

## MODEL OF EMPOWERMENT-BASED MANAGEMENT CHANGE AND ITS RELATION TO THE COLLEGE QUALITY IMPROVEMENT

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**Abstract:** College management changes are expected to adapt to: global changes in the business world, technology, and sustainable; adjust the research findings to locations, communities and publications; take advantage of information technology and enhance the entrepreneurial passion; and develop higher education resources and capacity. The form of management changes referred to is the mind-set changes of quality assurance agencies in building professional human resources, strengthening the business fundamentals, and optimizing the information technology. This study aims to assess the profile of quality-based management changes empowerment, to achieve all A-accredited programs, 90% of the students complete studies on time, the academic and non-academic reputation, increase the research institutions rank, and improve the quality and quantity of lecturers' research and dedication in national and international journal publications. The method used in this study is a qualitative method, that is; by collecting survey data of private colleges that have established quality assurance agencies and implemented quality assurance systems for three (3) respective private colleges, they are IBI Darmajaya, University of Bandar Lampung and Palembang Binadarma University. Techniques in collecting data and information in this study are; (1) the documentation study related to product quality policy, namely; laws, government regulations, strategic plan, study development plan and the decree of head of college, and (2) interviewing the parties related to the implementation of the college quality policy. Respondents who become informants in this study were officials from the ministry of higher education research and technology, officials authorized to manage the unit of higher education quality assurance; officials from quality control unit; institutions of research and dedication to community and leaders at the university level; faculties and heads of departments/study programs. Then, from the collected data the triangulation was used, that is by cross-checking the information, comparing and examining data from other sources, with triangulation techniques of source, materials and methods. Quality is the main reference in reference management mechanism to find out adjustment between the theoretical and the implementation of the management changes quality assurance of the college. The finding of the research is the design model of empowerment-based college quality development. Broadly speaking, the development model before empowerment-based quality policy in the decree of college heads and after using quality policy empowerment, namely: (1) empowerment model; (2) changes in the structure of the quality assurance policy and research and community service institutions; (3) those who share values of quality; (4) the strategy for improving quality through the Plan Do Check and Act (PDCA) cycle; and (5) model of colleges information management system/information technology.

**Keywords:** Empowerment, Management Change, and Quality

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## INTRODUCTION

Change management fundamentals: A change 'situation' may be viewed as opportunity, threat, major issue, irrelevance, something I have to make happen, something that others are imposing (trying to impose) on me, both something that's imposed on me and something that I have to make happen and variable. Change management is a systematic approach to dealing with change, both from the perspective of an organization and on the individual level. Change management has at least three different aspects, including: adapting to change, controlling change, and effecting change. A proactive approach to dealing with change is at the core of all three aspects. For an organization, change management means defining and implementing procedures and/or technologies to deal with changes in the business environment and to profit from changing opportunities. Change management is crucial for the survival of every organization, unless because an organization that sees its task is lead change, it will not survive.

Higher education at this time should make adjustments and at the same time responding to the challenges of global civilization by way of responding to changes, initiating and implementing quality and empower colleges resources. Nowadays, there has been a shift in the role of universities as the impact of globalization, scarcity of resources to properly respond to the change, the development of science and technology that extremely fast accelerates, and the development of an entrepreneurial culture. Colleges immediately set up an agency for the quality assurance unit that has not been formed, while for those college quality assurance agencies that has been formed are expected to optimize the role and function in the task and responsibility for achieving the intended quality. Private colleges as a research object basically already have a strong commitment starting from the leaders and the entire academic community that has already worked to produce qualified education services which is appropriate to the standard requirements of stakeholders and regulations by monitoring, measuring and continuously improving of the quality management system. Problem faced by colleges at the moment is relatively low which is reflected in the Tridharma namely education, research and community service associating with the low achievement of quality through quality indicators such as low quality and quantity of the publication of scientific journals which, in the end, the whole show college performance is not optimal. This low quality is basically a commitment in implementing policies and handling of inconsistent quality referred to the college's vision and mission that have been determined, and the results of college performance under both national and international standards. Linkage of quality attainment related to quality objectives listed in the contents of the quality policy is not yet in sight alignment, have not included a citation index, have not optimized of specified quality achievement, a weakness of the contents of the quality policy. Many factors affect the performance of the college is to be described as follows. The research theory concept is important so that the research can be carried out effectively and strategically focusing on the problems of management changes, empowerment and improving the quality of higher education in a sustainable manner that one by one will be described in this paper. The importance of change management. [11] Robins *et al.*, (2001) stated that there are three categories of changes, namely; structure, technology and people. Then, changes in a category will affect other targets. It can be said that almost no change occurs only on one aspect. Changes to the structure, for example, eventually will involve a change in people, and vice versa. [10] Jemy Confido V., (2016)

