

Strategies to Improve the Quality for Graduates of State Islamic Higher Education in Aceh

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Abstract

This study aims to analyze the impact of strategic planning, the implementation strategy, the evaluation strategy, and to improve the quality for graduates of Islamic State Higher Education in Aceh. The type of data used is the primary data by distributing questionnaires to the Chairperson of the faculty of Economics and Islamic Business of the State Islamic higher education in Aceh, where the analysis tool used was multiple linear regression. The results showed that partially the variety of strategic planning, implementation strategy, and evaluation strategy had a positive impact on improving the quality of graduates. This study concludes that the strategic planning made is still imperfect. The chairperson of the study program must be able to analyze what will be happening in the future, as well as prepare solutions to deal with unwanted situations. Therefore, the planning that has been done will always be able to operate as intended.

Keywords: Strategic Planning, Implementation Strategy, Evaluation Strategy, Improving the Quality of Graduates



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INTRODUCTION

In building this nation, education is an essential stage. The preamble to the Constitution of 1945 reveals this as a mandate for freedom inherited by the veterans and founders of the country, namely "The Intellectual Life of the Nation", which is described by the Government in Law No 20 of 2003 on the National Education System, which regulates the implementation of education at the national level., which is stated in article 3: namely: "In order to educate the life of the country, national education has the purpose of developing skills and shaping decent national character and civilization, aimed at developing the potential of students. In order to become human beings who believe and fear the Almighty God, they have a noble character, and they are good, intelligent, competent, imaginative, self-sufficient, democratic and responsible.

State Higher Education also has a special task to prepare students with academic or technical skills to become members of society who can apply their knowledge and skills, or grow and enrich the treasures of science and technology or art, and then disseminate science and technology. The Islamic State Higher Education is one of the educational establishments whose function is to increase human resources. However, the world of education has not fully realized the lives of individuals. The poor quality of graduates, the incomplete solving of educational problems and even education sometimes disappoint society with this phenomenon. In the complexities of economic, social, political and cultural life, they continue to challenge the importance of education to society's needs. They continue to reflect on the relevance of education to needs in economic, social, political and cultural dynamics. The standard of education graduates is still not in line with the labor market and growth, both in industry and banking.

Permendiknas No. 19 of the 2007 article explains that all educational institutions are expected to comply with national education management requirements, namely program

preparation, work plan implementation, monitoring and evaluation, leadership, information technology management and special assessments. The objective of education management is to explore, cultivate, mobilize and maintain educational resources in a balanced and sustainable way in order to achieve the goals through a system of cooperation. In each field of education, the management sector implies the programme of management of the cooperation system by the management of curricula, student management, personnel management, financial management, facilities and infrastructure management, capacity management for the regional community, Administrative management, management of labs, management of libraries, management of studies and results. Thus, the organizational, technical management of basic education in Indonesia is decentralized through the duty and authority of the district/city government. One of the impacts of this policy is the increasingly intense rivalry among educational institutions to enhance the quality of their education competition. Intense rivalry among educational institutions takes place not only in private educational institutions, but also in government-owned educational institutions. To this end, in order to improve an educational institution, a special strategy is needed, which is not only better in terms of quantity but also quality.

This study focuses on the object of the State Islamic Religious College, especially in Aceh. There are several Islamic religious universities or colleges in Aceh, namely Ar - Raniry State Islamic University in Banda Aceh City, State Institute for Islamic Studies (IAIN) in Langsa, State Institute for Islamic Studies (IAIN) Lhoksemawe City, State Institute for Islamic Studies (STAIN) in Takengon, and State College for Islamic Studies (STAIN) in Meulaboh. This research focuses on the chairman of the study programs at the Faculty of Economics and Islamic Business (FEBI). The State Islamic Religious College in Aceh has only a few Islamic Economics and Business (FEBI) campuses, namely Ar-Raniry State Islamic University, which has four study programs such as the study program for sharia banking, the study program for sharia economics, economics and the study program for sharia accounting, and Institut Agama Islam Negeri (IAIN) Langsa has four study programs such as sharia banking study program, sharia economics study program, sharia financial management study program and zakat and waqf management study program. Whereas, State Institute for Islamic Studies (IAIN) Lhokseumawe has three study programs such as sharia banking study program, sharia economics study program and sharia accounting study program.

Indonesian society, which goes deep into all aspects of life, is the majority of Islam. The lack of religious higher education institutions in Indonesia has caused madrasah and Pesantren graduates intends to continue their education in religious higher education institutions in the Middle East, Makkah, and Cairo for an extended period of time. From this perspective, PTAIN is expected to become a hub for building and expanding this knowledge. Furthermore, religion and Islamic studies education at university level is very important since most Indonesians follow Islam. Increasing the level of religious and scientific education means improving the quality of life in the spiritual and academic realms of the Indonesian nation. The PTAIN is not only an educational institution, but also an institution that connects students with the surrounding community, so the knowledge gained from the PTAIN can be beneficial not only to themselves, but also to others. PTAIN must therefore have a clear concept and intent in the construction of a University, Institute or Academic State College in a State Islamic Religious College, even if a PTAIN does not have quantity or quality, PTAIN will be blasphemed by the community as it does not have a real effect on the environment.

One can see that Islamic state universities must have a quality development strategy to achieve their vision and mission, both of the education and graduates' quality. A success requires collaboration from all parties in an organization. It must also adhere to establish

quality requirements when delivering a quality product or service. Quality indicators of the students or graduates can be seen in education as the final product of an institution or educational institution whose role will enable the quality of Islamic State Religious Higher Education to be improved, in particular the faculties therein. Any of the faculties, both of universities and institutes, within the State Islamic Religious College to accomplish the introduction of programs (curriculum) that promote the learning process requires good collaboration between teachers and leaders.

