

Management Leadership in Improving the Quality of Graduates of Private Islamic Religious Colleges in Jambi Province

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Abstract – The purpose of this study was to analyze the leadership management in improving the quality of PTKIS graduates in Jambi Province. This research uses a qualitative approach that is descriptive analytical. Data collection was carried out by using observation, interview and documentation techniques. Determination of research subjects using purposive sampling technique. Data analysis techniques with data reduction, data presentation and drawing conclusions and verification. Trustworthiness with participation extension techniques, observation accuracy, data triangulation and promoter consultation. The conclusion of this research is that the leadership management has not been able to improve the quality of PTKIS graduates in Jambi Province is still not in accordance with the expected standards and still needs to be improved.

Keywords – Leadership Management, Graduate Quality, PTKIS.

I. INTRODUCTION

Education is the most important indicator of a country's progress (Asvio et al, 2019). Education is a conscious effort to build quality human resources to compete (Tobari et al, 2018). Quality human resources are more important than the wealth of natural resources, because the wealth of natural resources cannot guarantee the welfare and success of a nation (Asvio et al, 2019).

In the world of education, competition is a natural thing. The emergence of this competition is to get as many educational objects as possible, namely students. Therefore, usually only leaders of Islamic education institutions with a persistent and strong mentality are able to face the tough competition or crises that occur on the way to school or university. Competition in competing for objects of education is closely related to the dexterity of a person involved in the field of education in recognizing market tastes and selecting the right business market. In order for the object of education to be loyal, it must have a strategy to keep them from running

to other competitors. The education strategy can be arranged in the form of policies according to the needs of the institution (Abdullah, 2020; Amalia, 2019; Nugraha, 2019; Septiani and Cahyono, 2019).

Policy is a decision-making process to deal with a number of problems that arise in the implementation of programs and activities, strategy implementation and implementation of the state's vision and mission by the government within a certain period of time. The higher education management policy is a decision-making process to deal with a number of problems in the management of higher education such as human resources, costs, literature, laboratory assistants and other supporting facilities. Facing various problems that arise, it is necessary to manage education that is directed towards various policy instruments, bureaucratic conditions and systems that apply in a school, evaluation is carried out to assess the level of effectiveness and efficiency (Soleh et al, 2019; Ivanova et al, 2020; Hartiwi et al, 2020).

Policies in higher education development must be the foundation for carrying out development in various other fields, considering that in essence the effort to develop higher education is to build human potential who will later become actors of development in various other development fields. Philosophy in education policy is basically imbued with lofty ideals as the formulation contained in the mandate of the constitution. It is in this context that this philosophy should serve as a guide in implementing any development policies in the education sector (Hasbullah, 2015). This has been done by many universities in producing policies in accordance with the mandate of the constitution and with international standards. A number of policies have been issued by international universities to be able to keep looking ahead as the leading universities in Indonesia.

Effective higher education policies are determined jointly by managerial decision makers and discussed openly with all officials/human resources involved in the institution/company (Fitria and Suminah, 2020; Komalasari et al, 2020). In an increasingly complex and open world, the development of a policy system must be organized democratically by taking into account the elements of human rights. Policies made by educational organizations/institutions must be able to guarantee legal certainty, justice and use value. Educational planning in an effective management system does not use allocative planning that is static in nature, but develops strategic planning that emphasizes the demands of the times and challenges of change by taking into account the elements of strengths, weaknesses, challenges and opportunities that allow the company to achieve it well (Mulyasana, 2012; Zulaiha et al, 2020; Risdianto et al, 2020).

Islamic education institutions cannot compete with educational institutions that prioritize general education. The intended competition is competition for the quality of education that is built up from planning, process, and evaluation in accordance with National Education Standards. The quality of Islamic education institutions actually exceeds general education, because Islamic education institutions have advantages in religious subjects. This is the advantage of Islamic education institutions to become more marketable for stakeholders (Umar and Ismail, 2017).

