivation of lecturers, the shortcomings are also related to policies and management, as well as weaknesses in commitment and courage of policy holders in all lines on the other side. Meanwhile, the succesful of education in college is depend on three main components; the students, lecturers and institutions. The last mentioned component, namely the institution as said by Darling-Hammond and Wei (2016: 23), includes one of the management factors.

Based on the background, some of the problems above will certainly harm the national education development process if left to go on, including the development of education in the Islamic higher education in Indonesia. To overcome this, as Moore et. al (2015: 75) said that the first step that can be assessed is to provide accurate data that can be studied so that the improvement process can be studied in accordance with the demands and expectations.

In connection with institutional responsibility to improve and develop the quality of their lecturers, it requires the management of

Islamic universities to continuously make various efforts to foster the quality of their lecturers. Therefore, as revealed by Marzano et. al (2016: 5), the most important aspects related to quality development and/or lecturer professionalism are things that are directly related to the purpose of higher education. For this reason, these efforts must be presented by the management of Islamic universities. Moreover the challenge of competition is increasingly finding momentum in the era of globalization. Lecturers are not only compete locally and nationally, but are also required to reach regional and international areas.

In this context, Sanusi Uwes (1999: 38-39) explains, management practices in the field of quality development of lecturer are actually a follow-up of previous continuous processes, namely, recruitment, selection and appointment and placement of other management functions. At the time of appointment, generally there are rarely lecturer personnel who are fully compatible with or truly professional in the field of work that is their responsibility. So, it is logical that higher education institutions develop the quality of their lecturers.

Management of lecturer quality development, is a general management practice in the field of fostering lecturer quality that is universal and systematic. It turns out that the activities also cover the rules, principles and concepts and refer to the theoretical foundation that exists in carrying out the basic functions of general management, starting from planning stage organizing, actuating, and controlling.

In connection with the explanation above, the problem is how is the quality of the lecturers at (IHEI), how is the management of quality development lecturers at (IHEI) and how is the efforts to renew the management of quality development lecturers at Imam Bonjol UIN Padang, considering that there are found, not only few of lecturers who only rely on their natural talents when teaching, without providing themselves with learning methodology and local

mastery techniques (interview with Ikhwan M, Deputy Chancellor I of (IHEI) on Saturday, January 25, 2017). In the field of research, there are still many lecturers who have not taken the research seriously. Data Distribution of Lecturers' Quality Assurance Workload (LPM) in 2016, for example, states that the percentage of lecturers conducting group research ranges from 29.87%, independent research 7.72%, writing books 8.05%, writing non accreditation national journals 16.44%, accredited 0.00% national journals, and 0.67% international journals. The field of community service, as stated by M. Wakidul Kohar, Chairperson of Research and Publication of LPPM (Institute for Research and Community Service) (IHEI) (interview results on Thursday, January 16, 2017), service activities have not clearly led to certain purpose or not functioned or in harmony with the results of previous studies.

II.   LITERATURE REVIEW

Quality of Lecturer

What are the characteristics of qualified lecturers? On what basis is a lecturer said to be qualified? These are important questions that must be answered in advance to describe the criteria of lecturer quality. Moreover, if it is remembered that the quality problem is a measure of the success of an action. Quality actions are more likely provide opportunities for success than the actions of many people who are not qualified.

The quality of lecturers is at least reflected in the implementation of the main tasks and supporting tasks that must be carried out professionally (BPMA UI, 2007: 6-7). The main task of the lecturer is to implement the Tri Dharma Perguruan Tinggi (Three Principle of Higher Education) which includes education/teaching, research, and community service. The supporting assignments are additional assignments for lecturers conducted both inside and outside the institution where the lecturer is assigned.

In carrying out the Tri Dharma duties, the lecturer as explained in the Regulation of the Minister of Education and Culture Number 49/2014 on National Standards for Higher Education and the decision of the Directorate General of Higher Education through Decree Number 48/DJ/Kep. 1983, as expressed by Sanusi Uwes (1999: 28), should be strengthened by detailing Tri Dharma into five components, the administrative system developed in a system of monitoring and evaluating higher education in five activities, namely education, research and development on science, community service, coaching/mentoring academicians, and administrative/management duties.