In Islamic state universities, educational trends seem to raise new challenges and questions. This situation would have an effect on the roles of the program supervisors in the faculty. To deal with it, strategies are required. The introduction of these policies is expected to reduce disparities in educational progress. The reality of the outcomes of student graduation indicates that the educational service offered by the study program provides students with high incentive to be able to enjoy education satisfactions. The study program must therefore be able to prepare a good strategy in an attempt to provide all students with satisfying educational services, with all the facilities and budgets, of course, received by the faculty. It is expected to have a positive effect on the graduation rate created by the faculty by planning a good strategy in an effort to provide educational services.

However, the low competitiveness of undergraduate faculty graduates in many Islamic State Colleges is mainly due to the standard of graduate outcomes that are not yet in line with the graduate target, so it is still difficult for graduates to work because there are increasing conditions to be accepted as employees in an institution or the business world. They've got to learn foreign languages, computers, and entrepreneurship at least. Each year, the number of undergraduate graduates who choose to pursue graduate studies increases, but the opportunity to participate in examinations is still generally low, such that only a few are admitted and able to continue their studies. As a result, it can be said that the quality of education is often seen from the quality of graduates, the quality of graduates is often seen from educational outcomes and how many graduates continue at a higher level and work. This presents a challenge for the faculty to continue to improve the quality of its graduates.

The educational standard is oriented towards the quality of graduates. In the form of quiz scores, Mid-Semester Exams (UTS), Final Semester Exams (UAS), and Rigorous Assessments and Graduation Trial Final Score Examinations, the academic standard of graduates is the quality of obtaining high results in academic skill tests (Muhaimin, 2008). The quality of education is described in the context of a service where the service is capable of meeting the needs and expectations of student-centered stakeholders. The quality of education continues to evolve in line with the requirements of educational outcomes, especially for graduates following technological and scientific developments. In order to be able to compete highly, the State Islamic College is expected to continue enhancing the quality of graduates. One way to do this is by conducting a learning program for Human Resources (HR). In particular, the apprenticeship program for lecturers with the aim of improving the professionalism of lecturers. Rationally, lecturers are the key learning media, responsible for the growth of student potential and contributing to it (Uwes, 1999). This is in line with Hamalik (1991) view that the importance of improving the education and learning process so that it is constantly starting to improve education workers, because that's a very fundamental question.

It is difficult to differentiate between improving the quality of education and attempts to improve the quality of students, which would affect the quality of their graduates. Without beginning with an improvement in the quality of students or the quality of graduates, attempts to enhance the quality of education cannot be targeted. Quality is a change that takes

quite a while. The establishment of a quality educational institution, therefore, begins by increasing the quality of its services, especially for teaching staff/educators who play an important role in the development of quality students. Strategic plans definitely include the realization of quality education. In accordance with Edward (2012) view, this does not just happen, it has to be prepared. Performance must be integral to the corporate strategy and must be addressed in a consistent manner through a strategic planning process. A significant part of understanding quality is strategic planning. An organization will not prepare for quality enhancement without clear long-term guidance.

Juran cited by Umam (2007) said, according to a management expert, that 85 percent of quality issues are caused by management effectiveness. Many schools have been closed and the bankrupt business is not caused by a lack of capital, 7 M + I (man, money, facilities, machines, techniques, ads, minutes, and data), but by error management (mismanagement). The strategic planning model for the faculty's studies is based on the key holders being the head of the curriculum or the head of the department and the entire group of the curriculum. In the study program, the head of the study program is responsible for driving the current method. The head of the program of study, who is the senior manager, is undoubtedly not involved in the establishment of an educational institution. The good or bad faculty also relies heavily on the leader's element. Different studies have also shown that in faculty growth, the leadership element plays an important role. The character who becomes the leader is a very significant leading factor (Yasin, 2011).

The effectiveness of a faculty or program of study is mainly determined by the success of its leader in the effective and efficient management and use of existing resources to achieve optimal outcomes. Consequently, it will affect the progress of educational institutions and the expected change in learners. A great faculty certainly has a great head of study program. The head of the study program is the policy- maker in the study program. It will be in vain, no matter how outstanding the lecturers and teaching staff are but not supported by the policies of the head of the study program. This is consistent with Mulyasa (2011), who noted that the success or failure of education and learning is strongly influenced by the ability of the Head of Program study to manage all aspects of the school (which is behind the school). As a leader, the Chairperson of the study program may decide the destination instead of a study program or institution. The position of the head of the department in managing and leveraging existing resources to increase the quality of students or graduates would not be isolated from the role of achieving quality education in an educational institution.

Literature Review

The purpose of the originality of the study is to identify gaps between previous and future research in order to avoid plagiarism of research results and to focus on the issues examined in this study. The following are some of the findings that apply to this study from earlier studies: This research was conducted by Idrus (2014), the management of the State Higher Education Development Strategy at Islamic Boarding Schools (Multi cases Study at Salafiyah Syafi'ah Sukorejo Situbondo Islamic Boarding School, Qomarul Huda Bagu Islamic Boarding School Central Lombok, and Darunnahdlatin Islamic Boarding School Nahdlatul Wathan Pancor East Lombok), Dissertation (Malang: Postgraduate UIN Malang, 2014). The implementation of the strategy is carried out through proper teamwork between kiai (cultural) figures and boarding (structural) administrators in order to establish professional leadership and all stakeholders with complete engagement, purpose and inspiration for worship in carrying out their duties. The third assessment of the plan was carried out in the performance evaluation, namely mentoring and tracking, and coaching and in-service training will be carried out if it exceeds

the range of fault tolerance. This research focused on strategic planning, implementation of the strategy and the effect on Islamic boarding schools of the growth strategies for State Higher Education. A qualitative approach, a form of case study with a multi-site design, was used in this research. And the results of its research showed that strategic planning has an institution's value-based vision, purpose, priorities and direction, and then implementation that is bound by a spirit of cooperation and strong job values, as well as engaging with pride, integrity and communication, qualified graduates can be created.

