

The Role of Leadership in Improving Accreditation of Theological High School

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Abstract. As indicated by its accreditation, the Leader of the Theological College is solely responsible for the quality of education and governance. The main task in higher education management, especially the Theological College, is to implement the tri dharma of higher education. This study intends to educate the Theological College leadership on how to organize, monitor, and assess lecturers to consistently apply the Tri Dharma of Higher Education according to national education standards. Because the typical accreditation results for Theological Colleges, both institutions and study programs, are Good or C. Theological colleges' low accreditation outcomes reflect professors' lack of awareness of the tri dharma of higher education. This study performed a literature review to find applicable theories to the topic. The library research method collects data from numerous scientific works as study objects. This study's findings will describe educational leadership, the Tri dharma of higher education, and higher education accreditation.

Keywords: Leadership College Theology; Tri dharma; Accreditation

1 Introduction

Several Theological Colleges in Tangerang have an average accreditation of Good or C. Since its foundation, the accreditation of schools and study programs for Christian Religious Education and Theology has remained C. The reason for the accreditation, which is still C, is due to the higher education Tri dharma not being followed. At the Theological College, for example, lecturers did not develop Semester Learning Plans (RPS), diktats, or modules, as required by the Tri dharma. Another problem is that lecturers do not produce scientific papers for journals. The Tri dharma of higher education is also implemented by professors who serve the community and disseminate their research results.

Associated with the issue of accreditation at the Theological College, it is influenced by several factors such as the role of leadership in preparing for accreditation and not implementing the Tri dharma of higher education properly. Rutamadji said educational leadership must have the ability to influence, coordinate and drive the development of knowledge, the implementation of education and teaching involved in the implementation of education to achieve goals effectively and efficiently (Rustamadji 2020). Purwanto S.K., explained that Accreditation is a guarantee of internal and external quality of study programs as well as institutions in higher education that depend on the implementation of the tri dharma by lecturers under the leadership of higher education. This is because higher education leaders have the freedom to manage the higher education institutions they lead in accordance with the recommendations of the law

(Purwanto, 2015). The Tri dharma of higher education is embedded in the domain of management and leadership of higher education which has been proven in the dynamics of the development of today's global society. The Tri Dharma of Higher Education is an activity that must be carried out by lecturers throughout Indonesia. Thus, it can be understood that in order to achieve excellent or excellent accreditation, the leader of the Theological College must be able to mobilize lecturers to carry out Tri dharma such as education and teaching, research and publications and community service.

2 Method

This research uses a literature study method that contains relevant theories related to the problem. The library study approach or library research is carried out by collecting data from various scientific works as research objects to find problems and in-depth critical studies of relevant library materials (C Narbuko and Abu achmadi, 2011). Literature review refers to ideas that are used in accordance with existing literature such as articles published in scientific journals so as to build ideas in accordance with this research (V. Wiratna Sujarweni, 2014). This approach examines texts, books, and journals that are appropriate to the problem in this study. The data are taken from various national scientific journals and books. Data processing is carried out "by searching for literature in scientific journals, textbooks, reading, comparing, describing" and drawing conclusions.

3 Result and Discussion

3.1 Higher Education Leadership

A leader knows the road, can go forward, and attracts others to follow (J. Oswald Saners, 2001). The leader's task is to inspire his followers to attain a common goal. The authority to influence, motivate, and move subordinates in all units of educational institutions to engage optimally, actively, and effectively in optimizing the implementation, goals, and objectives of higher education (Has et al., 2020). Their program is to (1) organize higher education; (2) improve the quality and relevance of higher education to the world of labor; and 3) provide equal access to higher education, particularly for special students from poor homes (Veithzal Rivai and Sylviana Murni, 2009). Devi asserted that quality is a decisive factor in educational institutions producing competent graduates. Because the more skilled graduates are, the greater the need for graduates in the workplace (Devi, 2011). The quality of education is used to assess progress and plan for system improvement. So educational institutions must produce graduates capable of driving social and religious activities to tackle social problems.

