

Integrated Quality Management of The State Islamic University of North Sumatra, Medan in The Development of Graduation Skills Based on Soft Skills

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Abstract – This study found an integrated quality management model at UIN North Sumatra Medan in developing soft skills-based graduate competencies. The research instrument is the researcher himself as a key instrument. Data collection was carried out in three ways, namely; observation, interview, and documentation study. To analyze the data, several steps were taken, namely; compiling data, linking data, producing data, presenting data, and making conclusions. To achieve a reliable level of research data that has been collected, credibility and triangulation tests were carried out. The results showed that UIN SU Medan implements quality management in developing soft skills-based graduate quality through the effectiveness of the implementation of management functions.

Keywords – Managing, Quality, Soft Skills, Wahdatul 'Ulum, Graduates, Ulul Albab.

I. INTRODUCTION

It's a necessity to change. The presence of change is also accompanied by progress and development. In addition, the flow of globalization requires advances in science and technology to meet these changing needs. These changes cannot, of course, be separated from the developments in science that Indonesia must follow.

The term change in each period has its own name, as it is now known as the era of the Industrial Revolution 4.0, which emphasizes the pattern of "digital economy, artificial intelligence, big data, robotic" etc. or known as the phenomenon of "disruptive innovation" Mohammad Nasir explained that, based on an initial assessment of the state's readiness to face the industrial revolution 4.0, Indonesia was estimated to be a country with high potential. Although still under the State of Singapore, Indonesia's position at the level of Southeast Asia is well taken into account. Meanwhile, at the global level of the "competitiveness index at the World Economic Forum 2017-2018" Indonesia is 36th, up from the 41st position of 137 countries in the previous year's 41st position (Schwab, 2019).

The above information shows that improving the quality of human resources and improving the quality of human life is primarily achieved through education. Marimba (Tafsir, 2013) argues that education is the conscious guidance or guidance of educators on the physical and spiritual development of students towards the formation of the main personality. 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).

In other words, education is an effort that will accelerate the development of human potential in order to be able to carry out the tasks assigned to it. Because human beings are creatures that can be educated and educated. Education can therefore have an impact on physical, mental, emotional and moral development, as well as on human faith and devotion (Saud, 2011). The importance of this education was stated in the Koran: Q.S. Al-Mujadalah verse 11 (Anonymous, 2013).

Referring to the above verse, Fadjar (2005) argues that the future must be taken up, the means of which are education. Education must therefore refer to the future of mankind. This is because education will be able to improve the quality and competitiveness of human resources at global level. This statement is consistent with the view of Jalal and Supriyadi (2007) that the success of development in the field of education can be known not only from the quality of individual citizens, but also closely linked to the quality of life of the community, nation and state. Quality education is an education that is capable of carrying out a process of maturing the quality of students developed by freeing students from ignorance, incompetence, helplessness, untruth, dishonesty, bad behavior, bad morals and low faith (Mulyasana, 2012).

From the explanation above, it can be concluded that education is the main investment in changing people from ignorance to knowledge, from immoral to ethical, from being unconscious to enlightened people, and increasingly understanding what it means to be human. This is supported by the Fadjar explanation (2009) that developed countries are not dependent on their natural resource wealth because many countries with limited natural resources can become developed countries due to human resource investments. For this reason, in order to prepare human resources, as Japan has done, it means that "it cannot be" Indonesia must be able to place education as a vehicle for the processing of human resources through the education system and model. An integrated quality education system and a model are part of the solution for the education of the Indonesian nation.

Higher education is a basic need of society, entering the era of globalization today. On this basis, the relationship between universities and the community must be close, open and mutually supportive, as a logical consequence. Higher education must therefore improve and focus on clients or the community as users of education. Education in tertiary institutions has at least the same meaning and scope, that is to say, high-quality higher education must be able to deliver the 'output' of graduates who have a set of knowledge, both 'hard skills' and 'soft skills,' character or maturity intellectually, emotionally and spiritually, and who are able to master and compete in an increasingly competitive world of work. In fact, graduates are capable of creating creative and productive jobs.

