Strategic Analysis of the Need for Policy Strengthening Quality Improvement of Graduates of Syekh Ali Hasan UIN Ahmad Addary Padangsidimpuan

Analisis Strategis Kebutuhan Penguatan Kebijakan Peningkatan Mutu Sarjana Lulusan UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

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News Article

Keyword:	Abstract
Strategy; Strengthening; Improvement; Quality of Graduates.	The problems of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan undergraduate graduates are: 1) The ratio of graduate acceptance in the job market is still low, namely 49.97% percent, 2) The waiting period for UIN Syahada Padangsidimpuan students after graduation still exceeds the maximum standard of 6 (six) months. 3) The condition of the integrated laboratory at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan is still far from the standard of education services based on Government Regulation Number 57 of 2021 concerning National Education Standards. As a solution to this problem, it is important to improve the quality of facilities, infrastructure and learning at UIN Syahada Padangsidimpuan. The development of laboratory facilities and infrastructure at UIN Syahada is a very important policy in overcoming problems and improving the quality of education in meeting educational service standards at UIN Syahada Padangsidimpuan.

Kata Kunci:	Abstrak
Strategi; Penguatan; Peningkatan; Mutu Lulusan.	Permasalahan sarjana lulusan UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan adalah: 1) Rasio penerimaan lulusan di pasar kerja masih rendah yaitu 49,97% persen, 2) Masa tunggu mahasiswa UIN Syahada Padangsidimpuan setelah lulus masih melebihi standar maksimal 6 (enam) bulan. 3) Kondisi laboratorium terpadu di UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan masih jauh dari standar pelayanan pendidikan berdasarkan Peraturan Pemerintah Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan. Sebagai solusi permasalahan tersebut penting untuk meningkatkan kualitas sarana, prasarana dan pembelajaran di UIN Syahada Padangsidimpuan. Pengembangan sarana dan prasarana laboratorium di UIN Syahada merupakan kebijakan yang sangat penting dalam mengatasi permasalahan dan meningkatkan mutu pendidikan dalam memenuhi standar layanan pendidikan di UIN Syahada Padangsidimpuan.

INTRODUCTION

Background of the Problem

Article 12, paragraph (1) b, of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that every student in an educational institution has the right to receive educational services in accordance with their talents, interests, and abilities. (Law of the Republic of Indonesia Number 20 of 2003)

Higher education institutions are institutions where prospective graduates or students receive education in accordance with their talents, interests, and abilities. As learners, students are also the next generation of the nation's struggle. They must be equipped with the necessary scientific competence, skills, and professionalism to become highly potential, superior, and competitive human resources in the global era. Students are expected to master not only the fields of knowledge and skills they pursue on campus, but also other fields that can support their future success. (Rector's Decree Number 550 of 2020 concerning the Strategic Plan)

Since its inception as the Padangsidimpuan State Islamic Institute (IAIN Padangsidimpuan) in 2014, Syekh Ali Hasan Ahmad Addary State Islamic University (UIN Syahada) has experienced three aspects of development: institutional, human resources, and student affairs. On June 8, 2022, the institution changed its name to Syekh Ali Hasan Ahmad Addary State Islamic University (UIN Syahada). In terms of human resources, the number of lecturers and staff has increased, increasing from 201 to 316 over the past six years, from 2017 to 2022.

Furthermore, on the student side, there has been an increase in the number of students from 4,689 in 2017 to 8,484 students in 2022. Based on this development, UIN Syahada has become one of the institutions in North Sumatra that has the ability to provide graduates who can obtain linear job opportunities in their fields in North Sumatra in particular, and Indonesia in general. Based on 2022 data, UIN Syahada/IAIN Padangsidimpuan graduates who have graduated between 2014 and 2022 are 6,798 graduates. Based on 2022 data, as many as 3,397 graduates have worked in accordance with their disciplines in various areas of community service. Therefore, the graduate acceptance ratio in the job market is 49.97 percent. This indicates that the quality of learning at UIN Syahada needs to be improved. (Tracer Study via Google Forms and the Siakad Application).

Identification of the Problem

The author presents the following problem identification: *First*, the UIN Syahada curriculum adheres to standards that are guided by Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework for Higher Education, namely the Indonesian National Qualifications Framework Curriculum (KKNI). The National Higher Education Standards are a set of standards encompassing

National Education Standards, plus Research Standards, and Community Service Standards.

Second, learning facilities. Learning facilities do not meet the National Higher Education Standards (SN Dikti). One of the limitations is the limited laboratory facilities. Out of 30 study programs, only six laboratories are currently available. The author will conduct a descriptive analysis of laboratory facility standards in accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.

Third, learning infrastructure. Learning infrastructure has not met the National Higher Education Standards (SN Dikti), one of which is UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan does not have a laboratory building that meets the standards, until now UIN Syahada only has a Language and computer laboratory building with 4 rooms from 30 study programs, and still uses part of the lecture building as a laboratory building with limited academic support practice facilities, the author will review the descriptive analysis of laboratory infrastructure standards in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards. (Permendikbud Number 3 of 2020)

Formulation of the Problem

1. How does the implementation of the Indonesian National Qualifications Framework (KKNI)-based curriculum at UIN Syahada Padangsidimpuan align with the National Higher Education Standards (SN Dikti)?