says that everyone actually has three pieces of the same circle in relation to the change, namely; (1) the outermost observation circle (circle of attention) means that the circle only becomes a spectator, does not have the power to do anything other than accepts what happened, (2) the outside attention circle (circle of concern) is a circle of extras, interacting with the protagonist or the supporting characters but cannot do much other than provide support in form of efforts and, probably, funding, and (3) the innermost circle (circle of influence) is the influence circle and become the main character in doing something to create change. Back to this research topic, the innermost circle (circle of influence) concerned as the main character to make changes to make changes to the empowerment of resources as an effort in improving its higher education quality.

[15] Bowen and Lawler III, in Daft, Empowerment is a necessary strategy to improve the work and for creating an organization whose performance is excellent. From this aspect as a lower-level structure organ that is directly in contact with customers (students), and the quality group as well as the management are needed strengthening or empowering.

[26] Deming in Tampubolon, D.P., (2001) says that the key of quality definition is the orientation to the customers in an effort to meet the expectations of customers (students). Key to this definition related to efforts to improve the quality of higher education becomes a pattern in performing Plan, Do, Study, and Act (PDCA) stages. The pattern of these stages is in order to improve a process used in quality control as well as one in sustainable quality improvement techniques that can be applied in college.

As the background presented above by the pattern of higher education quality, then, tips for achieving quality objectives of the qualified higher education concept are needed to build the model development of empowerment-based management changes by referring to the standard of appearance, performance and behavior to be qualified college with high competitiveness.

## **THEORETICAL FRAMEWORK AND PROPOSITION**

Empowerment described by [18] Sharafat Khan in Sulistyani. A. T., (2004), offers an empowerment model that can be developed within an organization including higher education to ensure the success of the empowerment process, namely: Desire, Trust, confident, Credibility, and Accountability and Communication. Furthermore, according to him empowerment is sharing power, delegation of power and authority to subordinates in an organization primarily associated with the model in an effort to change. The concept of empowerment is part of the principles that can foster change in college. Changes context is in relation to principles, namely: (a) to encourage employee participation and dissemination of information; (b) to foster the independence of prudence; (c) to provide support for the structure; (d) to support the involvement of the group; and (e) to establish a settlement as well as minimize the dispute of cross-departmental unit.

### **Changes in Higher Education**

Stages of organizational change management involve three planned phases, namely the phase of unfreezing, changing and freezing. Strength determination explains the start to change, organizational initiators, agents of change, intervention strategies, explaining the organization elements that are altered and implemented. While the stabilization change