In fact, the problems faced by Islamic educational institutions are so diverse. Starting from management problems, leadership problems, human resources, finance, and institutional problems. Improving the quality of Islamic education institutions needs to be continuously pursued by prioritizing quality analysis theories and their application in

every managerial process. The quality aspect will benefit the world of education at least because quality improvement is the responsibility of educational institutions to provide services to students. In addition, to ensure the quality of graduates can be accepted in society and the world of work. Quality problems always have implications for the selling value of an educational institution. The achievements and prestige of the institution are highly dependent on the quality of learning, facilities and infrastructure, supporting facilities, teachers and students, and learning outcomes. The more qualified the graduates produced, the selling value and interest in entering the educational institution will increase. On the other hand, if the quality is low, the quality of graduates is low, it will also have an impact on the low interest and absorption of entry into educational institutions. This is what makes the quality of education very important for an educational institution (Umar and Ismail, 2017).

According to Deming, the low quality of education can be caused by not fulfilling several conditions such as weak curriculum design, inadequate buildings, bad work environment, inappropriate systems and procedures, irregular work schedules, poor resources lacking, and inadequate staff development. In addition, it could also be due to lack of motivation, communication failure, or problems related to equipment (Umar and Ismail, 2017).

Leadership management really determines the success of higher education in maintaining quality (Mukartik et al, 2020; Listiningrum et al, 2020). Leadership comes from the word *pimpin* which means carrying out leadership tasks. Zainal et al (2013) cite the opinion of a number of experts that leaders according to: 1) Darvis and Filley, are a person or group of people who occupy a management position or do leadership work, 2) Robert Tanenbaum, are those who use formal authority to organize, direct and control subordinates who are responsible, so that all parts of the work are coordinated in order to achieve organizational goals (Hamzah et al, 2020).

Private Islamic Religious College abbreviated as PTKIS as a higher education institution managed and organized by the community has participated in helping the government work in educating the Indonesian people. From the number of PTKIS that continues to increase, it will further strengthen the role of PTKIS in helping to educate the nation.

In order to produce quality human resources, PTKIS has a very strategic position. This is in line with the goals of higher education, namely to prepare students to become members of society who have academic and/or professional abilities who can apply, develop and or enrich the repertoire of science, technology and/or arts (Zuhri, 2013). For this

reason, PTKIS management readiness is needed to produce the quality of graduates that the community wants.

Terry (Smith, 2007) states that management includes activities to achieve goals, carried out by individuals who contribute their best efforts through predetermined actions. This includes knowing what they should do, determining how to do it, understanding how they should do it and measuring the effectiveness of their efforts.

The urgency of a leader in organizational management has a very basic role in achieving the goals that have been formulated. Because the activity of the leader tries to influence, guide and direct others to work together in carrying out their duties and responsibilities. So what makes the fundamental thing in organizational activities in higher education is the ability of the leader to manage the organization. Managerial activities in organizations with a collaborative pattern as a process of achieving goals are also described in the Al-Qur'an Surat As-Saff verse 4 (Anonymous, 2013).

Hoy and Miskel (2013) define leadership as a social process with individuals or groups that influence common goals. From this definition, it can be concluded that leadership is a desire of people to imitate and follow what the leader wants. Leadership is a force, initiation and process that is to influence a group.

With the proper functioning of leadership management, it is believed that the tertiary institutions they lead will experience development and improvement in the quality of education, as well as the fulfillment of school facilities and infrastructure. The active role of the leadership has not been maximally implemented, because there are several inhibiting factors in these efforts that may hamper technical implementation in the process of improving the quality of education. The efforts of the leadership are more focused on fulfilling learning facilities to support learning in classrooms, such as supporting books, as well as improving the quality of lecturers. Of course, in these efforts there are inhibiting elements in achieving good quality. Allah SWT said in Q.S. 13:11 (Anonymous, 2013) which explains that humans will not have a change agenda, if they do not start from humans themselves.