2. What is the actual condition of laboratory facilities at UIN Syahada Padangsidimpuan when analyzed based on the minimum facility standards stipulated in Minister of Education and Culture Regulation Number 3 of 2020?

3. To what extent do the laboratory buildings and infrastructure at UIN Syahada Padangsidimpuan meet the laboratory building requirements according to applicable national standards?

4. What are the implications of not meeting the National Higher Education Standards (SN Dikti) in terms of laboratory facilities and infrastructure for optimizing student learning outcomes at UIN Syahada Padangsidimpuan?

Objectives and Benefits of the Study

Study Objectives

In this policy paper, "Strategy for Identifying Needs to Strengthen Policies to Improve the Quality of Undergraduate Graduates of UIN Syekh Ali Hasan Ahmad Addary," the author will conduct an analysis with the following objectives:

First, to understand: (1) Graduate Competency Standards. (2) Learning Content Standards. (3) Learning Process Standards. (4) Learning Assessment Standards. (5) Lecturer and Education Personnel Standards. (6) Learning Facilities and Infrastructure Standards. (7) Learning Management Standards. (8) Learning Financing Standards.

Second, to conduct a priority analysis of the component needs for improving the quality of undergraduate graduates at UIN Syahada: (1) Understanding curriculum standards, study program standards, the number and standards of lecturers and staff, the number

and quality standards of learning facilities, and the number and quality standards of learning infrastructure at UIN Syahada. (2) Conduct a priority analysis of the component needs for improving the quality of undergraduate graduates at UIN Syahada.

Benefits of the Study

This policy paper, "Strategy for Identifying Needs to Strengthen Policies to Improve the Quality of Undergraduate Graduates of UIN Syekh Ali Hasan Ahmad Addary," offers the following benefits:

1. It theoretically contributes to the development of concepts for improving the quality of learning in Islamic religious higher education institutions within the Ministry of Religious Affairs.

2. It strategically contributes to policy development within the Directorate General of Islamic Education to improve the quality of learning in Islamic religious higher education institutions within the Ministry of Religious Affairs.

3. It operationally contributes to the development of activities necessary to improve the quality of learning in Islamic religious higher education institutions within the Ministry of Religious Affairs.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Theoretical Framework

The UIN Syahada curriculum standards are based on Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework in Higher Education, namely the Indonesian National Qualifications Framework Curriculum (KKNI).

The National Standards for Higher Education are a set of standards encompassing National Education Standards, plus Research Standards, and Community Service Standards.

In Article 4, paragraph (1), Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education, the National Education Standards consist of: (a) graduate competency standards; (b) learning content standards; (c) learning process standards; (d) educational assessment standards; (e) standards for lecturers and education personnel; (f) learning facilities and infrastructure standards; (g) management standards; and (h) learning financing standards. Paragraph (2) The National Education Standards as referred to in paragraph (1) serve as a reference in developing, implementing, and evaluating the curriculum.

The graduate competency standards are: (1) Graduate competency standards are the minimum criteria regarding the qualifications of graduate abilities which include attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes; (2) Graduate competency standards stated in the formulation of graduate learning outcomes are used as the main reference for developing learning content standards, learning process standards, learning assessment standards, lecturer and education personnel standards, learning facilities and infrastructure standards, learning management standards, and learning financing standards; (3) The formulation of mandatory graduate learning outcomes must; (a) refer to the description of KKNI

graduate learning outcomes; and (b) have equivalence with the qualification levels in KKNI.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 Concerning the Implementation of the Indonesian National Qualifications Framework in the Field of Higher Education, Article 2 paragraph (1) The Indonesian National Qualifications Framework (KKNI) in the field of higher education is a qualification grading framework that can match, equalize, and integrate learning outcomes from non-formal education, informal education, and/or work experience into types and levels of higher education: (1) The qualification grading as referred to in paragraph (1) is intended to facilitate the education of someone who has work experience or has learning outcomes from non-formal education or informal education to; (a) pursue formal education to a higher level/level and/or; (b) obtain recognition of the qualifications of graduates of certain types of education from higher education institutions. (2) Non-formal education as referred to in paragraph (1) includes courses or training conducted in a structured manner by course institutions or training institutions. Paragraph (2) Informal education as referred to in paragraph (1) includes education conducted independently, by family, or the environment. In implementing the KKNI in the field of higher education, higher education institutions have the following duties and functions: (a) Each study program is required to compile a description of minimum learning outcomes referring to the KKNI in the field of higher education according to the level. (b): Each study program is required to compile a curriculum, implement, and evaluate the implementation of the curriculum referring to the KKNI in the field of higher education in accordance with policies, regulations, and guidelines on the preparation of study program curricula (c) Each study program is required to develop an internal quality assurance system to ensure that the study program learning outcomes are met. ((Minister of Education and Culture Regulation Number 3 of 2020).