Thus, qualified lecturers as explained by Sanusi Uwes (1999: 28), are lecturers who carry out education and teaching responsibilities, research and development on science, community service, guidance and good organizational/administrative duties. It is said to be good, for example, when the task of education and teaching always considers three factors, namely students, professions and institutions. Even so, research is said to be good when the requirements of some important aspects of research can be fulfilled.

The duty of service can be said good, when the measure of service to the community is not only related to science, but it is related in a complex manner with institutions and society. Whereas the task of coaching is considered to be of high quality, for example, in academic guidance the characteristic of its success lies in the ability to facilitate the academic potential of students.

Finally, the organizational/administrational duties of the lecturer include the structure, committee and administration of lecturers, such as syllabus and standard of lecture reference, students' attendace list and so on. Especially in structural and committee, although in varying degrees but still have the same requirements, such as faith, have mental superiority, physical superiority, intellectuals and so on.

Management on Lecturer Quality Development

Planning

Mochtar Effendy (1996: 74-75) defines planning as an action to be taken to obtain the specified results in a certain period of time and space. It means that planning is a process of thought, both generally and specifically from an activity/work carried out to achieve the best and economic certainty. In this context, planning in the field of lecturer quality development is an activity or process that is very important in an effort to improve the quality of lecturers, both personally and collectively towards global-based lecturers. A good lecturer quality development plan, as quoted by Muhammad (2014: 82) must be carried out through various process activities which include forecasting, objectives, policies, programs, schedules, procedures and budgets.

Organizing

According to Muhammad (2014: 82), organizing is the whole process of grouping people, characters, tasks, authorities and responsibilities in such a way as to create an organization that can be mobilized as a whole and round unity in order to achieve goals predetermined. Organizing activities in the field of lecturer quality development must at least have several inherent elements, there are: the division and grouping of tasks carried out by the leaders of higher education at each level to the personnel according to the abilities and skills possessed and/or tasks that will be carried out, the establishment and preparation of work arrangements between one unit/field with other units/fields to get results in order to achieve the objectives, especially the purpose of implementing lecturer quality development activities.

Actuating

Actuating as explained by Amita Etzioni (1982: 128) is the overall effort, ways, techniques, and

methods to encourage organizational members to work willingly as well as possible to achieve effective, efficient and economical organizational goals. According to Anton Athoillah (2010: 116), mobilizing personnel to carry out programs or activities in the field of lecturer quality development in higher education is the same as seeking higher education personnel to carry out their duties and obligations together in accordance with their capacity to provide services with full awareness.

Monitoring

M. Kadarisman (2014: 171) states that control or monitoring is a function in functional management that must be carried out by every supervisors of each units towards the implementation of work or personnel who carry out in accordance with their respective main tasks. Supervision in the field of lecturer quality development is an activity or action that is truly intended to secure plans and decisions related to programs in the field of lecturer quality development that have been made and or are being implemented because it has a close relationship with the problems of comparing events with plans previously made and corrections that need to be done if the events in reality deviate from existing plans.

III.   METHODOLOGY

This study used qualitative research methods. According to Sharan B. Merriam (2009: 13) qualitative research is research that examines things in natural settings and interprets phenomena related to meaning. This approach was carried out to understand the problem of research on the state of lecturer quality, management practices of lecturing the quality of lecturers and efforts to renew the quality management of lecturers at (IHEI).In this study, researchers is a planner, implementer, data collector, analyst, interpreter and finally report the results of the study. As a research instrument, researchers are required to be able to adapt to the conditions and situations in the field, namely officials in the (IHEI) environment and various other parties, for example, lecturers and students who are competent on this research.