The realization of higher education management has a clear plan and implementation, starting from the formulation of a vision, mission, goals and objectives, and a strategy for its achievement. Higher education institutions also need to have effective governance, leadership, management systems and quality assurance. In addition, the attention of higher education institutions to the components of students or

students and their graduates is very important and serves the learning process and maintains the quality of graduates. Human resources such as lecturers and other education personnel are an important element for higher education to increase the capacity of the institution as a whole. Other important elements that universities pay attention to are the curriculum, the learning process, and the academic atmosphere. All of that is of course supported by aspects of financing, facilities and infrastructure, as well as an adequate information system. In realizing the vision and mission of PTKIS, aspects of research, community service, and various forms of cooperation are needed to improve the quality of graduates in higher education. All of this is done to achieve strengthening governance of autonomy, accountability, and public image.

Based on the explanation above, what is meant by the management of the leadership of an Islamic religious college is the ability of a PTKIS leader in managing and utilizing the resources of an Islamic religious college to achieve the goals set through management functions. An important issue that must be considered is how the management of higher education institutions is regulated in a neat, autonomous efficient and transparent and accountable management, so that it has a clear direction, namely the quality of good graduates.

Leaders of religious colleges need to take innovative leadership at work. People who sit in leadership positions who are truly proficient in carrying out their main duties and functions to achieve organizational goals effectively, efficiently and with certain accountability. They must have a high work ethic, have dignity, and be able to empower all available resources (Danim, 2008). Future leaders must be introduced to the concepts of: (1) the ability to see the organization through several different lenses, (2) flexible in thinking, (3) advocating flexibility in action, (4) the ability to play a necessary role in the situation, without sacrificing basic values (Prihatin, 2011).

The quality of PTKIS graduates is graduates who have mastered the knowledge they have learned and can take part in society in global competition. Higher education graduates are said to be of high quality if the graduates produced meet the quality of the knowledge they are studying and can compete in the global era and can be accepted by the community as users of graduates from these universities. College graduates cannot be said to be of good quality if only by mastering scientific competences but cannot take part in society in the global era. Likewise, college graduates who

compete in the community must meet the scientific qualifications they have learned in college.

Based on the results of the grand tour that researchers conducted at IAI Nusantara Batanghari, IAI Yasni Bungo, and IAI Tebo, it can be concluded: 1) PTKIS in Jambi Province is a higher education institution that must manage or manage educational services based on the principles of autonomy, accountability, quality assurance, and transparent evaluation (Law No. 12/2012 on higher education); 2) the scope of management or governance that has been worked on by the leadership in Jambi Province includes: a) learning process, b) curriculum, c) lecturers, d) learning facilities, e) funding, and f) research and service; 3) several PTKIS have changed the status of the institution from high school to Islamic Institute, but public interest in PTKIS is still low; 4) the implementation of leadership management in improving the quality of graduates is not optimal; 5) the leadership of PTKIS in Jambi Province has fixed its management system in accordance with applicable regulations; 6) high quality graduates are graduates who master scientific qualifications and have certain life skills; and 7) the quality of graduates produced by PTKIS Jambi Province is still low based on the public interest which states that the scientific qualifications of PTKIS graduates are no better than that of PTN and PTKIS cannot produce graduates who provide other life skills.

Based on the preliminary findings above, it can be understood that private religious colleges in Jambi Province encountered problems. First, how many study programs at private religious colleges have not been accredited, accredited C and this clearly does not meet the standard. This evaluation is important to determine the position of Islamic education institutions in the established national education standards. Second, the problems that appear in the management of private religious colleges in Jambi Province are aspects of management, leadership, human resources, finance, and institutional aspects. In terms of management, private religious colleges in Jambi Province have not adopted the latest education management. In terms of leadership and human resources, there are also problems in itself, namely that there are still many who have not met the required minimum academic qualifications. This requires educators and education personnel to follow education, but in reality it is still far from the expectation of quality improvement because the goal is only to fulfill the demands of the law. Likewise, the financial aspect still requires support from various parties as well as the development of private religious colleges in Jambi Province to be more professional.