Table 1. Curriculum Standards for Islamic Religious Higher Education Institutions

No	Program Graduates	Number of Credits	Maximum Study Period	Depth and Breadth of Material
1	First Diploma One	36	2	Mastering general concepts, knowledge, and complete operational skills;
2	Second Diploma	72	3	Mastering the basic principles of knowledge and skills in a particular field of expertise;
3	Third Diploma	104	5	Mastering theoretical concepts of certain fields of knowledge and skills in general;
4	Fourth Diploma & Bachelor	144	7	Mastering the theoretical concepts of a particular field of knowledge and skills in general and the theoretical concepts of specific parts of that field of knowledge and skills in depth;
5	Profesion	24	3	Mastering the theory of application of certain fields of knowledge and skills;
6	Masters, Applied Masters and Specialist	36	4	Mastering the theory and application theory of a particular field of knowledge;
7	Doctor, Applied Doctor, and Sub-Specialist	42	7	Mastering the philosophy of science in certain fields of knowledge and skills;

Conceptual Framework

Accreditation criteria are the minimum benchmarks for accreditation, referring to the National Higher Education Standards (SN Dikti). In developing accreditation criteria, the SN Dikti serves as the primary reference. Accreditation criteria are broken down into assessment elements, taking into account the interaction between the standards within the SN Dikti that measure higher education quality achievement. Given that accreditation not only assesses compliance but also assesses study program performance, accreditation assessments consider the achievement of higher education standards developed and established by higher education institutions that exceed the SN Dikti. Furthermore, accreditation assessments are conducted using data and information available in the Higher Education Database (PDDikti).

To improve the quality of study programs, there are nine assessment criteria and elements: *First*, Vision, Mission, Objectives, and Strategy. Assessment focuses on clarity of direction, commitment, and consistency in study program development to achieve targeted performance and quality, in accordance with the mission and planned, effective, and directed program steps. Assessment elements and descriptions that must be considered include the alignment of the vision, mission, objectives, and strategies of the Study Program Management Unit (UPPS) with the vision, mission, objectives, strategies, and scientific vision of the Study Program (PS).

Second, Governance, Governance, and Cooperation, the assessment focuses on performance, leadership effectiveness, governance, resource management, quality assurance management, communication and information technology management, program activities aligned with the achievement of the vision through the implementation of quality missions, building cooperation and strategic partnerships in the implementation of higher education, both academic and non-academic, on a sustainable basis at the national, regional, and international levels to enhance the competitiveness of the study program. The assessment elements and descriptions are as follows: (a): Cooperation in the quality sector must meet three aspects: (1) Providing benefits to the study program in fulfilling the learning process, research, and community service; (2) Providing improved performance of the Tridharma and supporting facilities of the study program; (3) Providing satisfaction to industrial partners and other cooperation partners, and ensuring the sustainability of the cooperation and its results. (b) Realization of cooperation in education, research, and community service relevant to the study program and managed by the UPPS. (c): Realization of international, national, regional/local level cooperation relevant to the study program and managed by the UPPS. b) Implementation of the Internal Quality Assurance System or SPMI. c) Satisfaction with management services and resources for stakeholders.

Third, Students. The assessment focuses on the effectiveness of the new student admissions system, which is fair, objective, and balances the ratio of students to lecturers and educational staff, supporting effective and efficient learning, as well as student involvement in programs that foster interests, talents, and professionalism. Assessment elements and descriptions are as follows: (1) Quality of student input, related to recruitment methods and selection stringency. (2) Student service management includes: (a): Availability of student services in the areas of: 1) reasoning, interests, and talents; 2) welfare (guidance and counseling, scholarship services, and health services; and 3) career and entrepreneurship guidance; (b): Access to and quality of student services.

Fourth, Human Resources. The assessment is focused on the effectiveness of the recruitment system, the availability of human resources in terms of quantity, educational qualifications and competencies, development programs, awards, sanctions and

termination of employment, both for lecturers and educational staff to carry out quality educational, research and community service activities. The elements and descriptions of human resource assessment are: Lecturer Profile, which relates to; (a) Adequacy of the number of Permanent Lecturers of Study Programs (DPTS), (b) Academic qualifications of Permanent Lecturers of Study Programs (DPTS). (c) Academic positions of Permanent Lecturers of Study Programs (DPTS). (d) The ratio of the number of Study Program students to the number of DTPS. (e) Recognition of DTPS Scientific Work. (f) DTPS workload as a supervisor of students' final assignments., (g) Equivalence of Full Teaching Time (EWMP) of DTPS. (h) Non-permanent lecturers. (i) Industrial/practitioner lecturers. Lecturer Performance, which relates to; (a): Recognition of DTPS achievements/performance. (b) DTPS research activities relevant to the study program field. (c) DTPS Community Service activities relevant to the study program field. (d) Presentation/publication of scientific papers with themes relevant to the study program field. (e) Research and Community Service outputs produced by DTPS. (f) Cited DTPS scientific articles. (g) Efforts to develop lecturers in management units and study programs. Educational staff, including: (a) Qualifications and adequacy of educational staff based on their type of work (administration, librarian, technician, etc.). (b) Qualifications and adequacy of laboratory equipment to support the learning process according to the needs of the study program.