The data collection technique in this study was carried out by; (1) interviews, this technique was used to obtain information about the state of lecturer quality, management practices of lecturer quality development and efforts to renew management of quality development lecturers at Imam Bonjol UIN Padang; (2) observation, this technique is used to see the implementation of the Tri Dharma and management practices of lecturers quality development at (IHEI); (3) documentation, this technique is used to strengthen data about the state of lecturer quality and management practices of quality development at the (IHEI).The data analysis in this study uses the Miles and Huberman Model with three steps of analysis, namely: reduction, presentation of data (display) and verification or conclusion (Miles and Huberman, 1994: 10).

IV.   RESULTS AND DISCUSSION

Teaching and LearningQuality

In the field of education and teaching, according to data on the Workload Distribution of Lecturers of the Quality Assurance Institute (LPM) of Imam Bonjol Padang in 2016, it has been shown that in quantity, the percentage of lecturers teaching in the local area is 99.33%, preparation of learning by making learning designs administrative, carrying out the learning process using learning methods, conducting an evaluation system, up to the effort to understand the development of student learning carried out with full dedication and responsibility.

In connection with the responsibilities of lecturers in the field of education and teaching, there are three factors that have been met by lecturers. First, the responsibility of lecturers to students. The lecturers, for example, in detail

revealed that the lecturer should have well prepared in organizing tasks that are directly related to the lecture process or student learning. Starting from the preparation of making an administrative learning design, carrying out the learning process, conducting an evaluation system, up to efforts to understand the development of student learning. However, as expressed directly by M. Abizar, a student of the Aqidah Philosophy Faculty of Ushuluddin (interview on Thursday, January 16, 2017), during the lecture, not all lecturers were able to associate lecture material to other disciplines and/or to currently developed issues in society.

The second factor, namely about the responsibilities of lecturers to the profession. Institutionally, the lecturer at (IHEI) is obliged to continuosly improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art as mandated by the Indonesian Minister of Education and Culture No. 49 of 2014 concerning the National Standards for Higher Education. Motivation to improve academic qualifications, has prompted some lecturers at (IHEI) to take further studies to the level of doctoral. Nevertheless, the fact that the lecturer with doctoral education at (IHEI) is still lacking and is still a problem. Meanwhile, competency development – especially in the respective scientific fields – is carried out by lecturers through various activities such as seminars, workshops, workshops, discussions and other scientific meetings.

The third factor, which is about institutional responsibility of (IHEI) lecturers, is indicated by one of the abilities of lecturers in managing, for example, activity funds. The case of competitive research funds, for example, in practice, lecturers using research funds for research purposes only. That is, related to the financial accountability of this study, that all types of research expenditures are always sought by

lecturers while still adhering to the implementation guidelines. This is the other side of the lecturers' success in addition to the results of research reported by lecturers.

Research Quality

In the field of research, the ability of lecturers to plan draft preparation and the desire to participate in research is felt to be quite high, besides that, the students often participate in the research of lecturers. Nevertheless, the practice of research conducted by these lecturers, in general, is only limited to planning, implementing, making reports and reporting the results of research. That is, the research carried out by the lecturer, if it can be said to be limited only to fulfilling the obligations of one of the Tri Dharma, is administratively fulfilled by the lecturer, or in other words, the minimum standard of the research process has been fulfilled, as explained .by Regulation of Minister of Education and Cultural Affairs Republic of Indonesia Number 49/2014 on National Standards for Higher Education article 45 paragraph 1 covering planning, implementation and reporting. Weaknesses in the field of research spread from the majority of lecturers, at least can be identified from the lack of research results, especially those that have not been widely published in accredited national and international journals. Data distribution of the workload of (IHEI) lecturers in 2016 has revealed that the percentage of lecturers writing local journals is 25.84%, while writing in non-accredited national journals is 16.44%, national journals are accredited 0.00% and international journals are 0.67 % (2 lecturers).

Community Service

The community service activities at (IHEI), is one of the chancellor's work indicators, namely research-based service. Nevertheless, in its realization, as explained by M. Wakidul Kohar, Chair of Research and Publication of LPPM (Institute for Research and Community Service)

(IHEI) (interview results on Thursday, January 16, 2017), there were many community service activities conducted by lecturers who does not depart from efforts to harmonize the results to previous research and or develop the problems of further research.