Based on the background of the problem, the researcher aims to explore the theme of leadership management and the quality of PTKIS graduates in Jambi Province. This research is important to do because the existence of PTKIS in Jambi Province cannot be underestimated when compared to state universities in Jambi Province. On the other hand, PTKIS as a public service institution must fix its management implementation in producing quality graduates and can change its image in the community. It is hoped that this research will produce a raw model for management development of PTKIS leaders in producing quality graduates who have scientific qualifications and have the life skills needed by the community as users of higher education services. The existence of PTKIS which is not bound by bureaucratic and political rules should be able to become a separate strength for higher education institutions in producing quality graduates.

II. METHODS

This research is a descriptive qualitative study that reveals, finds and digs up information about leadership management in improving the quality of graduates of the Private Islamic Religious College in Jambi Province. The purpose of this research is to describe the object under study through the process of exploring facts and object data in the field as it is. To achieve this goal, data extracted from an in-depth observation process is needed.

The qualitative research method used in this research adopts the postpositivism philosophy as explained by Sugiyono (2014), it is used to examine the conditions of a natural object where the researcher is the key instrument, the sampling of data sources is done by purposive sampling according to the special characters according to the needs of this research. The collection technique uses triangulation between participant observation, open interviews and documentation. Then the data analysis is inductive, and the results of the research emphasize the meaning of the existing reality which comes from predetermined research subjects.

III. RESULTS AND DISCUSSION

The quality of graduates is the estuary of the process of implementing education which can determine the long-term sustainability of an educational institution. Good quality of graduates will increase the demands of stakeholders in recruiting workers from the institution concerned. Therefore, an efficient and productive educational process and continuous improvement of competence is needed (Anonymous, 2008).

At IAI Yasni, IAI Tebo and IAI Nusantara Batanghari, the criteria for passing students from a study program are formulated in the form of Graduate Competency Standards contained in the curriculum design. In particular, Article 1 point 4 of Government Regulation no. 19 (2005) concerning National Education Standards, states that "Graduate Competency Standards" are qualifications of graduate abilities that include attitudes, knowledge, and skills. According to Article 1 paragraph (2) Minister of National Education Decree NO. 045/U/2002, the elements of competence include (a) the foundation of personality, (b) mastery of knowledge and skills, (c) ability to work, (d) attitudes and behavior in work according to skill level based on the knowledge and skills mastered, (e) understanding the rules of social life according to the choice of expertise in work.

Quality graduates are the dream of all universities, including IAI Yasni, IAI Tebo and IAI Nusantara Batanghari. The quality of graduates is in line with the human resource needs of the XXI century. Based on the 21st Century Partnership Learning Framework, there are several competencies and/or skills that must be possessed by human resources of the XXI century, namely: 1) critical thinking and problem-solving skills, which means being able to think critically, laterally, and systemic, especially in the context of problem solving; 2) the ability to communicate and collaborate (communication and collaboration skills) means being able to communicate and collaborate effectively with various parties; 3) the ability to create and renew (creativity and innovation skills) means being able to develop their creativity to produce various innovative breakthroughs; 4) information and communication technology literacy (information and communications technology literacy) means being able to take advantage of information and communication technology to improve performance and daily activities; 5) the ability to learn contextual or contextual learning skills means being able to undergo contextual independent learning activities as part of personal development; and 6) information and media literacy skills means being able to understand and use various communication media to convey various ideas and carry out collaborative activities and interactions with various parties (Anonymous, 2010).