Research carried out by Umam (2007), entitled Strategic Planning in Efforts to Increase the Quality of Graduates in MAN I Malang. This research centered on the method of implementing strategic planning for graduate quality improvement and the factors that are taken into account in the process of implementing strategic planning for graduate quality improvement in MAN I Malang. A qualitative approach to case study design was used in this study. The results of this study showed that quality enhancement can be accomplished either through systematic forecasting and decision-making through strategic planning and programming, as well as through traditional-participatory engagement. Sulaiman (2016) with a thesis entitled strategies to improve the quality of education in increasing market acceptability (multi cases study at SMK Islam 2 Durenan and SMKN 1 Pogalan Trenggalek). This study focused on the process of implementing strategic planning to improve graduate quality and the variables that are taken into account in the process of implementing strategic planning to improve graduate quality and train ready-to-use staff to minimize unemployment and increase the rate of economic growth. This study used a method of field research in which the researcher actually dug and collected data using a qualitative approach with a multi-case analysis model directly in the field.

Muzakar (2014) in his research entitled Principal Performance in Improving the Quality of Graduates at Madrasah Tsanawiyah Negeri Meureubo, finding opinions about the performance of school principals is one of the principal's efforts to improve the quality of graduates. The purpose of this study was to describe the performance of the principal in improving the quality of graduates at the Madrasah Tsanawiyah Negeri Meureubo. The method used is a descriptive method with a qualitative approach. The data collection techniques used were observation, interview, and documentation study techniques. The research subjects consisted of the principal, administration staff, and the teacher council. The results of this study found: a. The principal's ability to improve the quality of graduates matched the requirements for principals to have a range of skills that can help improve the quality of graduates, their ability as an educator, manager, administrator, supervisor, visionary and innovator; b. The encouragement (willingness) of the principal and all school representatives to accept quality graduates is required in its implementation; c. The principal of the school was able to recognize different strengths, limitations, possibilities and challenges faced by the school, so that it can be used as a guide in decision-making for enhancing the quality of graduates. In the implementation, various efforts require a common commitment of all of the school community in order to achieve an optimal quality of graduates of the school. The study showed that there is still a lack of entrepreneurship education in schools, so many vocational graduates are unable to self-employ, or they are able to self-employ after a few years of work. Several suggestions were obtained from the results of this study, namely that entrepreneurship education at SMK should be deepened or extracurricular entrepreneurial activities should be established that promote entrepreneurship education in schools.

In a study entitled Edupreneur in Improving the Quality of Vocational School Graduates, research conducted by Tyagita (2015) found that this research aims to examine the quality of vocational high school (SMK) graduates in the world of work. By analyzing the data of SMK

graduates, the methodology used in this analysis is descriptive. SMK is an education that prepares students to be ready to enter the world of work according to the field they are studying. The establishment of SMK aims to prepare the quality of SMK graduates to work according to their expertise and develop professionalism. SMK also aims to create graduates who are capable of competing and productivity, adaptive, and creative entrepreneurs. Provide entrepreneurship training that is in line with the SMK curriculum to help vocational graduates who are capable of entrepreneurship. Entrepreneurship education is applied to develop SMK students' entrepreneurial spirit and help them become entrepreneurs and no longer rely on those businesses to operate. From the results of this analysis, several suggestions were obtained, namely, entrepreneurship education at SMK should be deepened or entrepreneurial extracurricular activities should be formed that support entrepreneurship education in schools. Further, Additional training in marketing education was also offered, so that students were able to market their company well in society. The position of the teacher, on the other hand, also affects their students' freedom, so that teachers must also inspire and empower students to be independent and entrepreneurial.

Hypothesis

The hypothesis of this analysis is as follows, based on prior theory and research:

1. Strategic planning has had a positive and substantial impact on improving the quality of graduates at PTKIN in Aceh.
2. Implementation strategy has had a positive and relevant impact on improving the quality of graduates at PTKIN in Aceh.
3. Evaluation of strategies has a positive and significant impact on improving the quality of graduates at PTKIN in Aceh.
4. Strategic planning, implementation of the strategy and assessment of the strategy have a positive and relevant impact on improving the quality of graduates at PTKIN in Aceh.

RESEARCH METHODS

Types of Research Data

The primary data used in this study are data collected directly through the distribution of questionnaires to the chairperson of the Faculty of Economics and Islamic Affairs at the Islamic State College in Aceh. By distributing questionnaires, data collection was carried out. The questionnaire is a data collection technique that was carried. The questionnaire is a method for gathering data that is carried out by giving respondents a collection of questions or statements to answer (Sugiyono, 2012). Questionnaires were issued to the chairperson of the Faculty of Economics and Business of Islamic State Islamic University in Aceh, who participated in the research, in order to decide their response from Study program and chairman of the graduate quality improvement strategy.