In 2016 for example, based on data search by researchers, several service activities that passed the selection and divided into three categories, if it can be said in terms of content, service activities are still relatively partial and have not fully followed the the service standards as directed by the Minister of Education and Cultural Affairs Republic of Indonesia Number 49/2014 on National Standards of Higher Education Article 55 paragraph 3, which states that the depth and breadth of community service material are especially sourced from the results of research. From here then it can be seen that the service activities are still not clearly directed towards certain superiority.

Supervision of Students

Academic supervisors at (IHEI) are generally quite functional. This is expressed in the activities that are not only about guidance around lectures, but also encourage students to open up and on ways of learning. Continuous motivation and understanding of student learning problems, for example, are methods or approaches that are often used by lecturers in guiding students.

Administration Execution

The administration of Tri Dharma activities by lecturers at (IHEI), in general, can be coordinated by lecturers while expressing modern management. Through the support of this modern management, the lecturers' academic administration mechanism can be conditioned. However, it is not denied if some lecturers are less able to coordinate administrative order. This is expressed in the irregularities of lecturers in

arranging personal administrative files related to professional duties.

a. Implementation of Lecturer Quality Development Management

Planning

Planning in quality development ofTri Dharma at (IHEI)has been generally carried out in several stages, namely: forecasting, objectives, policies, programs, schedules, prod2i44cedures, and budgets. According to Muhammad (2014: 82), forecasting is a systematic business prediction, which is most likely to be obtained in the future, on the basis of estimation and using rational calculations of facts. Forecasting quality development at (IHEI), as explained by Ikhwan M, Deputy Chancellor I (IHEI) (interview on Saturday, January 25, 2017) began by carrying out SWOT analysis (strengths, weaknesses, opportunities, threats), which is an analysis to produce policy directions, goals, objectives, including any possible efforts on developing lecturer quality.

In the objective aspect, the development on lecturer quality in (IHEI) as explained by Eka Putra Wirman (2017) aims at the professionalism of lecturers, including increasing pedagogical, professional, social, personality, and other competencies that are in line with the demands of the times. This formulation of objectives is consistent with the formulation of strengthening lecturer resources. In the aspects of policies, development on lecturer quality can be seen from the direction of policy to strengthen the commitment to increase professionalism and quality of lecturers. This is reflected in the efforts of the chairpersons at (IHEI), encouraging the lecturers to continue their studies, having many publication, increasing academic activities such as seminars, workshops and so on, as well as allocating or facilitating funds for the development on lecturers quality.

In programmes aspect, the lecturer quality development programs is quite functional. This is expressed in lecturer quality developmentwhich the activities is professional-oriented and religious spiritual. Professional-oriented development efforts; such as workshops, seminars, training, further studies, discussions, senior-junior lecturer supervise, assignments, assessments, and so on. Meanwhile, the development in religious spirituality aspect includes studying the *Kitab Kuning*, contemporary fiqh, personality development, da'wah, *silaturahim* and so on.

In the schedule aspects, the lecturer quality development programs have encouraged the scheduling of the implementation of lecturer quality development activities. Meanwhile, the lecturers' quality development activities themselves are more oriented, one of which is the fulfillment of the program's implementation time. In procedural aspect, development of lecturer quality is more coordinated. This is expressed by starting the survey or evaluation process. The survey and evaluation data was then followed up by compiling a program or activity to develop lecturer quality by each element or unit in the(IHEI) in accordance with the tasks, functions and obligations inherent.

In the aspect of the budget, Ikhwan M, Deputy Chancellor I of (IHEI) (interview on Saturday, January 25, 2017) stated that lecturers' quality development programs requires funds to carry out activities. Meanwhile, the lecturers' quality development activities funds are still low, namely 20% or ± 30 billions from the total fund of ± 140 billions.