In addition, IAI Yasni, IAI Tebo and IAI Nusantara Batanghari also defined a number of character-based aspects and behaviors needed by XXI century humans, namely: 1) leadership, namely the attitude and ability to become leaders and be at the forefront of initiatives to produce various breakthroughs. breakthrough; 2) personal responsibility,

namely the attitude of being responsible for all actions performed as an independent individual; 3) ethics, namely respecting and upholding the implementation of ethics in carrying out social life together; 4) people skills, namely having a number of basic skills required to carry out their functions as individual and social creatures; 5) adaptability, namely being able to adapt and adopt various changes that occur in line with the dynamics of life; 6) self-direction, namely having clear directions and principles in an effort to achieve goals as an individual; 7) accountability, which is a condition in which an individual has clear reasons and basis for every step and action taken; 8) social responsibility, namely having responsibility for the environment and the community around it; and 9) personal productivity, namely being able to improve the quality of humanity through various activities and daily work (Anonymous, 2010).

Banks added that in addition to these skills and characters, the ability of an individual to face real social problems in front of them in the twentieth century is also needed, especially related to: a) global awareness, namely the ability to see trends and signs of the times, especially in relation to the consequences of globalization; b) financial, economic, business and entrepreneurial literacy, namely expertise in managing various resources to increase business independence; 3) civic literacy, namely the ability to carry out the role of a citizen in various situations and contexts; and 4) environmental awareness, namely the willingness and concern to preserve the natural environment (Anonymous, 2010).

Makarim, the current Indonesian Minister of Education and Culture said: quality students can produce great work, and great teachers can give birth to thousands of quality students in 2020. This means that the quality of graduates is impossible without quality lecturers. Quality lecturers are born from a number of quality policies. One of the policies is regarding lecturer certification. Therefore, the Law of the Republic of Indonesia Number 14 of 2005 concerning lecturers and lecturers, states that certification is the process of providing educator certificates for lecturers and lecturers. Meanwhile, teacher certification is formal evidence as recognition given to lecturers and lecturers as professionals (Depdiknas, 2014). Based on this definition, lecturer certification can be defined as a program of acknowledging that a person has the competence to carry out educational services in a particular educational unit, after passing a competency test conducted by a certification body. In other words, lecturer certification is a competency test program designed to reveal one's competency mastery as the basis for awarding educator certificates (Mulyasa, 2010). The

certification itself is in the form of a certificate and competency certification (Depdiknas, 2014).

Quality graduates are impossible to achieve without qualified educators or lecturers. Therefore, the Chancellor of IAI Yasni Bungo, IAI Tebo and IAI Nusantara Batanghari are trying to improve the competence of lecturers to be more professional, to fulfill their duties loyally and consistently by increasing the competence of lecturers in teaching and teaching. They do not consider the work of a lecturer as part-time or temporary, if there is a job with a higher salary, then the status as a lecturer will be abandoned, while their students are left neglected. Lecturers must understand well the lecture field they are engaged in. Mastery in the field of service in the lecture field means the ability to design and carry out lecture activities and to understand good tactics and procedures in evaluation while achieving goals and achieving objectives related to the subjects being taught.

One of the tasks that must be carried out by lecturers in higher education is to provide services to students or students that are in line with the goals of the college. In the whole educational process, lecturers are the main factor in charge of educating, lecturers playing various types of roles, inevitably they must be carried out professionally by the lecturers. As Allah says, QS. Luqman: 17 (Anonymous, 2013).

According to Islamic law, although it is not clearly explained, there is a hadith which explains that everything must be done by an expert (someone who is competent in his duties) (Bukhari, 1819). The above hadith emphasizes that every profession must be done expertly and every skill leads to perfection of work. Obtaining legitimate achievements in Islam is done by earnest work. Because the rights and obligations in Islam have the nature of certainty. This means that people who work earnestly while praying and fulfilling the necessary requirements, with the permission of Allah SWT, the work will be successful and as expected. In essence, the assessment in Islam is not only done by humans themselves but is carried out in synergy between three elements, namely Allah SWT.

