

Determinant Factors Affecting the Quality of Private Universities

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Abstract: This research raises the phenomenon of the quality of private universities in West Java which is not relatively optimal. The purpose of this study is to analyze empirical facts about the relationship structure of factors affecting the quality of private universities by looking at the relevance of these factors through the Education Criteria for Performance Excellence of the Baldrige System. This research applies quantitative approach by using descriptive and verifikatif methods. This research was conducted in two private universities in West Java, namely Universitas Kuningan (Uniku) and Universitas Galuh (Unigal). The population of the study were 343 lecturers with a sample of 181 respondents. Data were analyzed using path analysis. The results showed that the quality of college, leadership, strategic planning, customer focus, system management, focus on human resources, and management of learning process at Universitas Kuningan (Uniku) and Universitas Galuh (Unigal) are included in moderate or sufficient category.

1 INTRODUCTION

In an education system, higher education is called tertiary education, which is a level that can be followed after secondary education such as high school, vocational high school or madrasah aliyah and equal. The educational unit responsible for conducting the educational process at higher education is an institution in the form of a university, institute, polytechnic, academy or community college.

The implementation of higher education quality and in accordance with the expectations of the community requires the arrangement of the implementation of higher education in a planned, directed, and sustainable. High quality education is basically able to form the character and civilization of a dignified nation in an effort to educate the nation. Through the implementation of Tridharma, higher education can also develop innovative, responsive, creative, skillful, competitive, and cooperative academic community. In addition, higher education with high quality can develop science and technology by paying attention and applying the value of humanities.

In fact, there is still a wide gap between the reality of higher education in Indonesia and the essence of higher education, especially related to the

achievement of the quality of higher education as a whole, especially related to the quality of the performance of higher education components, such as the less optimal learning process, the implementation of the curriculum stable and less responsive to the needs of students, lecturers competencies that still need to be improved, inadequate learning facilities in supporting the learning process, or any research / service to the community that has not become a mainstay of universities, but through research process learning, research, and devotion to society, a college can become more feasible with knowledge creation and knowledge innovation (Vick, 2015, Mahr and Lievens, 2012).

These conditions have caused most universities in Indonesia, especially private universities, especially in the regions, have not reached the excellent category. That is, the college has not been able to function itself properly. Universities in this case should not only be able to meet the needs and desires of society in general but also must be able to educate the community to make sense of the nature of higher education (Lozano, et al., 2013). To achieve an excellent condition, there must be a harmonious common perception and policy between stakeholders, i.e. community, government, and university so that the quality of university performance does not decline.

The tight competition between private university (PTS) and public university (PTN) or other PTS related to the accreditation of study program (PS) in each PTS. The accreditation result of National Accreditation Board of Higher Education (BAN-PT), which is recognized as a barometer of higher education quality in Indonesia, indicates that the condition of university study program in Indonesia has not fully fulfilled the expected quality. Most of the courses from universities, i.e. as many as 2,316 PS are still accredited to the rank of Good (B) and Enough (C). Of these 2,235 units are private universities (PTS) and only 81 units of State Universities (PTN).

Various factors influence the achievement of the quality of higher education. HELTS (2010: 12) states that the main components and supporting quality of universities essentially include: (1) learning process, (2) students, (3) lecturers, (4) learning facilities, (5) research and community service, (6) leadership, and (7) governance. These factors form the basis for assessment and quality management of higher education. Achievement of the quality of college often refers to the achievement of academic quality. (2) Governance, Leadership, Management System, and Quality Assurance, (3) Students and Graduates, (4) Achievement, (1) Vision, Mission, Human Resources, (5) Curriculum, Learning, and Academic Atmosphere, (6) Financing, Facilities and Infrastructure, and Information System, and (7) Research, Service / Community Service, and Cooperation.

Empirically, the uneven phenomenon of these achievements revolves around the performance component 2 to the performance component 7. This means that governance, leadership, management systems and quality assurance are not fully optimal, as are students / graduates and human resources. Curriculum standards, learning, and academic atmosphere are also considered not optimal, as well as the components of financing, facilities and infrastructure, and information systems. The lowest performance component of the university is the performance of research, service / service to the community, and cooperation. This does not mean that the university does not Tridharma College, but the performance component has not optimally impacted the stakeholders of the university and the general public.