Fifth, Finance, Facilities and Infrastructure. The assessment focuses on budget adequacy, effectiveness of activity budgeting, effectiveness and efficiency of activity implementation, and sustainability of financing that supports the Tri Dharma of Higher Education. The assessment of facilities and infrastructure is focused on fulfilling the availability of facilities and infrastructure, academic community access to facilities and infrastructure (accessibility), the use or utilization (utility) of facilities and infrastructure by the academic community, as well as security, safety, health and the environment in supporting the implementation of the tridharma of higher education. Assessment Elements and Descriptions; (1) Financial assessments are related to; (a) Educational operational costs. (b) DTPS research funds. (c) DTPS community service funds. (d): Realization of investments (human resources, facilities and infrastructure) that support the implementation of the tridharma. (e) Adequacy of funds to ensure the achievement of learning outcomes. (2) Main Laboratory Equipment Facilities: availability, accessibility and quality of laboratory facilities to ensure the achievement of learning outcomes and improve the academic atmosphere.

Sixth, Education. Education assessment focuses on policies, curriculum development, and the suitability of the curriculum to the study program's field of study as well as the strengths and advantages of the curriculum, academic culture, learning process, assessment system, and quality assurance system to support the achievement of graduate learning outcomes in order to realize the vision, mission, and objectives of the higher education institution/study program management unit. Assessment Elements and Descriptions are as follows; (1) Curriculum: includes; (a) Stakeholder involvement in the process of compiling, evaluating and updating the curriculum. (b) Suitability of learning outcomes with the graduate profile and KKNI/SKKNI level. (c): The accuracy of the curriculum structure in forming learning outcomes. (2) Characteristics of the learning process: fulfillment of the characteristics of the learning process that uses the PBL (project-based learning) and CBL (case-based learning) approaches and is student-centered. The study program must explain the application of the learning process based on these characteristics to produce a graduate profile that is in accordance with the learning outcomes planned in the curriculum document. (3) The learning process plan includes; (1) Availability and completeness of semester learning plan documents (RPS/module handbook). (2) The depth and breadth of learning materials in the RPS are

in accordance with the learning outcomes of graduates. (4) Implementation of the learning process as follows; (a): Form of interaction between lecturers, students, and learning resources as well as teaching and learning strategies. (b): Monitoring and evaluation of the implementation of the learning process and its conformity with the RPS. (c): The learning process related to research must refer to the SN Dikti. Research includes; 1) research results: must meet the development of science and technology, improve community welfare, and national competitiveness. 2) research content: meet the depth and breadth of research materials according to learning outcomes. 3) research process: includes planning, implementation, and reporting. 4) research assessment meets educational, objective, accountable, and transparent elements. (d): The learning process related to Community Service must refer to the SN Dikti. Community Service includes: 1) Community Service results: must meet the development of science and technology, improve community welfare, and national competitiveness. 2) The content of Community Service meets the depth and breadth of research material according to learning outcomes. 3) The process of Community Service: includes planning, implementation, and reporting. 4) The assessment of Community Service meets the elements of education, objectivity, accountability, and transparency. 5) The suitability of learning methods with learning outcomes. Examples: RBL (research-based learning), vocational related to practice/practicum. 6) Implementation of practicum, workshop practice, or field practice. (8) Monitoring and evaluation of the learning process: monitoring and evaluation of the implementation of the learning process includes characteristics, planning, implementation, learning process and student learning load, and resources to achieve graduate learning outcomes. (9) Learning assessment includes; a) The quality of the implementation of learning assessment (student learning process and outcomes) to measure the achievement of learning outcomes based on assessment principles that include; 1) education, 2) authenticity, 3) objectiveness, 4) accountability, and 5) transparency, which are carried out in an integrated manner. b) The implementation of the assessment consists of assessment techniques and instruments. Assessment techniques consist of; 1) observation, 2) participation, 3) performance, 4) written test, and 5) oral test. The assessment instruments consist of: 1) process assessment in the form of a rubric, and/or; 2) outcome assessment in the form of a portfolio.

Seventh, Research. The assessment focuses on: the commitment to developing quality research, the excellence and alignment of the research program with the study program's scientific vision and the vision of the university/study program management unit, as well as the number and scope of research achieved. Assessment Elements and Descriptions include: (a): the relevance of research in the management unit includes elements such as: (1) having a roadmap that encompasses the research themes of lecturers and students and the scientific development of the study program; (2): lecturers and students conduct research in accordance with the lecturer's research agenda, which refers to the research roadmap; (3) evaluating the alignment of lecturer and student research with the roadmap; and (4) using the evaluation results to improve the relevance of research and scientific development. (b) Lecturer and Student Research: 1): Research by permanent lecturers, the implementation of which involves study program students; 2): Research by permanent lecturers that serves as a reference for theses and dissertations.