Organizing

The organizing activities at (IHEI) were carried out by involving, dividing and grouping all units in the work environment of (IHEI) in accordance with the duties, functions, and authority to compile, implement, work together, and be responsible to each lecturer quality development program owned. Nevertheless, for the employee/personnel placement system, management at (IHEI) in addition to a professional approach, a non-professional approach is also often carried out to place and provide jobs for employees/personnel. This can be seen, for example, as stated by Bukhari, Dean of the Da'wah and Communication Faculty of (IHEI) (interview results on Thursday, January 23, 2017), from how the leaders have difficulty determining and placing personnel according to their expertise.

Actuating

In the field of actuating, according to Ikhwan M, Deputy Chancellor I of (IHEI) (interview on Saturday, January 25, 2017), the activities in general, starting from determining lecturer participants considering the budget, dividing each faculty members and writing to participants to join the activities. The aspects of leadership, communication, and motivation are an important part of the mobilization process. First, the leadership at (IHEI) grew in line with the variety of activities, processes and control of activities. In this connection, the chancellor as the main coach is relatively functional enough to provide direct or indirect guidance to the lecturer. Forms of the guidance are conventional; through direction and motivation for direct guidance and tasks delegation for the indirect.

Second, building dialogical communication, motivating, and encouraging creativity, has marked the rector's leadership structure and other chairpersons at (IHEI) in a better direction. This situation makes professional lecturers feel challenged to continue improving their quality and performance. Third, motivation to lecturers, not only was done by the chancellor, other chairpersons, deans, for example, motivated the faculty lecturers by socializing quality improvement programs, such as encouraging lecturers to take part in research, service, seminars

and so on. However, the courage of the chairpersons to integrate performance or achievement with the implementation of rewards mechanism seems to be invisible.

Monitoring

In the field of monitoring, according to Hetti Waluati T, Chairperson of the Quality Assurance Institution Imam Bonjol Padang (interview on Thursday, January 23, 2017) the activity was divided into quantitative evaluations and quantitative internal audits. Monitoring activities are also carried out to measure, compare, and correct the results of work or activities of lecturer/implementing unit personnel for lecturers' quality development programs or activities. However, the quality control parties that have been implemented tend not to be too rigorous and convincing because there is a tendency to only know in terms of the number of activities/jobs and the acquisition of data based only on quantitative evaluations and audit results on quantitive administrative reports.

b. **Efforts on Management Renewal for Lecturer Quality Management**

Renewal efforts in lecturers quality management at (IHEI), according to Eka Putra Wirman, Chancellor of (IHEI) (interview results on Monday 20 January 2017), were carried out by making internal consolidation policies and institutions enforcement, and as added by Ikhwan M, Deputy Chancellor I of (IHEI) (interview on Saturday, January 25, 2017), by conducting lecturer development activities, especially those concerning strengthening pedagogical competencies and further studies, upgrading or adding infrastructure facilities, and equipped, as explained by Hetti Waluati T, Chairperson of the Quality Assurance LPM (Institute of Quality Assurance) of (IHEI) (interview on Thursday 23 January 2017), by qualitative-based evaluation, or evaluation which is an aspect of renewal of the

new quality control plan will run. All of these updates, if calculated, there are those that have been, are being and are continuing, and that will be attempted to run.

V. DISCUSSION

Lecturers Quality

The quality of the lecturers at (IHEI) is good enough. Nevertheless, there are several factors that are strongly suspected influencing the quality of the implementation of the Tri Dharma duties. These factors are scientific disconnection, alliterate nature, and lack of visionary attitude. First, based on the results of the study, it was found that from all the lecturers at (IHEI), there were not enough lecturers who were able to connect science or lecture materials to other disciplines during the lectures. Whereas, the ability to connect one scientific discipline with other disciplines in terms of interconnection is now a necessity. Secondly, from the results of the study it was found that the alliterate nature still dominated the lecturers at (IHEI). The indicators can be seen from the data of lecturer workload distribution in 2016, the percentage of lecturers writing books 8.05%, local journals 25.84%, non accredited national journals 16.44%, accredited national journals 0.00%, international journals 0.67%, proceedings 1.01%, writing draft books 7.72%, and writing draft journals 5.03%. Third, based on the results of research on the practice of research and community service conducted by lecturers at (IHEI), it was found that the practice of research and community service carried out by lecturers tended to be less visionary. For research and service activities, most lecturers have only limited to planning, implementing, making reports and reporting research results. And the service activities carried out by lecturers, not many can be functioned or aligned with the results of the research.