Analysis Method

The method used for data analysis is multiple regression equipment with the aim to provide an estimate of the level of interest (magnitude) and the significance of a hypothetical causal link in a set of variables (Sarwono, 2007). The data analysis used is multiple linear regression. Multiple linear regression analysis is a technique that aims to determine the relationship of one or two independent variables (independent) and the dependent variable. Multiple regression analysis is used to find out how the dependent variable (improvement in the quality of graduates) can be predicted through independent variables or predictors partitioning or simultaneously. The formula is:

$$Y = \alpha + b_1x_1 + b_2x_2 + b_3x_3 + e$$

Where:

Y	: Improving the quality of graduates
α	: Constant
b_1, b_2, b_3, b_4	: Multiple correlation
Coefficient x_1	: strategic planning
x_2	: strategy implementation
x_3	: strategy evaluation
e	: Error

Validity Test

To determine the accuracy of a questionnaire, the validity test is used. A questionnaire is true if anything that will be calculated by the questionnaire can be shown by the questions on the questionnaire. So, validity tests whether the questions we have generated in the questionnaire will really assess what we want (Ghozali, 2012). To determine the feasibility of questionable items in a list (construct) of questions in defining a variable, a validity test was conducted (Nugroho, 2011). This questionnaire generally supports a particular group, namely job stress, job satisfaction and employee performance. According to Nugroho (2011), the r-table value can be obtained through df (degree of freedom) = $n - k$. k is the number of questions in a variable. The question item is said to be valid if the value of r -count is the value of Corrected Item-Total Correlation > r -table. If the validity of each answer obtained when providing a list of questions is more than 0.30, then the questions are considered valid.

Reliability Test

It is also important to know the precision or reliability of the measurement instrument, as well as the validity of the measurement instrument used in this research. Reliability is a tool that is an indicator of a variable or construct for calculating a questionnaire. A questionnaire is said to be accurate if the response of a person to a statement is consistent or constant over time (Ghozali, 2012). In line with Nugroho (2011) opinion, reliability is a measure of the stability and consistency of respondents in answering matters related to question constructs which are the dimensions of a variable and are arranged in a questionnaire form. The reliability of a variable construct is said to be good if it has a Cronbach's Alpha value > 0.60. To make it easier to test the validity of the questionnaire and the reliability of the questionnaire, it will be assisted by using the SPSS program (Statistical Packages for the Social Science).

Normality Test

The normality test attempts to determine if the residual confounding variables analyzed are usually distributed in the regression model. In this research, the approach used to detect residual normality test whether the normal distribution or not is by analysis of graphs (Ghozali, 2012). The normality of the data can be determined by distributing the points on the diagonal axis of the P-Plot or by looking at the residual histogram. The basis for making decisions is as follows:

1. Where the data are spread around the diagonal line and follow the direction of the diagonal line or histogram graph showing a normal distribution pattern, then the regression model to meet the assumption of normality.
2. Where the data are spread far from the diagonal or do not follow the direction of the diagonal line or histogram graph does not show a normal distribution pattern, then the regression model did not meet the assumptions of normality.

Multicollinearity Test

The multicollinearity test was used to determine whether the regression model found a correlation between independent variables. A good regression model should not have a correlation between the independent variables. If independent variables correlate with each other, then these variables are not orthogonal. Orthogonal variable means the independent variable whose correlation value between independent variables is equal to zero. To detect the presence or absence of multicollinearity in this study is to look at (1) the tolerance value and its counterpart (2) variance inflation factor (VIF). Tolerance measures the variability of the selected independent variable that cannot be explained by other independent variables. So that a low tolerance value is the same as a high VIF value (because $VIF = 1 / \text{Tolerance}$). The cutoff value, commonly used to indicate multicollinearity is a tolerance value ≤ 0.10 or equal to a VIF value ≥ 10 (Ghozali, 2012).

Heteroscedasticity Test

Heteroscedasticity test was carried out to determine the spread of disturbance variants. This aims to test whether in the regression model, there is an inequality of the variance of the existing data residuals. A good regression model is one that does not experience heteroscedasticity (Ghozali, 2012). The way to detect the presence or absence of heteroscedasticity is by looking at the plot graph between the predicted value of the dependent variable and its residual. Data analysis:

1. If there is a certain pattern, and the existing dots form a certain regular pattern (wavy, widened, then narrowed) it indicates that heteroscedasticity has occurred.
2. If there is no clear pattern, and the dots spread above and below the 0 on the Y axis, then heteroscedasticity does not occur.

Operational Variables and Definitions

In this study, there were three independent variables (strategic planning, strategy implementation, and strategy evaluation) and one dependent variable (graduate quality improvement). The operational definitions of variables are as follows:

Table 1. Operational Definition of Variables

Variable	Operational Definition	Indicator	Item
Strategic planning	Strategic planning is a stage in selecting and formulating strategies that will be used in improving the quality of graduates	a. Formulating the company's mission b. Internal company analysis c. Assess the external environment of the company d. Adjustment of resources e. Identifying options based on the company's mission f. Establish a framework of goals g. Develop long-term goals h. Implementing the chosen strategy i. Evaluation	Likert scale
Strategic Implementation	Strategic implementation is a process of implementing strategy through program development involving all elements of the organization.	a. Program b. Budget c. Procedure d. Evaluation and Control	Likert scale

Strategic Evaluation	Strategy evaluation is the stage of comparing strategy implementation with strategic planning, whether it is in line or not.	a. Context evaluation b. Input evaluation c. Process evaluation d. Product evaluation	Likert scale
Quality Improvement of Graduates	The quality of graduates can be seen from the learning outcomes or achievements in both academic and non-academic fields that have been achieved by students who have completed their education at a certain level of education and how many graduates continue to a higher level.	a. Purpose b. Educators c. Students or Students d. Tools e. Community environment	Likert scale

Data of Respondents

Respondents in this study were the chairperson of the Islamic Economics and Business Faculty Study Program at the State Islamic College in Aceh. The characteristics of the respondents are described based on their age, sex and latest education.