process (unfreezing). Change implementation strategy is the result describing the changes to achieve organizational effectiveness. [8] John Kotter, (1996) formulated organizational change management as a series of interrelated phases. He added that the change management model design is "Kotter's Model of Change" by arranging steps to lead organizational change, namely; confirming the need for change, creating directing coalition, developing vision and strategy, communicating vision changes, strengthening the increasingly widespread action, collecting short-term changes successes, combining performance and results for any subsequent changes; and instilling a new approach in the organization culture. Previous study of Stephen P. Robin's research results, that the implementation of change process and change implementation strategy that would explain the efforts of the organization effectiveness achievements, while John Kotter explains to do changes. In relation to this research, in order to improve the higher education quality, approach with logical reasons to be recommended that each college is necessary to make management changes by empowering quality-based college resources. In line with [26] The economist who states that the college recently has more role to meet the community demands, especially in improving human resources (HR) and developing nation to disseminate culture. [16] According to Sanusi, Anuar (2011) human resource managerial performance of private colleges by using associative approach, whose results show that there is a direct positive influence between empowerment models on managerial performance of private college heads. In line with the results of this study changes the empowerment of college management is a strategic model. This empowerment changes will affect the behavior of managerial performance in order to improve the quality of higher education for empowering effect on managerial performance quality of higher education. [9] Irawati A. Kahar (2008), said in his research on the concept of Leadership in Organization Change in the University Library by Irawati A. Kahar (2008), at the University of North Sumatra. Research findings show that to plan and implement organizational changes requires strong leadership through leaders' action in influencing, directing members of the organization to achieve change. Meanwhile, through this study associated with research to be conducted between universities and global character cannot be separated from the changes, which the college is located in a more competitive environment. [19] Sutjipto (2002), said that universities are faced with the need to make both passive and active adjustments and at the same time respond to the challenges of civilization. What the colleges do to respond to change is by initiating and implementing quality improvement. [15] Suwignyo (2008), in responding to change is emphasizing on the idea of higher education quality, as reflected by the governance commitment for long-term quality impact on holding a comprehensive new paradigm, that is a paradigm which is oriented and focused on customers, both internal and external, through continuous improvement. The review of previous studies which was enriched and examined about its association with the upcoming project is required to adjust to the new paradigm. In relation to this paradigm in this study one of them is about improvement orientation by making the new paradigm that student status turns into a client whose needs should be fulfilled, (Suganda, Tarkus, 2014) [20]. Implementation of quality varies from one college organization with other organizations, so the implementation of specific quality policy which is different from improving the quality of the business organizations, as well as the implementation of quality will differ between colleges that is largely determined by the environment and conditional, but nevertheless remains adhering to quality as the main reference in the higher education changes.

### **Quality of Higher Education.**

[25] Deming in Tampubolon., D.P. (2001) defines quality as to meet customer expectations which also states that efforts to meet the customer's expectations does not mean that they are achieved in the same way, but varied and under control. In line with the quality of a college [15] Edward Sallis, (2002) says that the quality can be used as an absolute, as well as relative concept to the quality that is intended to make the goods/services of a very high standard or "elite" and cannot be surpassed by product others because of the perfect attributes for the user, as well as giving the value of "difference" related to the status of people who may have it or enjoy it. In the concept of continuous quality improvement developed Deming; this is a process consisting of four stages of Plan, Do, Study, and Act (PDSA). In line with the concept of improving the quality of higher education, the cycle of PDSA is a working pattern which is used in this study, which is implementing a four-step work patterns that are useful to improve a process, which is commonly used in quality control, and is one of the techniques used to increase the quality on an ongoing basis which can be applied in college.

### **Research proposition**

Proposition put forward in the study, namely; (1) the establishment of quality change models and improvement through empowerment dimension towards resources, the mechanism of policy implementation stages, the model of new structurechanges, strategy of quality and people improvement; (2) The proposition of technology information is expected as proposed changes to support quality improvement and paradigm change of understanding the implementation of quality policy; and (3) then it is expected thatthrough this research there will be achievement of the quality objectives indicators referred to the standard policy of quality improvement and the achievement of result increase of quality policy implementation.

### **RESEARCH METHODS**

[17] The method of this study refers to Robert E. Stake (2010: 20), namely qualitative approach by interview and documentationstudy. The form of this qualitative methodis applying pressure to phenomena or context that is easily understood and interpretingresults from the researcher. Data collection techniques used, namely: (1) Literature and documentation study related to quality policy products(strategic plan, research ImplementationPlan, legislation, and government regulation), conducted to assess the model of management empowerment and change in colleges in Lampungprovince. The study can be said to be broad because there are many excellentcolleges in Lampung Province which are scattered in different areas; and (2) Interview, data collection on issues related to the colleges profile and excellence and Questionnaire deployment and also focus group discussion (FGD) of education informantexperts. Data analysis techniqueused an interactive model through a series of steps: (1) reducing the data, (2) displaying data, and (3) drawing conclusions and verification.