As Mulyasa (2014) points out, character education aims to improve the quality of education processes and outcomes that lead to the formation, integrated and balanced, of the character and noble character of students as a whole, in accordance with the standards of competency of graduates in educational units. Efforts to realize institutional quality and graduate quality are formulated by the government in Law number 12 of 2012 concerning higher education, Government Regulation number 4 of 2014 concerning the implementation of higher education institutions and management of tertiary institutions, as well as Permenristekdikti number 44 of 2015 concerning National Standards for Higher Education which includes: standards graduate competencies, learning content standards, learning process standards, learning assessment standards, lecturers and education staff standards, learning infrastructure standards, learning management standards, learning financing standards (Permenristekdikti, 2015). This standard becomes a reference for higher education institutions in the implementation of education management activities.

Furthermore, through Permenristekdikti No. 62/2016 on higher education quality assurance systems, article 5, has mandated that the evaluation of the implementation of higher education standards is carried out through internal quality audits. Internal quality audit is a systematic, independent and documented testing process to ensure that the implementation of activities in tertiary institutions is in accordance with procedures and the results are in accordance with established standards to achieve institutional goals and national education goals. Among the objectives of the internal quality audit are as one of the steps to determine the conformity of standards with the implementation that has been carried out in various determined aspects (Ristekdikti, 2018). With this internal quality audit, it is hoped that the quality of national higher education can contribute to the improvement of the nation's competency capabilities along with the realization of a healthy and competitive higher education organization.

In higher education, lecturers act as facilitators, consultants and motivators to students, not only in terms of "transfer of knowledge", but also to ensure that students have a better future, while students act as actors of active and independent learning who have " three skills ", namely: " learning skills, thinking skills, living skills "(Sailah, 2008). The position of the lecturer is not

the only source of educational material but as one of the sources of educational material, and the position of students as users of educational materials.

The steps necessary to realize this, begin with the design of the curriculum, the educational process to the standard of assessment. Formulation of both "real curriculum" and "hidden curriculum" curriculum designs. Overall, directed towards meeting user satisfaction and needs.

The implementation of education is divided into several stages of learning activities. In each learning activity, an indicator of its achievement is determined, and these achievement indicators are the basic components of the assessment. Based on this assessment component, students' final grades can be determined and assigned. To measure the level of success of a lecturer in the learning process, it is necessary to target the quality of education of the courses he is teaching. If each lecturer sets the target for the quality of education that is carried out in each semester, the overall process in a study program can be known.

If all the lecturers have done this, the target for the quality of education can be further increased to become the target for the quality of education for the study program. Next, to the faculty level and finally to the university level. Herein lies the role of the lecturer in improving the achievement of the quality objectives of the university or college. In other words, the lecturers in improving the achievement of the university's quality objectives begin by arranging the education quality objectives for the subjects they are teaching. This educational quality target needs to be stated in the lecture guidelines for students. This is so that students also know and are able to control lecturers in teaching.

The challenges that undoubtedly emerge quality assurance are identified through at least three factors, namely: (1) the emergence of changing demands on higher education institutions due to the increasingly proper sources of community funding in them; (2) the need for public accountability and (3) qualification requirements for graduates by the job market (Olssen, 2004).

Education is seen as a resource investment that never loses and at the same time has added value which is guaranteed to have a beneficial return. This phenomenon is starting to strengthen in the Indonesian people who are increasingly aware of investing in human resources for the benefit of competition as well as efforts to increase competition and excellence, especially in entering globalization and competition in the economy (Thune, 2001). Another opinion was expressed by Hammond, that the mobilization of individual status is through the search for scientific and technological excellence as well as "financial" advantages (Darling, 2005).

To create quality graduates / alumni who have good qualifications, universities are obliged to provide good education and teaching. Good, not only in "content" and delivery methods, but more importantly good or in accordance with what is needed by the world of work, because the ultimate goal of the birth of alumni is to get a job in accordance with the field of knowledge / expertise. For this reason, tertiary institutions are required to provide various "skills" to students or prospective alumni, including both "hard skills" and "soft skills".

"Hard skills" are the mastery of science, technology and technical skills related to their field of knowledge. Meanwhile, "soft skills" are a person's skills in dealing with other people and skills in managing themselves that are able to develop maximum performance. "Soft skills" are often referred to as soft skills, namely skills used in dealing and collaborating with other people.

"Soft skills" are the skills of a person in dealing with other people, including himself. The attribute "soft skills", thus includes the values adopted, motivation, behavior, habits, character and attitudes. Each person has the attribute "soft skills" with varying degrees, influenced by habits of thinking, saying, acting and behaving. However, this attribute can change if the person concerned wants to change it by practicing to familiarize himself with new things.