Efforts to improve the quality of graduates in IAI Rector Yasni Bungo, IAI Tebo and IAI Nusantara Batanghari need to be supported by the managerial abilities of higher education leaders. Universities need to develop forward from year to year. The fact shows that the level of progress of higher education is largely determined by the extent to which the level of progress of higher education management and administration. Management is always related to the life of a social organization where there are a group of people who occupy various levels of leadership and a group of other

people whose main responsibility is to carry out operational activities. This view is very basic because the success of a person in a managerial position is no longer measured by his skills in carrying out operational activities, but by his skill and ability to move other people in the organization.

Quality graduates at IAI Rector Yasni Bungo, IAI Tebo and IAI Nusantara Batanghari are an integral process that involves several factors, including educational goals, educators, students, educational tools, and the environment. These five factors constitute a unity that cannot be separated or run independently, but must be carried out regularly, complementary and continuously and have a very decisive role in the success of the educational process which will depend on these five factors.

Based on the previous description, it appears that the leaders of IAI's Chancellor Yasni Bungo, IAI Tebo and IAI Nusantara Batanghari are able to work together with or through their staff to make innovative decisions in order to achieve certain goals effectively and efficiently and accountably. Organizational decisions referred to here should ideally display the following figures: 1) new decisions, decisions that are heavy, routine and not prospective, will be less meaningful to the organization. The decisions that are made should be able to bring the organization to changes and new innovations that allow the organization to run more dynamically and productively; 2) generic decisions, namely decisions that if not taken will make the organization become vacuum and organizational humans will lose their identity as the same production resource; 3) informed decisions. These decisions are made on the basis of or quality information and as such are not taken from a single point of view. Data or information required for decision making; 4) Realistic decisions. Realistic decisions in the sense are adjusted to the carrying capacity of organizational resources to make them happen; 5) flexible decisions, decisions that contain meaning, it is possible to make decontinuation, when there are new ideas, changes in situations or decisions in their implementation; and 6) decisions that are accepted and receive full support by the parties with an interest in that decision. Without the support of existing human resources, no matter how great a decision is made, it will have no meaning at the practical level (Danim, 2012).

Quality graduates are achieved with the development of human resources for the Chancellor of IAI Yasni Bungo, IAI Tebo and IAI Nusantara Batanghari who continue through training. The findings in the field show that lecturers who have been sent to take part in training or upgrading do not follow up by sharing the knowledge they have gained with

other lecturers. This condition can be understood as a logical consequence of the absence of a regulation that requires lecturers to follow up on training they have participated in, especially on a national scale. In addition, there is an impression that the training that is attended by lecturers is only for enriching the individual abilities of the lecturers in the subjects they care for.

Although the internal lecturer development model can cover other lecturers who have not yet had the opportunity to leave, based on observations and documentation data in the field, this internal training/upgrading has not been intense enough by universities, so not all lecturers have the opportunity to develop themselves through that path. Improving the quality of education is absolutely carried out by higher education leaders as agents of change through activities to improve higher education leadership with a forum for institutional development, curriculum, personnel, facilities and infrastructure as well as other system changes. The fact shows that the level of progress in higher education is very much determined by the extent to which the level of progress of the leadership of higher education in improving student learning achievement. The success of higher education is shown by the performance of higher education leaders. Another aspect where, in the whole process of education in higher education, the lecture process is the most basic activity. So in the lecture process, the role of lecturers in improving the quality of education is carried out through increasing their performance in lecturer competence.

From the findings above, it can be seen that the obstacles to improving the quality of graduates are not only from the lack of frequency in coaching higher education leaders but also the lack of supporting facilities and infrastructure for work and the lack of awareness of some lecturers in carrying out their profession. So that there are those who do not make or use work guides such as work equipment.

IV. CONCLUSION

Based on the findings and discussion that have been described in the previous chapter, the researcher came to a conclusion that the leadership management has not been able to improve the quality of graduates of the Private Islamic Religious College in Jambi Province, still not according to the expected standards and still needs to be improved.

V. IMPLICATION

From the discussion and conclusions of this study, the implications related to leadership management in improving the quality of PTKIS graduates in Jambi Province are as follows.