These phenomena indicate that universities are continuously working to improve the implementation of higher education based on the main values adopted by each university so as to improve the quality of institutional performance results and public trust. If

the college is not serious in managing all components of higher education consistently, then the college is possible to not be able to develop itself in a sustainable manner.

Based on the above description, this study examines in depth the determinants affecting the quality of universities in two private universities in West Java, namely the University of Universitas Kuningan (Uniku) and Universitas Galuh (Unigal), by looking at the relevance of these factors through Education Criteria for Performance Excellence of the Baldrige System, which includes seven integrated and interrelated categories: (1) Leadership; (2) Strategic Planning, (3) Customers Focus, (4) System Management (Measurement, Analysis and Knowledge Management), (5) Focus on HR (Faculty and Staff Focus), (6) Learning Process Management, and (7) Organizational Performance Results.

2 METHOD

This study uses a quantitative approach using a questionnaire as the main instrument of data collection. Churchill and Iacobucci (2005: 74) states, research design is the framework or plan for study, used as a guide to collect and analyze data. The purpose of this research is to test hypothesis explaining the relationship among Leadership variables, Strategic Planning, Customer Focus, System Management, Focus on Human Resources, and Management of Learning Process and Quality of Higher Education in two private universities in West Java.

3 RESULTS AND DISCUSSION

Referring to the framework, description and testing and discussion of research results, the next step is to design the Education Criteria for Performance Excellence Model in Higher Education, which is based on theories, findings, and research discussions at two universities, Universitas Kuningan (Uniku) and Universitas Galuh Ciamis (Unigal). This model is an alternative model of Baldrige Education Criteria that can strengthen higher education institutions to achieve goals, improve outcomes, and become more competitive in aligning planning, processes, decisions, people, actions, and outcomes.

In general, hypothetical models of education criteria for performance excellence in Higher

Education can be described as follows (see in Figure 1).

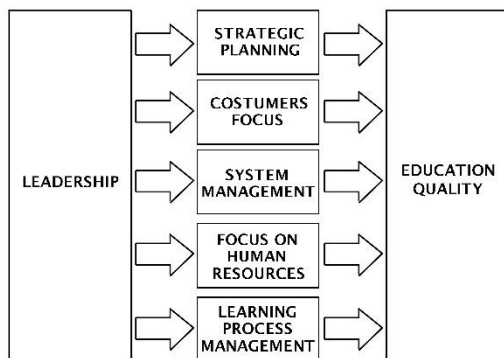


Figure 1: Visualises model.

The main philosophy of the model of education criteria for performance excellence in universities is that all aspects of higher education can support and support the main component, namely the quality of universities. The implementation and achievement of the quality of higher education can be realized by the synergy of the components that influence it, namely leadership, strategic planning, customer focus, system management, focus on human resources, and management of learning process.

The results of calculations and analysis in this study indicate that the contribution of leadership is the most important aspect in realizing the quality of universities. This can be understood because leadership is an early component that drives all the other components in supporting the quality of universities. These findings make the leadership component as the core in driving all other components. However, this does not mean that the other components (strategic planning, customer focus, system management, human resources focus, and management of learning processes) are not important in influencing the quality of the whole university.

On the other hand, system management is a relatively inadequate component of college managers. In this study, it was found that the management system in both private universities is not optimal. If not quickly addressed by clear measurements such as availability of unit performance evaluation information (from university, faculty, to study program), availability of unit performance standards, availability of evaluation information on education and teaching activities, and availability of quality standards for education and teaching. Currently, the condition of information management at these two universities is still relatively

low, so universities, faculty and programs rarely have internal information on educational and teaching activities. Universities (including faculties and courses) also rarely have internal information of non-educational activities. Universities, faculties, and study programs rarely have external public information, access to scientific knowledge, access to academic and non academic environments, information to alumni, and information accessible to stakeholders. All of them of course can affect the declining quality of college.

4 CONCLUSIONS

Leadership positively and significantly influence to Higher Education Quality. Strategic Planning affects positively and significantly to Higher Education Quality. Customer Focus positively and significantly affect the Quality of Higher Education. Management System positively and significantly influence to Higher Education Quality. Focus on human resources positively and positively affect the Quality of Higher Education. Learning Process Management has a positive and significant impact on the Quality of Higher Education. These factors simultaneously have a positive and significant effect on the quality of higher education.

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