Eighth, Community Service. The assessment focuses on the commitment to developing and implementing community service, the number and type of activities, the excellence and alignment of the community service program, and the scope of the service area. Assessment Elements and Descriptions include: (1) Relevance of community service: the relevance of community service in the management unit includes the following elements: a) having a roadmap that covers the theme of community service for lecturers and

students and the downstreaming/application of PS science, b) lecturers and students carry out community service in accordance with the community service roadmap, c) conducting an evaluation of the suitability of community service for lecturers and students with the roadmap, and d) using the results of the evaluation to improve the relevance of community service and the development of PS science. (2) Community service for lecturers and students: Community service by permanent lecturers which in its implementation involves students of the study program.

Ninth, Tridharma Outputs and Achievements Focus of Assessment. Assessment is focused on the achievement of graduate qualifications and competencies in the form of a clear picture of the profile and learning outcomes of graduates from the study program, graduate tracking, feedback from graduate users, and public perception of graduates in accordance with the graduate learning outcomes/competencies set by the study program and university with reference to the KKNI, the number and excellence of scientific publications, the number of citations, the number of intellectual property rights, and the benefits/impact of research results on the realization of the vision and implementation of the mission, as well as the contribution of Community Service to the development and empowerment of social, economic, and community welfare. Elements and Descriptions of the Education Dharma Output Assessment include; (a) Analysis of the fulfillment of graduate learning outcomes (CPL) measured by valid and relevant methods, including; 1) versatility, 2) depth, and 3) usefulness of the analysis as indicated by the increase in CPL over time in the last 3 years. (b) Graduate GPA. (c) Study period. (d) Timely graduation. (e) Study success. (f): Implementation of tracer study which includes the following 5 aspects; 1) Tracer Study is coordinated at the PT level, 2) is conducted regularly every year, 3) the questionnaire content includes the core questions of DIKTI tracer study, 4) is targeted at the entire population (TS-2 to TS-4 graduates), and 5) the results are socialized and used for curriculum development and learning. (g) Waiting time. (h) Level and size of workplace or place of further study of graduates (i) Level of satisfaction of graduate users. Assessment of research and community service outputs includes; (a) Student scientific publications, produced independently or with permanent lecturers, with titles relevant to the field of study program. (b) Research outputs and Community Service produced by students, either independently or with permanent lecturers. ((Minister of Education and Culture Regulation Number 3 of 2020).

Table 2. Study Program Standards for Islamic Religious Colleges

No	Description	Amount	Information
1	Does not meet Accreditation rating requirements	1	Accumulated Value <200
2	Good	1	if 200 ≤ Accumulated Value < 301
3	Very Good	1	if 301 ≤ Accumulated Value < 361, and the conditions are explained below
4	Excelent	1	if 361 ≤ Accumulated Value

Conceptual Framework for the Number and Standards of Lecturers and Employees at Higher Education Institutions

The standards for lecturers and educational staff are the minimum criteria for the qualifications and competencies of lecturers and educational staff to provide education in order to fulfill the learning outcomes of graduates. The standards for lecturers in the Study Program are as follows; (1) Lecturers must have academic qualifications and educator competencies, be physically and mentally healthy, and have the ability to provide education in order to fulfill the learning outcomes of graduates. (2) Academic qualifications are the lowest level of education that must be met by a lecturer and are proven by a diploma. (3) Educator competencies are stated with a teacher certificate

and/or professional certificate. (4): Lecturers in diploma one and diploma two programs must have the academic qualification of at least a master's degree or applied master's degree relevant to the Study Program. (5) Lecturers in diploma one and diploma two programs may use instructors with the academic qualification of at least a diploma three degree who have experience relevant to the Study Program and at least equivalent to level 6 (six) of the KKNI. (6) Lecturers in diploma three and diploma four programs must have the academic qualification of at least a master's degree or applied master's degree relevant to the Study Program. (7) Lecturers in diploma three and diploma four programs may use lecturers with professional certificates that are relevant to the Study Program and have the lowest qualifications equivalent to level 8 (eight) of the KKNI. (8) Lecturers in undergraduate programs must have the lowest academic qualifications of a master's degree or applied master's degree that is relevant to the Study Program. (9) Lecturers in undergraduate programs may use lecturers with certificates that are relevant to the Study Program and have the lowest qualifications equivalent to level 8 (eight) of the KKNI. (10) Lecturers in professional programs must have the lowest academic qualifications of a master's degree or applied master's degree that is relevant to the Study Program and have at least 2 (two) years of work experience. (11) Lecturers in professional programs may use lecturers with professional certificates that are relevant to the Study Program and have at least 2 (two) years of work experience and have the lowest qualifications equivalent to level 8 (eight) of the KKNI. (12) Lecturers in master's programs and applied master's programs must have the academic qualifications of a doctorate or applied doctorate that is relevant to the Study Program. (13) Lecturers in master's and applied master's programs may use lecturers with professional certificates relevant to the Study Program and with qualifications equivalent to level 9 (nine) of the Indonesian National Qualifications (KKNI).

