Improve the Quality of Higher Education Through Leadership Roles and Organizational Culture

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Abstract. Higher education requires a leadership role and organizational culture in order to encourage the implementation of an internal quality assurance system properly. This study aims to examine the influence of leadership (L) and organizational culture (OC) on the implementation of the internal quality assurance system (IQAS) at state universities. This study uses quantitative methods with survey techniques involving 221 respondents from 3 public universities in the city of Ambon. Data collection uses a questionnaire with descriptive and inferential statistical data analysis techniques. It was found that (L) and (OC) influenced the implementation of (IQAS) in universities. The magnitude of the influence of (L) on (IQAS) implementation is 46.7%. The influence of (OC) on the implementation of (IQAS) in college is 58.9%. While the influence of (L) and (OC) on the implementation of (IQAS) in state universities is 59%.

Keywords: Leadership, Organizational Culture, Implementation IQAS

1. Introduction

Community demands on the quality of higher education as a result of globalization are concrete problems whose solutions can not be delayed[1]. Higher education plays a role in increasing the nation's competitiveness in facing globalization in all fields[2]. Today's quality is a *excellent*, which is often discussed by various institutions in order to guarantee its existence in global competition[3]. Universities are responsible for providing quality assurance to the public[4]. This is important because the quality of higher education is the level of compatibility between the implementation of higher education and higher education standards[5] through an internal quality assurance system[6], [7]. With the aim of ensuring the fulfillment of systemic standards of higher education, the quality culture is aligned and develops in the individual leaders and organizational actors[8], [9]. But in reality there are still various problems because they have not touched the other quality points[10]. Improving the quality of education so far has not been in line with expectations because it tends to be regulated by bureaucracy at the central level [11] and the performance of quality assurance in higher education has not been effective it is felt to be caused by the politics of campus organizations[12]. The success of organizational quality control is very dependent on the ability and attitude of the management because the core of institutional leadership is convincing, directing, empowering, arousing confidence, and providing support to all parties[13], [14] and managerial ability becomes important to influence subordinates to maximize organizational performance, quality and innovation to support organizational goals[15], [16].