Other examples of skills that are included in the "soft skills" category are integrity, initiative, motivation, ethics, teamwork, leadership, willingness to learn, commitment, listening, tough, flexible, oral communication, honest, logical argumentation and others. These skills generally develop in social life (Assingkily and Mesiono, 2019).

The importance of "soft skills" education is demonstrated through a study from Harvard University, United States which found that a person's success is not determined solely by technical knowledge and skills, but by self-management skills and other people's "soft skills". This research reveals that success is determined only about 20% with hard skills and the remaining 80% with "soft skills".

Similar research and results were also carried out by Pereira who found that "soft skills" are a necessary skill in the world of work (Pereira, 2013). Furthermore, Peggy Klaus said that "soft skills" are needed in the world of work, the percentage of which is 75 percent soft skills and 25 percent "hard skills" (Klaus, 2007). To mobilize "hard skills" competencies, "soft skills" are required.

The results of a survey by the weekly magazine Tempo also found that a person's success reaches the peak of his career because he has characters: willing to work hard, have high self-confidence, have a vision for the future, can work in a team, have mature confidence, are able to think analytically, are adaptable, able to work under pressure, fluent in English and able to organize work (Widyawati, 2011). While the survey on 457 leaders, about 20 important qualities of a champion. The results are communication skills, honesty, integrity, cooperation skills, interpersonal skills, ethics, motivation / initiative, adaptability, analytical power, organizational skills, detail-oriented leadership, self-confidence, friendly, polite, thoughtful, index practice (IP => 3.00), creative, humorous, and entrepreneurial skills. IP, which is often considered as proof of students' prowess in indicators of successful people, is in the last position, namely number 17 (Utomo, 2010).

Based on the above reality, tertiary institutions in Indonesia face considerable challenges in preparing the competencies of their graduates, providing creative, innovative and characteristic lecturer qualifications, providing educational infrastructure and curriculum adjustments on an ongoing basis, linking and matching with the world of work and the industrial world. However, it also provides sufficient "hard skills and soft skills" knowledge and skills so that graduates are able to compete.

In line with the high expectations of the community for the role of Islamic higher education institutions, now the community's demands for the quality of Islamic education are getting stronger. The demand for quality is getting stronger when in society there is a change in the macro paradigm from the effects of globalization with an increasingly transparent economic logic pattern (Olssen, 2004). The reality is that in Islamic tertiary institutions there has not been an appropriate quality assurance. Islamic universities should also function as public services like other public universities (Middlehurst, 2011). Systemic findings and quality assurance in Islamic higher education institutions that are based on Islam that accommodate the basic elements of quality assurance that exist are needed.

Educational figure Tilaar said that the education crisis revolved around a management crisis. As the culmination of this crisis, the quality of education is still low and the management of resources is still inefficient (Tilaar, 2011).

According to Arcaro, there are 5 "Pilars Quality" that must be implemented in realizing the quality of graduates in educational institutions, namely: 1) Focus on customers, 2) Total involvement, 3) Measurement, 4) Commitment, and 5) Continuous improvement (Arcaro, 2015). These quality characteristics are identified as quality pillars which reinforce one another. These quality pillars are based on the beliefs and values of the institution.

The application of integrated quality management in education is carried out through continuous improvement of services, people, products and the environment to optimize competitiveness. According to Usman (2010), which is also in line with the ideas of West Burbham and Sallis states that integrated quality management is "a management system concerning quality as a business strategy and oriented to customer satisfaction by involving all members of the organization." Furthermore, it is argued that integrated quality management in education concerns philosophy and methodology. The philosophy is to improve the mindset to make continuous improvements, while the methodology is a force field activity that is used as a means of making these improvements. Integrated quality management in education is concerned with the holistic philosophy of organizational functions based on productivity and achievement, the concept of quality, teamwork, and customer satisfaction (Febiyanti et al, 2020; Abdullah et al, 2020).

The concept of Integrated Quality Management in Education is derived from TQM "Total Quality Management". According to Sallis (2010), TQM in the context of education is a methodological philosophy of continuous improvement, which can provide a set of practical tools for every educational institution in meeting the needs, wants and expectations of customers, present and future.

To optimize organizational competitiveness through continuous improvement of products, services, people, workforce, processes, and the environment using the TQM "Total Quality Management" approach in running its business (Nasution, 2004). Creating and maintaining customer satisfaction is one of the goals of educational institutions. In "Total Quality Management", the satisfaction of educational institutions is determined by the stakeholders of the educational institution. For this reason, only by understanding the process and customer satisfaction, the institution can realize and appreciate quality. All efforts of "Total Quality

Management", must be directed at the main goal, namely customer satisfaction. "Stakeholders" if they get something that is of great benefit from higher education, it can be believed that they will give full appreciation and support.