The standards for lecturers in a Study Program to meet accreditation are as follows: (1) Must be permanent lecturers, (2) Permanent lecturers are lecturers with the status of permanent educators at 1 (one) Higher Education Institution and are not permanent employees at other work units or educational units. (3) The number of permanent lecturers at a Higher Education Institution is at least 60% (sixty percent) of the total number of lecturers. (4) The number of lecturers assigned to carry out the learning process in each Study Program is at least 5 (five) people. (5) Permanent lecturers for doctoral programs or applied doctoral programs must have at least 2 (two) professors. (6) Permanent lecturers for applied doctoral programs must have at least 2 (two) lecturers with academic qualifications of doctor/applied doctor who have: (a) monumental works used by industry or the community; or (b) 2 (two) international publications in reputable international journals. (7) Permanent lecturers must have expertise in a field of science that is in accordance with the discipline of the Study Program.

Standards for educational personnel to meet accreditation requirements; (1) Educational personnel have an academic qualification of at least a diploma 3 (three) graduate, as evidenced by a diploma in accordance with the qualifications of their main duties and functions. (2) Educational personnel are exempt from administrative personnel. (3) Administrative personnel have an academic qualification of at least high school or equivalent. (4) Educational personnel who require special expertise must have a competency certificate in accordance with their field of duty and expertise. The standards for lecturers and employees follow the standards of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education.

AMUYA: Indonesia Journal of Management Reviews: Print ISSN: 3090-5516; Online ISSN: 3109-0974

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Conceptual Framework for the Quantity and Quality Standards of Higher Education Learning Facilities

The quantity and quality standards of learning facilities at higher education institutions in Indonesia are regulated by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. This regulation governs the fulfillment of quality standards for educational facilities and infrastructure and improves the quality of institutions, study programs, and students. Learning facility and infrastructure standards are the minimum criteria for facilities and infrastructure in accordance with the needs of the learning content and process in order to meet graduate learning outcomes (PP Number 4 of 2022).

A crucial facility for learning quality is the laboratory. Laboratories have many functions, including: (1) as a place and medium for balancing theory and practice and integrating theory and practice; (2) providing scientific work skills for researchers, whether students, lecturers, or other researchers. This is because laboratories not only require an understanding of the object being studied but also require someone to conduct experiments. (3) provide and foster the courage of researchers (consisting of learners, students, students, lecturers and all other scientific practitioners) to seek the essence of scientific truth from a scientific object in the natural environment and social environment; (4) increase the skills and expertise of researchers in using media tools available in the laboratory to seek and determine scientific truth in accordance with various types of research or experiments to be carried out; (5) foster curiosity in researchers regarding various types of science so that it will encourage them to always study and seek scientific truth through research, trials, or experiments; (6) the function of the laboratory can foster and develop the confidence of researchers in the skills obtained or in the discoveries obtained in the process of work activities in the laboratory; (7) the function of the laboratory can be a source of learning to solve various problems through practical activities, whether problems in learning, academic problems, or problems that occur in the community that require handling with laboratory tests; (8) The function of the laboratory is to be a learning tool for pupils, university students, lecturers, activists, researchers and others to understand all scientific knowledge that is still abstract so that it becomes something concrete and real.

Conceptual Framework for the Quantity and Quality Standards of Higher Education Learning Infrastructure

The quantity and quality standards of learning infrastructure at higher education institutions in Indonesia are regulated by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. This regulation governs compliance with quality standards for educational facilities and infrastructure and improves the quality of institutions, study programs, and students.

METHODOLOGY

This study employed a descriptive qualitative research method. The research was conducted at UIN Syekh Ali Hasan Ahmad Addari Padangsidimpuan (Policy Paper). The research period was from August 2022 to October 2022. Primary and secondary data were collected through interviews and observations. The research method was descriptive qualitative and employed in-depth analysis.

The processes and meanings highlighted in this qualitative research are grounded in theory, which serves as a guide to ensure the research focus aligns with the facts on the ground. The analyses used in this study were descriptive and comparative analysis. Descriptive analysis is a type of data research that helps describe, demonstrate, or summarize data points so that patterns can develop that meet all data conditions. It is a technique for identifying patterns and links using current and historical data. Because it identifies patterns and associations without going into further detail, it is often referred to as the most basic data analysis.

Comparative analysis is a research analysis used to compare two or more groups of a particular variable.

ANALYSIS AND DISCUSSION

Results and Discussion

Profile of UIN Syahada

The primary task of higher education is to implement the Tri Dharma of Higher Education, namely teaching, research, and community service, in order to realize the goals of National Education. UIN Syahada, as an Islamic higher education institution, has the authority to conduct teaching, research, and community service in the fields of Islamic religious studies and other disciplines to support the implementation of Islamic religious studies.