Table 2. Characteristics of Respondents by Age

No.	Age	Number of Respondents (people)	Percentage (%)
1.	< 40 Years	2 Respondents	18%
2.	40-50 Years	8 Respondents	73%
3.	> 50 Years	1 Respondent	9%
	TOTAL	11 Respondents	100%

From Table 2, it can be seen that the most dominant respondent is the chairperson of the Study Program of the Faculty of Economics and Islamic Business at the State Islamic College in Aceh aged 40 - 50 years, as many as 8 people amounting to 73%. While other respondents aged <40 years were 2 people at 18% and > 50 years as many as 1 person at 9%. This shows that the most dominant Prodi Chair, Faculty of Economics and Business Islamic State Islamic University in Aceh aged 40-50 years by 73%.

Table 3. Characteristics of Respondents Based on Gender

No.	Age	Number of Respondents (people)	Percentage (%)
1.	Female	4 Respondents	36%
2.	Male	7 Respondents	64%
	TOTAL	11 Respondents	100%

From Table 3, it can be seen that the characteristics of female respondents were 4 respondents from 36%, while male respondents were 7 respondents by 64%. This shows that the most dominant chairperson of the Study Program of the Faculty of Economics and Islamic Business at the State Islamic College in Aceh is male, as many as 7 respondents, 64%. This is because the head of the Department of Economics and Islamic Business, the majority of respondents are male.

Table 4. Characteristics of Respondents Based on Their Latest Education

No.	Age	Number of Respondents (people)	Percentage (%)
1.	S2	5 Respondents	45%
2.	S3	6 Respondents	55%

3.	Prof	-	-
	TOTAL	11 Respondents	100%

Based on Table 4 shows that the Chairperson of the Faculty of Economics and Islamic Business Study Program at the State Islamic University with a Master degree, as many as 5 respondents was 45%, respondents who had the latest Postgraduate education were 6 respondents by 55%, and none of the professors were the Chair of the Faculty Study Program. Islamic Economics and Business at the State Islamic College in Aceh.

RESEARCH RESULT AND DISCUSSION

Validity Test Result

The validity test of the variable instrument shows the following results:

Table 5. Validity Test Results Strategic Planning Tools

No.	Question Items	r_{account}	r_{table}	Information
1.	The study program has a strong vision and goal for the future.	0.970	0.30	Valid
2.	There is an analysis to determine capabilities internal study program.	0.906	0.30	Valid
3.	There is an external assessment in the face of Competition is carried out by the study program.	0.793	0.30	Valid
4.	There is an adjustment of resources in the study program	0.932	0.30	Valid
5.	The study program always evaluates and adjusts the mission of the study program.	0.901	0.30	Valid
6.	There are short-term programs and long-term programs set by the study program.	0.700	0.30	Valid
7.	The study program has a long-term goal that continues to be developed to produce good quality.	0.976	0.30	Valid
8.	The study program always implements the planned program.	0.855	0.30	Valid
9.	The study program always evaluates the programs that have been implemented.	0.864	0.30	Valid

Based on the table above, the results show that the strategic planning variable instrument testing has a value of $r_{\text{count}} > r_{\text{table}}$ (0.30). Thus, it can be concluded that all statement instruments regarding strategic planning are valid so that they can be used in research.

Table 6. Results of the Validity Test of the Strategy Implementation Instrument

No.	Question Items	r_{account}	r_{table}	Information
1.	The study program still implements the program being planned.	0.798	0.30	Valid
2.	The study program often changes the budget for the planning of each program.	0.850	0.30	Valid
3.	The study program has a procedure for implementing its programs.	0.851	0.30	Valid
4.	The research program always oversees the performance outcomes of all elements of the study program.	0.842	0.30	Valid

Based on the table above, the results show that the strategy implementation variable instrument test has a calculated r value $> r_{\text{table}}$ (0.30). It can therefore be inferred that all statement tools relating to the implementation of strategy are reliable so that they can be used in research.

Table 7. Results of the Validity Test of the Strategy Evaluation Instrument

No.	Question Items	r _{account}	r _{table}	Information
1.	The study program party analyzes the educational needs of the study program.	0.904	0.30	Valid
2.	The existence of the implementation of the program that has been planned.	0.907	0.30	Valid
3.	There is an appraisal of the results of the program that has been implemented to allow corrections to increase support for the study program.	0.821	0.30	Valid
4.	The study program often conducts evaluations to measure the success of the programs that have been implemented.	0.964	0.30	Valid

Based on the table above, the results show that the strategy evaluation variable instrument testing has a value of $r_{\text{count}} > r_{\text{table}}$ (0.30). Thus, it can be concluded that all statement instruments regarding strategy evaluation are valid so that they can be used in research.

Table 8. Validity of Test Results Instrument Quality Improvement

No.	Question Items	r _{account}	r _{table}	Information
1.	The study program has clear planning objectives in improving the quality of graduates.	0.919	0.30	Valid
2.	The teaching staff consists of experts in their fields.	0.835	0.30	Valid
3.	The existence of a program to increase the interests and talents of students.	0.912	0.30	Valid
4.	There are suggestions, infrastructure and curriculum that support the achievement of the goal of improving the quality of education.	0.975	0.30	Valid
5.	There are support and cooperation from the community	0.902	0.30	Valid

Based on the table above, the results show that the quality improvement, variable instrument test has a value of $r_{\text{count}} > r_{\text{table}}$ (0.30). Therefore, it can be concluded that all statement instruments regarding quality improvement are valid so that they can be used in research.