According to Sallis as one of the TQM experts, teamwork is a very important element and has fundamental strength. "A team is a group of people who work together and have the same goal, namely to give satisfaction to all" stakeholders". Teamwork in an organization is an important component in TQM, because teamwork will increase self-confidence and optimal results (2011).

The energy or strength of a teamwork is comprehensive and integrative in campus institutions. A well-functioning educational institution must consist of teams that complement one another. In a team, a combination of academic and non-academic staff has an important role to synergize in creating quality collective performance. Distribution of tasks according to capacity and proportion, some focus on long-term strategic plans and short-term technical implementers.

The strategy developed in the utilization of "Total Quality Management" in the context of education is by positioning educational institutions as service institutions or also known as the service industry. Therefore, a management concept is needed that is able to empower educational institutions to excel. As the main source of integrated quality education management, it rests on customer satisfaction. The customer can be divided into two parts, namely: internal "internal customer" and "external customer" outside.

The grand theory in this study uses the quality management theory by Deming. This is based on the TQM objectives referred to in this study based on the process to achieve this quality. Deming said that a product or service has quality if it helps someone and can be enjoyed well and sustainably. For this reason, researchers used the theory model of the PDCA cycle quality management. PDCA stands for Plan, Do, Check and Act, namely a continuous Process Improvement cycle or continuously like an endless circle (Deming, 2010).

The results of observations and the initial grand tour of researchers that: North Sumatra State Islamic University was founded on October 12, 1968 and has been the UIN since 2014, currently UIN SU has 8 faculties and more than 52 undergraduate and postgraduate study programs. Accreditation data for study programs / departments are as follows.

The accreditation data above shows that the accreditation with a score of "A" still amounts to 4 study programs, accreditation with a value of "B" totals 28 study programs, accreditation with a value of "C" is 5 study programs and those still in the permit category of study programs are 7 study programs. As for the number of students from undergraduate, postgraduate, and doctoral programs, there are approximately 27,000 students (UIN SU Strategic Plan, 2020).

The joint leadership of the academic community has formulated the Vision of the State Islamic University of North Sumatra using the science development model "Wahdatul" Ulum "with the aim of producing graduates with" Ulul Albab "characteristics. With this vision and mission, we aspire to become a learning society based on the Islamic Learning Society and become a world-class university in the Word Class University. Mission To carry out superior education, teaching, research and community service in various fields of science, technology and art based on Islamic values. The goals of UIN North Sumatra are: (1) The birth of scholars who excel in various fields of science, technology and art studies based on Islamic values, (2) Develop various branches of science, technology and art based on Islamic values. (3) The development of a human civilization based on Islamic values. With the motto and belief "Kampus JUARA", namely the campus is advanced, superior, glorious, great and prosperous.

The curriculum that is prioritized at UIN North Sumatra is the "Wahdatul 'Ulum" Integrated Curriculum which is Transdisciplinary oriented and has implemented a national curriculum policy based on the Indonesian National Qualifications Framework (Asari, 2015). From these documents, it confirms that UIN North Sumatra has obtained accreditation "B" as an institution with a value of 321 points issued by the National Accreditation Board for Higher Education Number: 40561 / SK / BAN-PT / Akred / PT / X / 2017. In terms of integrated quality management, since its establishment as a State Islamic University in 2014, UIN North Sumatra, it can be seen from the data obtained that two years ago, the transition to UIN of this university has compiled the 2016-2020 Strategic Plan.

UIN North Sumatra in order to carry out the vision, mission and work program using Standard Operating Procedures which include: UIN SOP, Vision, Mission, Objectives, Student and Alumni SOPs, Lecturers and Education Personnel SOPs, SOP for Lectures and Curriculum, SOP for Finance, SOP for Facilities and Infrastructure, SOP for Cooperation, SOP for Research and Community Service, SOP for University Quality Assurance Institutions, Faculties and Departments, SOP for Postgraduate institutions and SOP for Libraries.