Padang Sidempuan is a popular educational destination, especially in the Tabagsel area and its surrounding areas. This city has educational institutions ranging from early childhood education (PAUD) and/or kindergarten (PAUD/TK) to higher education. UIN Syahada is the largest university on the West Coast of North Sumatra. UIN Syahada is a source of pride for the people of North Sumatra, occupying a strategic location along the Trans-Sumatra Highway.

Policy Framework and Policy Criteria

The policy framework for improving the quality of learning, as discussed in Chapter II above, includes curriculum standards, study program standards, the number and standards of lecturers and staff, the number and quality standards of learning facilities, and the number and quality standards of learning infrastructure.

Based on the field data collected above, the author can synthesize the following: *First*, Vision, Mission, Objectives, and Strategy. They demonstrate clarity of direction, commitment, and consistency in the development of study programs to achieve targeted performance and quality, in accordance with the mission and planned, effective, and directed program steps. Assessment elements and descriptions that need to be considered include the alignment of the vision, mission, objectives, and strategies of the Study Program Management Unit (UPPS) with the vision, mission, objectives, strategies, and scientific vision of the Study Program (PS).

Second, Governance, Governance, and Cooperation of UIN Syahada study programs meet standards. UIN Syahada's Study Program standards meet higher education standards, and the author assesses that these good standards enable the learning process to run smoothly. Improving the quality of UIN Syahada graduates by improving the capacity of lecturers, teaching staff, and other human resources takes a long time, so the benefits are not immediately felt by current students.

Third, Students. The new student admission system meets fair, objective standards, and maintains a balanced student-to-lecturer and educational staff ratio, supporting effective and efficient learning and student involvement in interest-building programs.

The *four* lecturers and staff at UIN Syahada have met the standards for the ratio and educational qualifications of their respective study programs. The author believes that with these satisfactory standards, the learning process can proceed smoothly.

Fifth, learning facilities do not meet standards. Learning facilities at UIN Syahada do not meet standards, and the author believes that the lack of these facilities hinders the learning process. Therefore, the quality of learning at UIN Syahada cannot be guaranteed to provide adequate preparation for UIN Syahada graduates in obtaining employment opportunities in their fields. The author will then use these findings as the focus of analysis and discussion, as well as determining alternative policies and options. Educational facilities are still essential for the implementation of academic education at UIN Syahada, as they are a key factor in supporting the success of teaching and learning activities. Providing these educational facilities will also guarantee the quality of education at the university. Learning infrastructure does not meet standards. The learning infrastructure at UIN Syahada does not meet standards, so the author believes that this lack of infrastructure standards hinders the learning process. Therefore, the quality of learning at UIN Syahada cannot be guaranteed to provide adequate preparation for graduates in obtaining employment opportunities in their fields. The author will then use these findings as the focus of analysis and discussion, as well as determining policy alternatives and options.

The *six* curriculum standards at UIN Syahada align with the vision and mission and are guided by Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework in Higher Education, namely the Indonesian National Qualifications Framework Curriculum (KKNI). The UIN Syahada curriculum meets these standards, and the author believes that these standards contribute to a successful learning process. Therefore, the quality of learning at UIN Syahada is guaranteed to provide graduates with a strong foundation for employment opportunities in their fields. Improving the quality of UIN Syahada graduates by improving the curriculum takes time, so the benefits may not be immediately felt by current students.

Seventh, Research. Research assessments include a commitment to developing quality research, the excellence and alignment of research programs with the study program's scientific vision and the vision of the university/study program management unit, as well as the number and scope of research achieved.

Eighth, Community Service has fulfilled the commitment to developing and implementing community service, the number and types of activities, the excellence and alignment of community service programs, and the scope of service areas.

Ninth, Tridharma Outputs and Achievements. The assessment focus includes the achievement of graduate qualifications and competencies in the form of a clear description of the profile and learning outcomes of graduates from the study program, graduate tracking, intellectual development, and the benefits/impact of research results on the realization of the vision and implementation of the mission, as well as the contribution of Community Service to social, economic, and welfare development and empowerment, feedback from graduate users, and public perception of graduates in accordance with the graduate learning outcomes/competencies established by the study program and university with reference to the KKNI (National Qualifications

Framework), the number and excellence of scientific publications, the number of citations, and the number of community property rights.

Analysis and Discussion of Policy Alternatives

The author has identified that efforts to improve the quality of learning are hampered by a lack of facilities and infrastructure. In this regard, the author conducted an in-depth study of these deficiencies.

Data on the condition of UIN Syahada's buildings as of 2018 shows a building area of 5,021 square meters, plus 6,476 square meters, and an additional 19,727 square meters, totaling 32,224 square meters. The land area as of 2022 is 240,000 square meters, with 207,776 square meters of vacant land.

First, the procurement of new facilities and infrastructure. Procurement of facilities is essential in an academic environment because it can provide various valuable supports for teaching and learning activities. The function of procuring educational facilities is to ensure the quality of education at the university.

Based on the above data, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan requires 26 types of laboratories and 51 laboratory spaces.