Reliability Test Results

Reliability test is done as a tool to measure instruments from questions to respondents' answers. The main idea in the concept of reliability is "the extent to which the results of a measurement can be trusted". The test is seen by comparing the value of the standard alpha reliability coefficient (Cronbach's Alpha > 0.60). From the results of the reliability test, the following table was obtained:

Table 9. Reliability Test Results

Variables	Cronbach's Alpha	Standard Alpha	Information
Strategic Planning (X1)	0.963	0.60	Reliable
Strategy Implementation (X2)	0.848	0.60	Reliable
Strategy Evaluation (X3)	0.911	0.60	Reliable
Quality Improvement (Y)	0.940	0.60	Reliable

Based on Table 9 above, the results of testing all research variables have a value of $r_{\text{count}} > r_{\text{table}}$ (0.60). Therefore, it can be concluded that all question instruments regarding research variables such as strategic planning, strategy implementation, strategy evaluation and quality improvement are reliable. So that all items are appropriate for research use.

Normality test

The normality test is used to see whether in the regression model, the dependent variable (quality improvement) and the independent variable (strategic planning, strategy implementation, and strategy evaluation) are normally distributed or not (Juliandi & Irfan, 2013).

Normal P-P Plot of Regression Standardized Residual

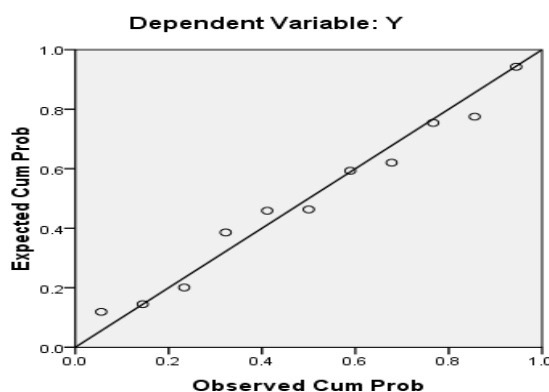


Figure 1: Normality Test Results

Based on Figure 1, it can be seen that the data is evenly distributed along the diagonal lines. This indicates that the data used in this analysis satisfies the normality assumption.

Multicollinearity Test

Multicollinearity is a condition where there is a significant correlation between the independent variables. If there is a symptom of relatively perfect multicollinearity, the interpretation by means of the least squares becomes indefinite and the variance and standard deviation become undefined. This caused an increase in deviations regarding the provision of free variables in explaining the dependent variable (Ghozali, 2012). From the results of the hypothesis analysis, the tolerance and variance (Variance Inflation Factor / VIF) values are obtained as follows:

Table 10. Multicollinearity Test Results

Independent Variable	Tolerance	VIF
Strategic Planning (X1)	0.790	1.095
Strategy Implementation (X2)	0.743	1.095
Strategy Evaluation (X3)	0.857	1.095

Based on Table 10, it is known that the VIF value for the independent variables consisting of strategic planning, strategy implementation and strategy evaluation is smaller than 10 ($VIF < 10$), while the tolerance value is close to 1. That way, it is free from multicollinearity assumptions.

Heteroscedasticity test

Heteroscedasticity test is used to test whether in the regression model, there is an inequality of the variance of the residuals from one observation to another. If the variance of the residuals from one observation to another is constant, it is called homoscedasticity, on the other hand, if it is different, it is called heteroscedasticity. To detect the presence or absence of heteroscedasticity. By testing using SPSS obtained the following results:

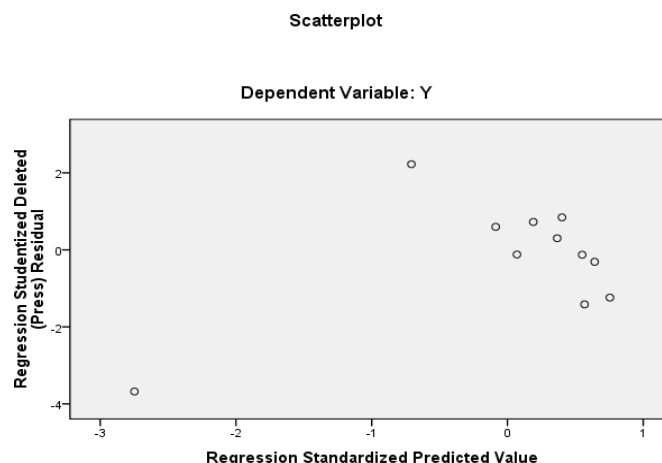


Figure 2: Heteroscedasticity Test Results

Based on Figure 2, it shows that most of the points spread around the zero point of the Y axis. This means that the assumption is free from heteroscedasticity and the data used in this study are sourced from normally distributed data (Juliandi & Irfan, 2013).

Multiple Linear Regression Analysis

This analysis is useful for knowing the direction of the relationship between the independent variable and the dependent variable with a positive or negative relationship, and for predicting the value of a dependent variable if the value of the independent variable has increased or decreased.