a. The Implementation of Lecturer Quality Development Management

There were found some quite disturbing problems in the implementation of lecturer quality development management in (IHEI). Even if the fact is the matters related to planning, organizing, actuating, and monitoring activities in the field of lecturer quality development, indeed has been indeed done well in accordance with management functions theoretically. The problems as mentioned above have implications for optimizing the achievement in the implementation of lecturer quality development management at (IHEI).

Some of these problems include quality control, funding, no rewards, and internal opposition. First, based on the results of the study, that as is usually done at (IHEI), some documentation related to the results of quality control of the implementation of Tri Dharma will always be a reference in decisions planning in the field of lecturer quality development. This situation is of course positive. Nevertheless, the use of the quality control instruments used is very possible not fully functional. This is due to; (1) the acquisition of information is limited only to the audit results from passive inspection through monitoring of existing administrative reports; (2) the data used tends to be incomprehensive because it overrides other data; etc. Secondly, the results of the study show that the low or lack of funds budgeted for the interests of activities in the field of lecturer quality development in(IHEI), at least will contribute in weakening the performance of management in the field of lecturer quality development. Third, based on the results of the study it was found that, the mechanism of giving rewards or awards to lecturers who have achievements – especially in the field of Tri Dharma, or those who are high-performing, has never been done. In fact, of the total number of lecturers available, only a small number of lecturers of whom have been actively involved in publishing their scientific works, publishing writings in international journals, for example, becoming resource persons at national or international levels, actively sending scientific articles, and so on. Fourth, from the results of the study it was found that, in the past few periods, (IHEI) experienced a lot of problems. If it is pulled back, the problem arises because of internal conflicts between personal, both lecturers with lecturers or lecturers with employees. Coupled with the political atmosphere and sectarian attitudes of organizational groups among lecturers, causing conflict to flourish and dominate campus life.

b. Efforts on Management Renewal for Lecturer Quality Management

Some efforts to renew the management of quality development for lecturers at UIN Imam Bonjol State Padang, whether they are in direct contact or indirectly with the quality development activities of the Tri Dharma at (IHEI) have been made effective. Renewal that has been, is being, and is continuing, for example, consolidation and institutional strengthening policies, implementation of lecturer development or development activities, especially those involving strengthening pedagogical competencies and further studies, increasing or adding infrastructure and facilities. Meanwhile, qualitative evaluation is an aspect of renewal related to the quality control that will be implemented.

VI. CONCLUSIONS

From the description about the quality of the lecturer at (IHEI) in carrying out the Tri Dharma duties, as revealed and analyzed in the previous discussion, it is known that the the quality of the lecturers at (IHEI) is quite good. Nevertheless, there are several factors that are strongly suspected of still influencing the quality of the implementation of the Tri Dharma duties. These factors are scientific disconnection, alliterate nature, and lack of visionary attitude.In terms of the implementation of lecturer quality

development management, there was found some quite disturbing problems in the implementation of lecturer quality management at (IHEI), as stated earlier. Even if the fact is that matters relating to planning, organizing, mobilizing and supervising activities in the field of lecturer quality development indeed has been done well in accordance with functions that are conceptually theoretical in management. Even so, still the problems as mentioned above have implications for optimizing the achievement of the management of lecturers quality development at (IHEI). Some of these issues include quality control, funding, non-running reward mechanisms, and internal conflicts. Towards efforts on management renewal for lecturer quality management, efforts to renew the management of lecturer quality development at (IHEI), whether they are in direct contact or indirectly with the quality development activities of the Tri Dharma have been tried effectively.

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