First, equity in improving the quality of graduates must be carried out by PTKIS in Jambi Province to improve lectures as an idea for continuous growth that is centered on students, lecturers, supervisors and parents or other people who have an interest in education. One of the focuses of coaching is the development of a conducive teaching and learning situation. Coaching carried out by higher education leaders will consistently spur the enthusiasm and performance of the lecturers. This will develop an attitude, a character that can be trusted in words and deeds. The Chancellor of PTKIS in Jambi Province as a leader has dual responsibility, namely to carry out higher education administration so as to create a good and quality teaching and learning situation. Because in the world of education who is able to motivate and direct lecturers in carrying out their teaching and learning tasks in higher education is the leader of the university. The education system operates and functions better as well as the role of higher education leaders in providing guidance in carrying out their duties. Thus it is hoped that it will improve the quality of education and be competitive.

The commitment of higher education leaders to carry out lecturer coaching at PTKIS in Jambi Province should be increased to realize that efforts to improve lecturer performance are important things to do in order to increase competence and in the end for the benefit of the lecture process so that it is useful for increasing student learning achievement as the goal of lecturing in higher education. Planning and making work programs should be adjusted to existing facilities and infrastructure as well as available financial capabilities. So that the program can run smoothly. The frequency of coaching class visits should be further increased so that all lecturers are evenly monitored by class visits to find out if there are problems in the lecture process so that solutions are found. From the description above, it can be said that in order to produce reliable human resources and improve lecturer performance, careful planning is needed, in accordance with the existing budget capabilities. In addition, the discipline of higher education citizens in carrying out their respective duties and obligations must be further improved. A lecturer must be aware of the importance of his duties and responsibilities as an educator. lecturers should do their job as lecturers with full dedication and full responsibility.

Second, for lecturers as the spearhead in the lecture process who face to face with students, they are expected to be professional and full of dedication in carrying out their duties. Every lecturer should prepare teaching tools and adhere to discipline whether it is being supervised or not. Lecturers should always strive to develop their professional

proficiency by increasing their knowledge through training, upgrading and existing references in order to improve their performance skills.

Lecturer professional training is very reasonable because PTKIS human resources in Jambi Province still have weaknesses, namely: (1) there are still employees who carry out their work on their own what they want to do, (2) there are still employees who are not committed to work either coming or going home, (3) there is no reality regarding the rewards and actions of employees who are lazy to work, (4) there are still administrative employees who are used to play games on computers and cellphones, (5) regarding employee data files that are not properly stored and archived.

PTKIS in Jambi Province conducts periodic training for campus human resources with the scope of coaching activities on the implementation of higher education administrative staff within one year. Annual guidance is prepared by involving a number of supervisors in one Jambi City for each level of education. The semester coaching program is a description of the annual coaching program at each of the assisted tertiary institutions for one semester compiled by each supervisor.

Third, reward and punishment efforts made by PTKIS in Jambi Province towards HR work in general have not been carried out optimally, due to: first, the lack of guidance from higher education officials to the work of administrative employees who carry out their work on their own will not follow the direction of the college leadership. high. Second, the leadership of higher education does not give rewards and punishments to administrative staff who work to complete university administration. This makes administrative employees low interest in completing their work in college. Third, the college leadership does not carry out the coaching of lecturers' work routinely so that a lot of administrative work is piling up as a result of being late for all higher education work.

Fourth, the existence of PTKIS in Jambi Province cannot be underestimated when compared to state universities in Jambi Province. On the other hand, PTKIS as a public service institution must fix its management implementation in producing quality graduates and can change its image in the community. It is hoped that this research will produce a raw model for management development of PTKIS leaders in producing quality graduates who have scientific qualifications and have the life skills needed by the community as users of higher education services. The existence of PTKIS which is not bound by bureaucratic and political rules should be able to become a separate strength

for higher education institutions in producing quality graduates.

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