Testing the validity and reliability of data obtained by researcherbyusing triangulation techniques; (1) comparing the observation data with interview data and comparing with the data stated in the document (triangulation method); (2) comparing what a speaker saysabout one thing to what the other speaker states of the same thing (resource triangulation); and comparing the results of interview material with a material that is not

listed on related documents (material triangulation). Ultimately this research method is directed to realizing quality policy of a college through the indicator of quality achievement group, namely: (1) area of education, (2) area of service expertise, (3) area of the human resources development, (4) area of student affairs, and (5) research, and (6) management services.

## **DATA ANALYSIS AND DISCUSSION**

The findings in this study include: model design of introduction to empowerment; model of the college's quality policy contents; optimizing the quality policy; the main factors in the implementation of quality policies; and the results of the implementation of quality policy. Further discussion objects of this research findings that will be discussed namely: (1) the mechanisms of quality policy implementation; (2) major factors in the implementation of quality policies; (3) shared vision of quality; (4) continuous quality improvement through the Plan Do Check and Act (PDCA) cycle; and (5) evaluation of the quality policy implementation.

### **(A) The research findings**

#### **1. The Model of College Resource Empowerment**

Prior to the quality policy implementation the teaching methods are not centered on student, empowerment effort helps the lecturers improve skills in education (following the development of related sciences) which is relatively low; there is no system to encourage the lecturers in research activities by enhancing the knowledge, experience, publication of research results in scientific journals, the active participation of scientific meeting seminar, pioneering and establishing cooperation with various parties in research activities, communication with researchers in their field, and awards of outstanding lecturers prominent in research activities. Undeveloped atmosphere of community service is reflected by: explanation to all lecturers about the universities task in community service and why this task should be carried out by the department/lecturers, training for lecturers in the field of community service, the delivery of information to the lecturers about the policy, provisions/regulations about community service activities as well as the opportunities available and the procedures for proposing these activities, and awards to lecturers' / students' achievement prominent in community service activities. Meanwhile, after the empowerment implementation made through quality policy for problem-solving-based learning model and student-centered methods; focus on developing research atmosphere and e-governance-based community service as well as reward system models and for outstanding researchers and punishment for passive lecturers.

Empowerment itself is described by [1] Bowen and Lawler III, in Daft that there are four elements, namely "information", "knowledge", "power", and "rewards". The definition of the empowerment of "information" means that employees are given the opportunity to have a variety of information related to the organization progress and development. Employees are provided with access to gain information in the libraries. In the context of empowerment of quality control circle, the quality control circle should always be informed about all matters related to the quality policy, whether it is success in the implementation or the execution constraints. Model of college human resources

empowerment which includes: the lecturer empowerment toward lecturer skills in a college. The form of empowerment referred to is improving the lecturer's skills in the education and teaching function, increasing research and improving community service activities. The stages of empowerment referred to are: (1) desire in empowerment model is the desire of management implementation to delegate and involve the workers; (2) trust is the desire of management to do empowerment, the next step is to build trust between management and employees; (3) confident pose confident through delegating important tasks to employees, explore ideas and suggestions from employees, expand tasks and build networks among departments, and provide job instruction schedule and encourage a favorable settlement; (4) credibility with regard to employees as strategic partners, an increase of the target in all parts of the work, introducing individual initiative to make changes through participation, helping in resolving the differences in objectives and priorities determination; (5) accountability is using the training way in evaluating the employees performance, giving clear assignments with apparent size, involving employees in the standard and size determination, provide advice and assistance to employees in completing their workloads, and provide feedback administration period and time; (6) communication, namely; establishing open-the-door policies, providing the time to get information and discuss issues openly, and creating opportunities for cross-training. [12] According to Prabu, Anwar Mangkunegara (2006: 114) empowerment is the managerial skill to trust each other, share information, explore ideas of the business partners significantly, give constructive feedback, express positive expectations to subordinates, which the whole thing will make employees more empowered and motivated to accept greater responsibility. Empowerment is in order to enhance sense of pride or disappointment to the success of its college as a whole, and not only pride or disappointment feelings in the work itself. Human resource empowerment which previously were not empowered becomes empowered or to participate through the skills, willingness, and giving chance.