Second, the procurement of new infrastructure. Procurement of infrastructure in the form of buildings is necessary to improve the quality of learning because having available buildings with adequate capacity significantly benefits the implementation of teaching and learning activities. The required educational infrastructure includes laboratory buildings, equipment, and supplies that are directly used and support the educational process.

Based on the preparation of the form with nine standards that have not yet met, the following policy options are:

First: Improving the quality of undergraduate graduates from UIN Syahada by improving the quality of the curriculum requires a long time, so the benefits will not be immediately felt by current students.

Second: Improving the quality of undergraduate graduates from UIN Syahada by improving the quality of lecturers, teaching staff, and other human resources requires a long time, so the benefits will not be immediately felt by current students.

Third: Improving the quality of undergraduate graduates from UIN Syahada by improving the quality of integrated laboratory infrastructure requires a short time, less than two years, so the benefits will be immediately felt by current students.

Based on the data collected by the author as stated in Tables 5, 6, 7, 8, the third option is cheaper and faster to utilize. Therefore, the author chooses the third option. Regarding the alternative policies above, according to the author, in order to improve the quality of learning at UIN Syahada Padangsidimpuan, it requires infrastructure and facilities to support academic quality, namely integrated laboratory facilities. The development of integrated laboratory facilities and infrastructure aims to: (1) Provide educational facilities and infrastructure that meet quality standards. (2) To realize the quality standards of institutions, study programs and student graduation in accordance with Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. ((3) Realizing the implementation of theoretical and practical learning in improving the quality of students. (4) Availability of laboratory buildings with adequate and representative rooms to improve the quality standards of institutions, study programs at UIN Syekh Ali Hasan

AMUYA: Indonesia Journal of Management Reviews: Print ISSN: 3090-5516; Online ISSN: 3109-0974

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Ahmad Addary Padangsidimpuan. (6) Increasing the quality of alumni of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan who are competitive in the world of work (7) Realizing the standard of educational services for students of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Based on the increasing trend in the number of students, the development of institutions, and study programs, the construction of an integrated laboratory for UIN Syahada is very important and a high priority by considering the following matters; (1) The construction of laboratories is expected to increase graduates getting jobs according to standards, currently UIN Syahada graduates from 2017-2022 are 6,798 and those who have gotten jobs according to their scientific discipline are 3,397 or (49.97%). and increasing the waiting period for work according to current standards from data presented by graduates of UIN Syahada Padangsidimpuan have not met the maximum work waiting period standard of 6 months after graduation. (2) The construction of the integrated laboratory building at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan is important to be adjusted to the needs of the study program and the number of students.

CONCLUSION AND RECOMMENDATIONS

Conclusion

From the description that has been presented, the author draws several conclusions as follows: (1) The ratio of graduate acceptance in the job market is still low, namely 49.97% percent, It is important to improve the quality of facilities, infrastructure and learning at UIN Syahada Padangsidimpuan. (2) The waiting period for work for UIN Syahada Padangsidimpuan students after graduation still exceeds the maximum standard of 6 months. (3) The condition of the integrated laboratory of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan is still far from the educational service standards based on Government Regulation Number 57 of 2021 concerning National Education Standards. (4) The development of UIN Syahada laboratory infrastructure is very important in improving the quality of education in meeting educational service standards ((4) The procurement of laboratory facilities and infrastructure is a very important and urgent policy that must be followed up by the chancellor in meeting educational standards at UIN Syahada Padangsidimpuan.

Recommendation

Based on the description that has been presented by the author's analysis of the nine (9) criteria for improving the quality of higher education, one of the things that has not met the standards of higher education at UIN Syahada Padangsidimpuan is learning facilities and infrastructure, because UIN Syahada does not yet have its own laboratory building. UIN Syadaha Padangsidimpuan, which currently has 30 new Study Programs, has 6 Laboratories that are attached to lecture rooms with still limited facilities. Based on the data sources obtained by the author's analysis of 30 Study Programs, UIN Syahada Padangsidimpuan requires 26 Laboratories and 51 Laboratory rooms. And from the data presented, the percentage of graduates who get work according to their scientific discipline is still below 50%, the waiting period for student work has not yet met the standard, many still exceed 6 months after graduation. Based on this description, the author makes the following recommendations to UIN Syahada Padangsidimpuan:

1.   The urgent construction of a laboratory building at UIN Padangsidimpuan is a highly prioritized, important, and urgent policy to meet educational standards as stipulated

in Government Regulation Number 57 of 2021 concerning National Education Standards.

2. Procurement of laboratory facilities and infrastructure is crucial for improving the quality of the institution, study programs, and students, and increasing the competitiveness of UIN Syahada students in the workforce.

3. Integrated laboratory development is preferable to separate laboratories for the following reasons:

4. Integrated laboratories require less land than separate laboratories per faculty.

Integrated laboratories are more economical in terms of budget and materials, as the cost component is only one, while separate laboratories require more than one, depending on the number of buildings to be constructed.

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