Table 11. Results of Multiple Regression Analysis Coefficients

No	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.562	2.754		.930	.383
2	Strategic planning	.154	.065	.366	2.389	.048
3	Strategy implementation	.430	.165	.411	2.601	.035
4	Strategy evaluation	.408	.132	.457	3.101	.017

a. Dependent Variable: Quality Improvement

$$Y = 2.562 + 0.154(X_1) + 0.430 (X_2) + 0.408 (X_3)$$

Based on Table 11 it is shown as follows:

1. The significant value for strategic planning is $0.048 < \alpha 0.05$, so the strategic planning variable has a positive and significant effect on quality improvement. Or if the strategic planning is increased by 100%, the quality improvement will increase by 0.154 or 15.4%.
2. The significant value of strategy implementation is $0.035 < \alpha 0.05$, then the strategy implementation variable has a positive and significant effect on quality improvement. Or if the strategy implementation has increased 100%, the quality improvement will increase by 0.430 or 43.0%.
3. The significant value of strategy evaluation is $0.017 < \alpha 0.05$, so the strategy planning variable has a positive and significant effect on quality improvement. Or if the strategy evaluation has increased 100%, the quality improvement will increase by 0.408 or 40.8%.

Coefficient of Determination Test (R^2)

The coefficient of determination (R^2) test aims to see how variations in the value of the dependent variable are influenced by variations in the value of the independent variable. The

coefficient of determination is seen using the Adjusted R Square in the Model Summary table (Juliandi & Irfan, 2013).

Table 12. The Result of Determination Coefficient (R²) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.933 ^a	.870	.814	1.90373

- a. Predictors: (Constant), X3, X1, X2
b. Dependent Variable: Y

The data above shows an Adjusted R-Square value of 0.814, this means that the variation in the value of quality improvement is influenced by the role of the variation in the value of strategic planning, strategy implementation, and strategy evaluation of 81.4%, while 18.6% is the contribution of other variables not included in the this regression model.

Partial Significance Test (T Test)

The T test is conducted to analyze an independent variable with a dependent variable individually, then the value used to test the hypothesis is the "t value", so the probability value can be seen. The decision making is required that if the probability value \leq significant level is 0.05 (Sig. \leq 0.05), then H₀ is rejected (Kuncoro, 2009).

Table 13. Test Results (Partial Test) Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.562	2.754		.930	.383
Strategic planning	.154	.065	.366	2.389	.048
Strategy implementation	.430	.165	.411	2.601	.035
Strategy evaluation	.408	.132	.457	3.101	.017

- a. Dependent Variable: Y

Based on table 13 above, it can be concluded that

- H₁: From the partial test results that strategic planning obtained a t count of 2,389 (positive) and a calculated probability value of 0.048 < 0.05, the probability was determined, meaning that it has a positive and significant effect on improving the quality of graduates of the State Islamic College in Aceh.
- H₂: From the partial test results that the implementation of the strategy obtained a t count of 2.601 (positive) and a calculated probability value of 0.035 < 0.05, the probability was determined, which means that it has a positive and significant effect on improving the quality of graduates of the State Islamic College in Aceh.
- H₃: From the partial test results that the evaluation of the strategy gets a t count of 3.101 (positive) and a calculated probability value of 0.017 < 0.05, the probability is determined, which means that it has a positive and significant effect on improving the quality of graduates of the State Islamic College in Aceh.

Simultaneous Significance Test (Test F)

The F test aims to determine whether all the independent variables (strategic planning, strategy implementation, and strategy evaluation) in the regression model have an influence on the dependent variable (quality improvement). The decision making is requirement if the Sig. \leq 0.05, then H₀ is rejected, and the Sig. > 0.05 then H₀ is accepted.

Table 14. ANOVA (Simultaneous) F Test Results

No	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	169.540	3	56.513	15.593	.002 ^a
2	Residual	25.369	7	3.624		
3	Total	194.909	10			

a. (Constant), X3, X1, X2

b. Dependent Variable: Y

The results of the F test in the table above obtained a probability value of $0.002 < 0.05$, so it can be concluded that H_0 is rejected, which means that there is a simultaneous influence on strategic planning, strategy implementation, and strategy evaluation for improving the quality of graduates of State Islamic Universities in Aceh significantly.

The Impact of Strategic Planning against the State Islamic University in Aceh for Quality Improvement Graduates

The first hypothesis statement states that strategic planning has a positive and significant effect on improving the quality of graduates of the State Islamic College in Aceh. The magnitude of the influence of strategic planning for quality improvement is 0.154. Significant value for strategic planning $0.048 < \alpha 0.05$, the results show that H_a is accepted. It can therefore be concluded that strategic planning has a significant and important impact on the quality improvement of graduates of the State Islamic College in Aceh. Based on the research results that researchers found at the Faculty of Economics and Islamic Business at the Islamic College in Aceh, the chairperson of the study program carried out strategic planning. If a leader wants to draw up a plan, he should draw up a plan and a schedule. Strategic planning is a strategic decision-making mechanism or one that provides strategies for formulating and executing strategic decisions and allocating resources to support all organizational work units and levels. Strategic planning is a way of developing a consensus among the organization's officials and a way of concluding a written strategy and a way of guiding the unit's leaders so that decisions and their actions have a coherent and reasonable effect on the organization's future.

The chairperson of study program must also make a Renstra (strategic plan) for one year, two years to the long term. This method is intended to be a strengthening material for teachers or educators so that human resources built against teachers' human resources by the head of the curriculum are in line with the students' level. Since quality improvement does not just occur, it has to be prepared, however. Quality should be an integral part of the strategy of intuition and must be consistently addressed using the strategic planning method. Strategic planning enables long-term goals and structural improvements to be formulated based on realistic considerations. An institution cannot be sure how it can take advantage of new opportunities with no plan. It will help an organization to accomplish its objectives by planning. Planning will help an organization to know what things need to be done and in what way to achieve goals. Using a systematic approach in planning the future of an institution is essential in developing policies and plans that can lead to the achievement of its vision and mission. The results of this study also support Ringgawati's (2016) research. Planning at SMAN 1 Blitar and SMAN 1 Sutojayan conducted an analysis of the external and internal environment of the school and coordinated with the deputy principal to formulate school programs and determine strategies through program development or school activities. At SMAN 1 Blitar, strategic planning was followed by formulating quality policies, service announcements and school motto.