Model of college human resources empowerment is the concept of principles that can foster changes in educational organizations (universities) and these changes are related to efforts: (1) encouraging participation and dissemination, (2) fostering self-reliance and prudence, (3) providing support to the structure, (4) supporting group involvement, and (5) building completion while avoiding disputes. The following shows a form of empowerment at a quality-based college, namely; improving the quality through lecturer empowerment, improving lecturer's skills in the education function, improving the lecturer's quality through research, and enhancing quality through community activities. Mechanisms of Lecturer empowerment in Higher Education. The mechanisms of empowerment include: (1) new experience, (2) increase in academic skills, (3) increase in teaching skills, (4) increase in community service skills, (5) improvement of management skills, (6) the knowledge of the students, and (7) the expansion of the association and general knowledge. Planning and tips in lecturer empowerment program, namely; (1) lecturer empowerment planning; (2) tips in lecturer empowerment programs; (3) a joint program; (4) big goals, but starting with the small ones; (5) involve all lecturers in the empowerment activity planning, (6) start with the empowerment activity which is most probable to succeed; (7) the monitoring and evaluation of lecturer empowerment activities. Empowerment for giving spirit (encouraging) to subordinates is to participate and fully involve in the organization activities. In the global competitive situation and with great technological influence as now, the empowerment will support the acceleration, flexibility and certainty. How the

empowerment is important is also voiced by three organization experts: Bowen and Lawler III, Tannenbaum and Cooke, and Cameron and Ulrich. Bowen and Lawler III, as quoted by Daft, said that there are two reasons why employees need empowerment: Firstly, as a necessary strategy to improve the work performance and secondly, to create an organization of which performance is excellent. Meanwhile, Tannenbaum and Cooke, as also cited by Daft, explained that empowerment will increase the total amount of power in the organization. It is not true that if power is given to subordinates, then the leader's power will decrease. On the contrary, if the leader shares some of his power, it will form more power in the organization, because everyone has power. The real power comes from subordinates who have commitment. The changes are related to principles, namely: (1) encouraging participation and dissemination of information; (2) fostering self-reliance and prudence; (3) providing support for the structure; (4) supporting the group involvement; and (5) establishing the settlement while avoiding dispute. Concerning the efforts to overcome obstacles faced by the new structure of IBI Darmajaya quality policy by empowerment, it can be said that the empowerment of the faculty/institution will be optimized. Because of their important position, quality control circle also has a close structural line with leaders of the faculty/institution. Thus, the faculty/institute leader can help in decision making, because he is in the vertical structural line to institute and to department/study program. With an upward structural line, position of faculty chief is close to the center of institute level policy makers, so that it becomes part of the steering core, which understands the institute decision, is responsible to the institute level management, and finally creates synergic policy between the institutes and the faculty. The empowerment expected by the college is the formation of knowledge and technological transfer method as a means of supporting quality improvement. Colleges are required not only to focus on the process of knowledge transfer, but also to play an active role in building a good academy culture. A good academic culture will be one of the differentiating factors from one college to the other. Colleges that only focus on knowledge transfer will gradually get more and more left behind compared with other colleges. Nowadays teaching materials from a variety of best universities in the world can be fully obtained, even for free via the internet.