Rutamadji said that improving the quality of education by higher education leaders starts from maintaining the stability of the implementation of the tri dharma of higher education by creating a culture of effectiveness and a culture of lecturer integrity (Rutamadji, 2020). Improving the quality of higher education is not only due to leadership capacity, but also the performance of lecturers to ensure mastery of science and technology, the level of professionalism in implementing the tri dharma of higher education. Lecturers as scientists and professional educators whose main mission is to transform, develop, and disseminate science and technology through the implementation of the tri dharma of higher education.

3.2 College Tri dharma

To develop graduates who are smart, competitive, productive, and competitive in the world of work, with optimal performance as the expectations of users of higher education graduates. According to Fathurrahman, universities are educational organizations tasked with fostering science, research, and community service (*Tri Dharma*) (Fathurrahman & Abid Muhtarom, 2019). The management and leadership area of higher education has been tested in the dynamics of global society development. Bukman claims that universities perform the tri dharma functions of education, research, and community service. The first (education: theoretical) and second (research: innovation) dharma must support the third dharma (devotion: transformation). Research is done for many reasons: credit scores, promotions, and money. The research has a purpose, which is to assist the community. That is, society remains the subject of social study. So, research findings must "return" to the community. Community service must follow research for the community's benefit (Bukman Lian, 2019). Teaching the tri dharma of higher education by lecturers is a scientific link in theory and practice that should not be broken since it improves the quality of higher education and produces competent graduates.

3.3 Education and Teaching

Education and teaching are part of the tri dharma, therefore, educational activities must be carried out by lecturers as educators whose function is to provide insight into their knowledge and on the other hand, lecturers use as evidence of functional positions (Leal Filho, W., Raath, S., Lazzarini, B., Vargas, V. R., De Souza, L., Anholon, R., Quelhas, O. L. G., Haddad, R., Klavins, M., & Orlovic, 2018). According to Gunawan et.al., education and teaching is a teaching and learning process which is essentially a communication process, namely the process of delivering messages from the source of the message through certain channels/media to the recipient of the message (Gunawan dkk., 2020). Lian said that the education and teaching division in the *tridharma* aims to improve human quality, namely humans who believe, and fear God Almighty, have noble character, have personality, are independent, skilled, disciplined, ethic, work, professional, responsible, and productive as well as physically and mentally healthy, and have a sense of social and national responsibility, education is one of the most important investments to prepare Human Resources (HR), especially in competition in today's global era (Bukman Lian, 2019). This means that through education, the Indonesian people will be able to plan and prepare educated personnel who have the ability to compete with other countries.

3.4 Research Field

The research field is the second part of the tri dharma, Taryoto said scientific work is a form of the result of scientific activities carried out by lecturers related to scientific processes. Scientific work is the result of research or thought published and written according to the Scientific Rules and Scientific Ethics (Taryoto, 2015). The legal basis for the obligation of lecturers to write scientific papers is Law no. 14 of 2005 concerning Teachers and Lecturers, Chapter V Second Part Rights and Obligations Article 60, point a) lecturers carry out education, research, and community service. Lecturers must carry out research and development in scientific works for research so that they can be used for learning as a theoretical basis and community service. Retnowati said that in the field of research, the writings carried out by lecturers contain supporting theories and the results of research that has been carried out to find new theories in education (Retnowati, T. H., Mardapi, D., dan Kartowagiran, 2018). This means that in creating scientific works, lecturers must find problems, find theories and find supporting

theories so that a scientific work can be completed and completed. Rohman said that the task of research and development of science that must be carried out by lecturers in the form of activities as follows: (a) scientific work; (b) Translating/adapting scientific books; (c) Editing/editing scientific papers; (d) Creating patented technology plans and works; (e) Making designs and works of technology, designs and works of monumental art/performing arts/literary works; (f) Carrying out other activities working in Research and Development of Science that are regulated and or recognized by the leadership of the Higher Education (Kusmintardjo. dan Rohman, N., A.Y, M. H., 2016), It is the responsibility of higher education leaders to provide and facilitate lecturers in writing and publishing their scientific works. Because without adequate supporting facilities for lecturers in carrying out the task of tri dharma, the vision, mission and dreams of the leadership to improve the quality and accreditation of higher education they lead are impossible to achieve.