The Impact of implementation of the strategy for quality enhancement of graduates of Aceh State Islamic Universities

The second hypothesis statement states that strategy implementation has a positive and significant effect on improving the quality of graduates of the State Islamic College in Aceh. The magnitude of the effect of strategy implementation on quality improvement is 0.430. Significant value for strategic planning is $0.035 < \alpha 0.05$, the results show that H_a is accepted. So, it can be concluded that the strategy implementation has a positive and significant effect on improving the quality of graduates of the State Islamic College in Aceh. The implementation of the strategy is a form of the strategic concept, it is the key to the strategy itself since it is a successful strategy, if the implementation is weak, and the curriculum will never achieve the expected results. Poor implementation (without value) will defeat a plan. If the implementation goes well, however this will optimize the effect of the strategy on results before it refines the initially questionable strategy. In addition, In its implementation, the plan of the study program will include several aspects, such as information composed of various elements of information. In the implementation phase of the strategy, all lecturers and program heads must participate in the execution of their respective tasks in order for strategic planning to be effectively implemented. For the study program to be effective, the study program in every faculty of Islamic economics and business must create persuasive leadership in the study program with a culture of strategic support, empower all teaching staff or educators, coordinate between classes, create effective organizational structures, change marketing efforts to suit, budget, develop and use information systems, and give appropriate awards to lecturers for their contribution to the study program performance.

Implementation of a strategy is a set of activities and options appropriate for executing or implementing a strategic plan. The essence of this concept is the nature of previously prepared measures to execute strategic plans. Implementation of plans is a crucial aspect of overall strategic management. The stage of implementation of the strategy consists of three steps, namely program identification, budget perseverance and procedure development. The head of the study program, as the top boss, requires assistance from lecturers and staff to ensure progress in implementing the techniques that have been formulated. The selection and placement of the right people in the organizational structure will open the opportunity for the success of a program or activity. The formation of a responsible structure / program coordinator will also make it easier to control during the evaluation stage. Each program of study has superior programs that are characteristic of each program of study. To maximize the quality of graduates with the latest advanced programs. The government and society will welcome graduates of each study program at the Faculty of Economics and Islamic Business at the State Islamic College in Aceh. Study plans must be properly planned before preparation, and it can demonstrate actual results, the program must include the appropriate staff, and activities must be directed to achieve the desired scope of the objectives. Managers ought to discuss thoroughly how the arrangement is carried out to determine which arrangements to be made in perfect working order. The results of this study also support Ringgawati's (2016) study of strategy implementation, namely by establishing a coordinator / person in charge for each program or practice, and socializing the study program to students and related parties as well as developing superior school programs and increasing teacher resources.

The Effect of Strategy Evaluation on the Improvement of the Graduate Quality of State Islamic Universities in Aceh

The third hypothesis statement states that strategy evaluation has an effect on improving the quality of graduates of State Islamic Universities in Aceh. The magnitude of the

direct effect of strategy evaluation of quality improvement is 0.408. Significant value for strategic planning is 0.017 < α 0.05, the results show that H_a is accepted. So, it can be concluded that strategy evaluation has a positive and significant effect on improving the quality of graduates of the State Islamic College in Aceh. To achieve management objectives, competence in the management and regulation of the different elements of the business is required. In order to decide whether or not the execution of the development strategy has been carried out according to the plan, strategic management needs to track, evaluate and require feedback in order to provide input. The head of the study program must know when a certain approach is not working well, assessment or strategy evaluation is the main way to obtain this kind of details. In the future, all methods are prone to revision because different external and internal variables are continuously evolving.

In order to accomplish what was expected in advance, evaluation is an attempt to evaluate objectively and give significance. (The evaluation is not simply an accidental evaluation of a random action, but an activity designed to identify a planned, systematic and targeted activity for a specific objective). This evaluation is used to improve and strengthen current initiatives (programs, people, assets, etc.) and is performed during the program to provide leaders with valuable knowledge to improve programs or activities. Evaluation of plans can contribute to program implementation decisions, including adjustments to assessments. This evaluation is used for reporting, screening or monitoring purposes and is conducted at the end of the program to provide further information on the benefits or uses of a successful program or operation. An effective evaluation of the strategy helps the organization build on the strengths of internal development, maximize opportunities for external growth, be aware of challenges and protect itself from them- and to resolve internal vulnerabilities before they become menacing. The assessment of the strategy also assists the organization in making good long-term decisions and taking corrective action where appropriate. The results of this study also support the Ringgawati (2016) research evaluation approach, which is conducted through follow-up, regular assessments of the learning process through activity reports and school assessment meetings.

CONCLUSION

The results showed that the three independent variables, namely strategic planning, strategy implementation and strategy evaluation, had a positive impact on improving the quality of graduates from State of Islamic universities in Aceh. The strategic planning variable received the highest significance value among the other two variables in relation to these three variables, and the significance value of the strategic planning variable, that was similar to the 5% service mark, was 0.05. One can deduce from this that the State Islamic higher education in Aceh, especially the Faculty of Islamic Economics and Business, is still not perfect in planning future strategies. Careful planning for the future begins with the key to success in improving graduates' quality. The chairperson of the study program must be able to foresee and predict what will be happening in the future while making, strategic planning, as well as make possible ways to deal with unwanted circumstances. Therefore, the planning that has been made will be able to work in advance.

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