## **2. The Model of College's Quality Policy Content**

Quality field in this research is related to indicators of quality objectives referred to the standard of quality improvement policy. Based on its participation in the educational process, from time to time, the students' status has been variously designed. If previously student's status was as a 'protégé' or 'pupil', then it changed to 'learner', so according to the new paradigm of college management, the student's role and status now turned into 'client' of the college where the student studies. The status change to be the client means that according to the current paradigm, as client, student together with community and other users is the party whose needs must be satisfied by service provided by the college. It is a reflection of a new paradigm of college management, namely quality, autonomy, accountability, accreditation, continuous self-evaluation. The student's status change to be a client must be understood, internalized and reflected in form of services by the entire academic community of the college starting from the highest leader to the lowest level of employees. Thus, the college leader should proactively socialize this paradigm change to the entire academic community. The concept of quality policy that is relevant to the college needs at this time includes:



### **2.1. Area of Quality**

Related to quality the following data is a case study of university as a research subject, namely four college cases in LingkunganKopertisWilayah II Sumbagsel with consideration of universities that have implemented quality assurance and the universities that have not run quality assurance through the target field of ISO - 2009quality, namely education, research, expertise service and community service, human resources, and management services.

(A) *Education*: This field encourages and facilitates the department / study program for compiling and evaluating the curriculum, teaching and academic atmosphere to be in line with the education model on external standards. Department / study program designs a curriculum that is relevant to the scope and depth of the material, the organization that encourages hard skills and personality skills and soft skills.

(B) *Research*: This field refers to the standardization of the regulationcomponents; the work program of research institutions (research center); the conduct of research (planning, execution, control, reporting of results, and evaluation); research publications, seminars and conferences; aids (literature, OHP, Lab, etc.); and administration of research institute of research centerinformation systems. While efforts to quality improvement are recommended to the management to solve the previous shortcomings; relationimprovementwith the business world / work world and other institutions; literature renewal; improvement of the researcher's / lecturer's skills; and others.

(C) *Expertise service and community service group*: Standardization of regulation components; work programs of community service agencies; and the implementation of the program; publication of research and serviceresults; supporting devices; and information systemadministration. Meanwhile improving the quality of PPM is recommended to the management to solve the previous shortcomings; improve relations with the business world / work world and other agencies; methodrenewal; increase the manager skills; and others.

(D) *Human Resources*: It is required to have standardized components ranging from (1) regulations (general staffing, college staffing, collegestaffing guidelines, and college position analysis; (2) management (provisions on college leaders at all levels, management and unit, appointment of empowerment system namely; pre-service training, in-service training and welfare); (3) lecturers (provisions of lecturers, including the ratio of lecturers and students, the appointment of lecturers, empowerment system, namely; pre-service training, in-service education / training and welfare; (4) academic support staffs (provisions on collegeacademic supporting staffs, appointment, empowerment system namely; pre-service training, in-service training and welfare);

(E) *Student affairs*: This sector includes (a) the average level of satisfaction toward the student organizationservices (scale of 1 to 4), (b) the success ratio of students' team in the event of national and international competition, and (c) the ratio of outstanding studentnumber withscholarships at undergraduate level per year. The student affair is commonly called as primary customer field (students). The research finding on student affairs requires standardized components ranging from: (1) identification of the primary customer (students) namely; provisions of collegeadmission, national, admission procedures, the data of primary customerneeds in form of the admission exam results,

talent exam results; and background information of the registration; (2) placement (chosen field of study as much as possible is based on the data needs; whereas the possibility of the study program transfer in the department / faculty is in accordance with the data requirements, without increasing costs; (3) the information system for customers (prospective students and others).

(F) *Management Services*: In carrying out academic activities, a college requires support from the quality management system and effective administration. Therefore, the quality policy needs to be established that the working units of the college environment can gradually integrate the unit to be part of the e-service-based management system service to support all major activities. The service requires the existence of activity and budget planning system that relies on information technology system, places customer satisfaction as main priorities which is punctual and responsible. Description associated with the achievements before and after the empowerment-based management change is enforced and its relation to college quality improvement to the all six areas of quality objectives which in general enable significant change increase (appendix 1-8).

## **2.2. Indicators and Quality Targets**

The quality indicators provides an overview of the quality target points and numbers to be achieved in a given period using measured measurements against quality improvement so that the quality area can set its indicators and targets.

## **2.3. Quality Target Group**

The quality target group referred to is the parties that may be affected by the college quality policy.