Standard Operating Procedure is very important for the success of education services in higher education. SOP is a document related to the process that is carried out sequentially. SOP is structured to complete a job with the aim of obtaining the most optimal work results: effective & efficient. Standard Operating Procedures can also be said to be a reference for carrying out work or duties in accordance with the functions & performance appraisal tools. SOPs are implemented according to administrative, technical and procedural indicators based on work procedures, work systems and work procedures in related work units.

UIN North Sumatra, through information from the Quality Assurance Institute, said that in order to develop and improve the quality of the institution and the quality of graduates, it has carried out continuous quality measurements by conducting research and surveys including: student satisfaction surveys of administrative services, UIN vision and mission surveys, lecturer evaluation surveys, a survey on the satisfaction of lecturers and education staff on HR management and a survey on user satisfaction for UIN SU graduates in 2017.

Based on the results of survey document observations conducted by UIN North Sumatra for the results of a survey on student satisfaction with academic administration services, the survey results were "satisfied" with an interval range of 3.00-3.59 as stated in the document. The results of this survey indicate that UIN SU has made improvements to service management and quality management, although it still needs to be improved. The results of the survey on the satisfaction of lecturers and education staff on human resource management resulted in a survey score of "satisfied" with an interval range of 3.00-3.59.

Furthermore, for the results of the user satisfaction survey of UIN SU graduates in 2017, it was carried out on 41 institutions including educational institutions, financial institutions, companies, government and TNI / POLRI scattered in North Sumatra Province and outside the province. The survey of graduate users emphasizes several aspects of Soft Skills, which are shown in the following table.

Table of User Satisfaction Survey Results for UIN SU Graduates for the 2017-2018 Academic Year

No	Item	Average	Performance
(1)	(2)	(3)	(4)
1	Passion	3.19-3.20	Satisfied / Good
2	Integrity, Ethics, Morals	3.11-3.09	Satisfied / Good
3	Expertise Based on Field of Science	3.15-3.17	Satisfied / Good
4	Foreign Language Skills	2.52-2.57	Satisfied / Good
5	Communication Skills	3.20-3.30	Satisfied / Good
6	Managerial Abilities	2.94-3.13	Satisfied / Good
7	Mastery of Information Technology	2.57-2.59	Satisfied / Good
8	TEAM Cooperation Capability	2.96-3.19	Satisfied / Good
9	Self Development Ability	3.06-3.11	Satisfied / Good

From the results of a survey conducted on users who graduated from the State Islamic University of North Sumatra in 2017-2018 above, it can be seen that the survey results are in the average category of "satisfied" with an interval range of 2.52-3.20. Looking at the data on the percentage of user satisfaction of UIN SU graduates with the above graduate competencies, it can be seen that there are still aspects both Hard Skills and Soft Skills that must be improved in the context of graduate user satisfaction, namely in terms of mastery of foreign languages, mastery of information technology, managerial abilities and abilities teamwork.

Based on the author's provisional observations, the implementation of integrated quality management in developing the quality of graduates based on soft skills can be seen from the seriousness of the UIN SU leadership in formulating a vision, mission, strategic planning, curriculum development with Wahdatul 'Ulum paradigm, and carrying out education and teaching, research, community service, conducting coaching through the activities of the Special Activity Unit and Student Activity Unit as well as providing a dormitory "Ma'had Al-Jami'ah and requiring all new students to live in the dormitory for two semesters in order to provide additional learning in mastery of Arabic, the yellow book, the language English and strengthen the spirit of religion, leadership and student independence. Furthermore, it provides standard classroom facilities and infrastructure, Wi-fi, E-Learning Website, e-journal, repository, library, laboratory: computers, languages, micro teaching, counseling and biology. Furthermore, the

campus provides a health service center, a student and community entrepreneurship development center, an international service center, an information technology center and a database.

To develop the spirit of organization, cooperation, interests and talents and creativity of students, the North Sumatra UIN has optimized the budget and support and assistance through vice chancellor III to the University Level Student Executive Board, University Level Student Senate, Faculty Level Student Council, Student Senate Level Faculty, Department Student Association. In addition, it is also fostered in UKK-UKM institutions in the form of Menwa, Paskibra, Scouts, PMI, MAPASTA, Dynamics, Student Cooperatives, LKSM, and so on.

The role of the leadership and academicians of the North Sumatra UIN institution in developing the quality of graduates with the Wahdatul al-Ulum scientific paradigm which is oriented towards graduates with the character of 'Ulul Albab is seen from the activities, student achievements and the number of student enthusiasts who enter UIN North Sumatra increasing every year .