3.5 Community Service

Community service is an activity of the academic community that utilizes science and technology to advance the welfare of the community and educate the nation's life, community service is an activity of the academic community in practicing and cultivating science and technology to promote general welfare and educate the nation's life (UU No. 2012 article 47). The task of community service must be carried out by every lecturer through community service activities carried out by universities (Kharismasari R, 2008). Community service activities are statutory instructions that must be carried out by lecturers and can collaborate with students to devote their knowledge to educating and prospering the community. Yuliawati stated that the duties of community service that must be carried out by lecturers are in the following forms: (a) occupying leadership positions; (b) carry out the development of educational and research results that can be utilized by the community; (c) provide training/upgrade/counseling/lecture to the community; (d) provide services directly to the community or other activities that support the implementation of general government and development tasks; (e) create/write works of community service; (f) occupying certain positions in social/social organizations; (g) carry out other activities that serve the function of community service which are regulated and/or recognized by the university leadership (Yuliawati, 2012). Community service activities carried out by lecturers should enter areas that really need education and human resource development. Services carried out in a multi-disciplinary manner together will be more effective and beneficial for the community. Gunawan et.al said that dedication is one aspect of the tri dharma carried out by lecturers. The results of community service are directed at developing science and technology, as well as improving the welfare of the community and the competitiveness of the nation bangsa (Gunawan dkk, 2020). The quality of community service can be seen from the aspects of planning, implementation, results and dissemination of service results. Therefore, the quality of community service must continue to be improved and its activities are sustainable in educating the community to improve their standard of living in line with the times.

3.6 Accreditation

The development of a national higher education accreditation system is an important part of implementing the mission of providing quality higher education services for the people of Indonesia. Idrus, Karnan, and Setiadi explained that in an effort to maintain the quality of higher education, the accreditation implementation program by BAN PT for the level of study programs and institutions is a very good thing and is a comprehensive evaluation and assessment process of the study program's commitment to the quality and capacity of program implementation. Tri dharma of higher education (Idrus, Karnan, dan Setiadi, 2018). In order to

determine the feasibility of study programs and institutions in carrying out their academic programs, the criteria for evaluating and assessing these commitments are translated into a number of accreditation standards and their parameters. Therefore, Raditya, A. A., Kartono, and Raharjana, I. K., said that Accreditation guarantees that accredited higher education institutions have met the quality standards set by the National Accreditation Board for Higher Education, so as to be able to provide protection for the public from the implementation of universities that do not meet the standards (Raditya, A. A., Kartono, Raharjana, I. K., 2016). The results of the accreditation assessment can reflect the overall condition of the study program, so that the study program must always be able to continuously improve quality in the context of running an internal quality assurance system, especially on the grounds that higher education must always emphasize the quality and public accountability of higher education institutions and study programs. Study program which is an external quality assurance system. Accreditation is an effort by BAN-PT to assess and determine the quality status of higher education based on predetermined quality criteria. Accreditation is the status of higher education quality that is announced to the public. Fitriana Nurhayatun Nuphu et al, explained that the objectives and benefits of university accreditation are as follows: (1) Provide assurance that accredited universities have met the quality criteria set by BAN-PT, so as to be able to provide protection for the community from the implementation of tertiary institutions that does not meet the criteria. (2) Encouraging universities to continuously make improvements and maintain high quality. (3) The results of accreditation can be used as material for consideration in credit transfers, proposals for assistance and allocation of funds, as well as obtaining acknowledgment from the agency or agency concerned (Fitriana Nurhayatun Nuphu, Alam Rahmatulloh, Heni Sulastri, 2019).

4 Conclusion

Based on the discussion on the role of leadership in increasing the accreditation of theological high schools, it can be concluded that to increase the accreditation of theological high schools a leader must be able to mobilize lecturers to carry out the Tri dharma of higher education because the Tri dharma has a very large influence on increasing accreditation. What needs to be emphasized by the theological high school leader is that lecturers must teach by preparing semester learning plans and diktat or modules, must conduct research and publish in journals for at least one semester one and carry out community service and publish results to community service journals for at least one semester.

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