In the last three years, UIN North Sumatra has received a Muri record three times, including Khatam reading the Koran 17 times in 17 minutes by approximately 6663 students, Muri Record for the most number of activists, and Muri Record for reading 1 million prayers.

In 2019, UIN North Sumatra was designated as the 4th favorite campus from all PTKIN throughout Indonesia, Director General of Islamic Education, Ministry of Religion, 2019). In 2016 the number of UIN SU students was 14,982 students, in 2017 there were 18,988 students, in 2018 the number of students increased by 23,928 people, then in 2019 UIN SU students increased by approximately 25%, namely 2,7485 people (UIN North Sumatra Medan Renstra, 2024).

In terms of the achievements of the last four years starting from 2017-2020, UIN North Sumatra students have started to make achievements that make the university proud at both the provincial, national and international levels. At least 18 achievements have been made, this shows the concern of the leadership, campus institutions to all student institutions and organizations, so that students are enthusiastically motivated to participate in activities or competitions at both the national and international levels. With the interaction between students and competition, it becomes a space for information to enter, and the enthusiasm, interests, talents and creativity of students will grow. Based on the explanation of the flow of thoughts and findings and symptoms above, it is important to conduct research with the title Integrated Quality Management of the State Islamic University of North Sumatra in Developing Soft Skill-Based Graduate Competencies.

II. METHODS

Research on integrated quality management of education at the State Islamic University of North Sumatra, Medan in improving the competence of soft skills-based graduates using a qualitative approach. Creswell defines qualitative research in the form of methods to explore and understand meanings that are thought to come from social problems by involving important efforts such as asking questions and procedures to collect specific data from participants (Creswell, 2017). The research approach is structured, planned and procedural ways to conduct scientific research by combining all the potential and resources that have been prepared. The research approach is largely determined by the research paradigm, which is a perspective that has been chosen by the researcher. Through this qualitative approach, it is hoped that a picture of the quality, social reality and target perceptions of the integrated quality management of education at the State Islamic University of North Sumatra, Medan will be raised in improving the competence of soft skills-based graduates.

Through this qualitative approach, the researcher hopes that quality, social reality and perceptions of the researcher's target can be described without being contaminated by formal measurements. In this qualitative research, the researcher strives for the presence of the researcher not to change the situation and behavior of the person being studied who has been discovered through observation and interviews.

This qualitative research subject, the research is conducted centrally on the angle of the subject under study. The secondary data desired by the author are the first historical data of UIN North Sumatra Medan, second geographic data, the third organizational structure, the four lecturers' conditions, the five student conditions, the six curricula, the seven facilities and infrastructure at UIN SU Medan, the eight visions and missions. UIN SU Medan, the ninth planning and quality management efforts of graduates based on hard skills and soft skills.

The data source is the subject from which data can be obtained. As for the source of data to obtain research information consists of: first, data sources in the form of humans: it is obtained from informants, namely from university and faculty leaders and study program leaders. The main data sources in this study are words and actions. The two data sources are documents related to research, in the form of archives, official documents, brochures, guidebooks, university profile data, university programs, university and faculty leadership programs, monthly reports, annual reports and other documents at the State Islamic University of North Sumatra. Field. The data collection methods that will be taken by researchers are through: 1) observation; 2) interview; 3) documentation.

Meanwhile, the data analysis to be carried out in this study by following the steps: 1) processing and preparing the data for analysis, this step involves transcripts of interviews, scanning material, typing field data or sorting and compiling the data into types- different types depending on the source of information; 2) read the entire data. The first step is that the information obtained is reflected in its overall meaning; 3) analyze in more detail by coding data; 4) apply a coding process to describe the settings, people, categories and themes to be analyzed; 5) describe these themes for restatement in the form of a qualitative narrative / report. The most popular approach is to apply a narrative approach in presenting the results of the analysis; and 6) Data interpretation, namely interpreting the data that has been collected in the research location. Interpretation / meaning can be in the form of new questions that need to be answered (Creswell, 2017).

III. RESULT

Integrated quality management of UIN North Sumatra in Developing Soft Skills Competencies is carried out by implementing management functions through; planning, organizing, implementing and monitoring. Planning and policy making at the North Sumatra State Islamic University campus is carried out in a participatory manner in the form of: RAPIM, RAKER, RAKOR, EVALUATION MEETING, CRITICAL MEETING, MONITORING / CONTROL MEETING in designing a vision and mission a Strategic Plan, Master Plan for the Development of UIN North Sumatra. The vision and mission of UIN North Sumatra is "To become a world-class university that excels in creating a learning society and contributing to the independence of the nation". Then it has the goal of becoming a world-class university that excels in realizing a learning society and contributing to the independence of the nation in 2045. So that it emphasizes the three prime programs of UIN North Sumatra, Accreditation, Digitalization and Internationalization. The organization is carried out based on the organization and work procedures of UIN North Sumatra, with each carrying out their duties fully responsibly in accordance with their respective main duties and functions. Implementation is carried out based on standard operating procedures. With the principle of each one who accepts the responsibility of working wholeheartedly through hard work, thorough work and sincere work. Supervision is carried out through the internal supervisory organ which is carried out for every activity carried out periodically.

From the planning of UIN North Sumatra, it can be seen that it is in accordance with Manap Somantri's opinion, namely that good university planning is the most likely and more rational planning to be implemented which is called a priority scale. Through planning, it can be explained that the objectives to be achieved, the scope of work to be carried out, who are the people involved in the work, how many and various resources are needed, as well as the stages of steps and work methods selected based on their urgency and priority (Somantri, 2014).

Islam also teaches the concept of the need to compile a list of potential / priority scales in an organization. One of the indicators of success in setting the priority scale of leaders in an organization is openness. The Koran has provided a foundation for Muslims to act honestly and fairly as the key to openness, because openness cannot be done if these two elements are not integrated (Hidayat and Wijaya, 2017). The verse of the Koran which instructs mankind to act honestly and fairly, both of which are the keys to openness, are contained in Surah An-Nisa verse 58.

The principle of improving integrated quality management carried out by UIN North Sumatra in developing soft skills-based graduate competencies refers to the work culture values of the Ministry of Religion of the Republic of Indonesia, namely: 1) integrity: harmony between good and right hearts, thoughts, words and deeds]; 2) professionalism: work in a disciplined, competent and timely manner with the best results; 3) innovation: improving existing ones and creating new and better things; 4) responsibility: to work thoroughly and consistently; and 5) modeling: being a good example for others. In addition, UIN North Sumatra emphasized the principle through commitments that were built, especially from the leadership to the bottom in sequence. Each of them made a work commitment to be accounted for for a certain period. The principle of management improvement carried out by UIN North

Sumatra also emphasizes customer orientation. So, every program and activity that will be carried out is in order to address customer aspirations.

The integrated quality management development model of the North Sumatra National Examination in Medan in developing soft skills-based graduate competencies is to use the scientific development paradigm "Wahdatul 'ulum" with the hope that graduates will have "ulul albab" character with soft skills-based competencies. The scientific development paradigm is applied through the activities of the Tri Dharma of Higher Education: teaching, research and community service, empowering lecturers and optimizing student activities. In addition, requiring new students to live in the ma'had dormitory for one year, UIN SU also provides guidance to the activities of the Campus Activity Unit and Student Activity Unit. And also the empowerment of the development institutions of UIN North Sumatra: PUSTIPADA, Libraries, Ma'had Al-Jami'ah, Business Development Center, International Institutions, Language Development and Student and Community Entrepreneurship Development Center.

Constraints and challenges in developing integrated quality management at UIN North Sumatra in developing soft skills-based graduate competencies are; secularization, attitudes and actions of corruption, collusion and nepotism, dichotomous knowledge, creativity of human resources that must be able to keep up with developments in science and technology and the number of human resource qualifications that must be encouraged and improved, state-of-the-art infrastructure that must be equalized, and recruitment models that are in accordance with UIN development needs.

This research study is supported by Widarto's theory (2011) which states that vocational education graduates in the soft skills aspect are not yet according to community expectations because in the learning process they do not emphasize the soft skills aspect. According to Widarto, this is very possible because so far there has been no soft skills learning model for vocational education students that is believed to be effective. The absence of this model is due to the fact that the vision, mission, and goals of vocational education have not fully supported the development of student soft skills. If traced further, it turns out that not all vocational education managers and lecturers have a commitment to developing student soft skills.

This research study is also supported by research conducted by Khoeroni (2017) entitled Basic Education Soft Skills Problems. The results revealed that the problem of soft skills in basic education is the competence of the teacher profession, although it is rich in the concept of education in general and Islamic education. However, when it is not balanced with teacher competence, it will have implications for readiness to face the social environment as an adult.

Furthermore, this research is also supported by research conducted by Muhmin (2018) entitled The Importance of Student Soft Skills Development in Higher Education. The results showed that the constraints for higher education in developing student soft skills lies in the lecturers who are not ready to become role models for students.

Based on several studies that support this research study, it can be analyzed that the obstacle in developing the soft skills competence of graduates lies in the HR of the educational institution. Thus, the quality of human resources is important to improve first in implementing integrated quality management of higher education in developing soft skills-based graduate competencies.

IV. CONCLUSION

Integrated quality management of UIN North Sumatra in Developing Soft Skills Competencies is carried out by implementing the management function properly through; planning, organizing, implementing and monitoring.

V. IMPLICATION

The results of this study provide several implications, including: 1) The implications of developing a scientific paradigm; 2) Implications of the management function in universities; 3) Implications of fostering and optimizing the activities of the Special Activity Unit and Student Activity Unit; 4) Implications of empowering quality development institutions in universities. Therefore, the researcher offers a reconstruction model for the development of quality management at UIN North Sumatra in developing soft skills-based graduate competencies without changing the essence of the model that has been implemented by UIN North Sumatra, but offers soft skills-based graduate competencies, as follows.

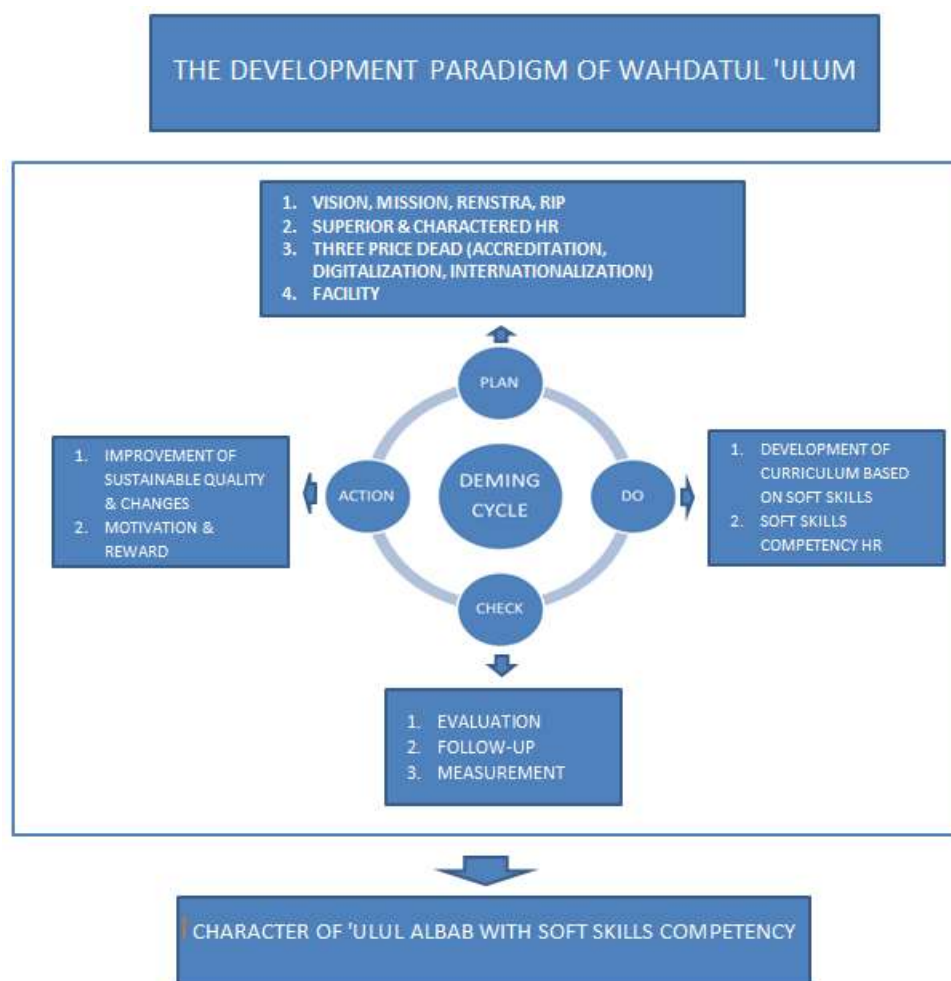


Figure 1. Reconstruction of Quality Management Development Model UIN North Sumatra Medan in Developing Competencies of Graduates Based on Soft Skills Offered by Researchers

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