## **2.4. Implementation of Quality Improvement**

Are those who fulfill quality improvement listed in the quality policy contents, namely: quality assurance unit, internal supervision unit, quality control, and the college faculties / departments, study program, and expertise group.

## **2.5. Strategy Achievement of Target Quality**

The achievement of quality targets is part of a larger scenario to achieve the vision and mission of the college. Operational quality assurance strategy is based on the sustainable quality improvement principles achieved through Plan Do Check and Act (PDCA). The results of these evaluations are used to develop quality standards and enhance the achievement guide of quality standards through the PDCA continuously so that the expected quality as set forth in the plan of the vision and mission of the college can be obtained.

## **3. Optimizing the Quality Policy Implementation**

In the context of quality policy implementation, there are two aspects, they are (1) the context that support, namely the context through the vision and mission and

quality statements; strong academic culture and tradition; strong leader's commitment, career paths and clear appreciation mechanisms; the amount of the academic community; and the campus physical environment or features as the workplace: and (2) the context that slows down, that is, strong but not institutionally synergic individual; and the documentation management accuracy. Meanwhile, the stages of quality policy implementation. The mechanisms of quality policy implementation are stages by performing a series of quality policy implementation of a management change in quality-based college, which is; through stages (phases), they are: (1) unfreezing; (2) changes; and (3) re-freezing.

#### **4. The major factors in the quality policy implementation**

##### ***4.1. Structure of the New Quality***

Plan Do Check and Act (PDCA) Cycle; The involvement of the new structure supports the strategies of Quality Policy implementation in the organization study, the structure will produce two changes: (1) the spread of authority, and (2) the degree of formulation in terms of position addition. Change in terms of the authority spread, is seen from the rector decision that gives authority / trust to institutions that deal with the quality at the institute level, namely; Quality Assurance Unit. Meanwhile, change in the formulation degree is seen in the presence of Quality Control as a new institution to bridge institute with faculty and department. The Quality Assurance Unit position encounters obstacles that it cannot act quickly because all the procedures and decisions must go through the Rector. These constraints also arise in terms of resources (financial and human resources) allocation. As a solution to overcome these obstacles is empowerment.

##### ***4.2. Shared Vision of Quality Factors or people who share quality values***

People who share quality values in colleges towards quality-based management changes are based on primary factors: Prior to the quality policy implementation (a) Shared Vision on the low quality, tend to interpret quality according to their own and unfocused interpretations, and (b) Tend to prioritize the individual interests. After the implementation of the quality policy leads to the Shared Vision/quality value of the same quality through the quality field and quality indicators, and is purposeful; and leads to cohesive and synergic attitudes in expertise group team work

#### **5. Quality Improvement Strategy through Plan Do Check and Act (PDCA) Cycle**

Before the quality policy implementation, improvement strategies are partial, which prioritizes on education (teaching) and rests on the previous quality achievements of (based on evaluation and experience). After the quality policy implementation, quality improvement is oriented on a continuous and integrated, and scalable manner (based on planning and destination). Continuous quality improvement efforts, direction of quality development and implementation in IBI Darmajaya follows Shewhart cycle which is known as the PDCA cycle. The implementation which is the strategy in implementing quality policy is related to quality achievement targets on six areas and thirty indicators. From the implementation the PDCA refers to the study of aspects, namely: the time implementation, complexity, and quality target areas and quality indicators.

## 6. Information Technology

Previously the quality policy implementation is an information-technology-based system which is applied for academic information system, HR/staffing and assets and financial information; meanwhile, after quality policy implementation Information resource Unit strengthens and helps in the college development as knowledge center and knowledge community based on information technology. Likewise, towards main factors in the quality-based management change technology before the quality policy implementation has no calculation of web-site updating. Meanwhile, after the quality policy implementation on the quality management of ICT-based services in value services, financial access (SPP), research and community service access, new student registration, and library services and public services. Before quality policy implementation quality changes are directed into quality improvement strategy through the Plan Do Check and Act (PDCA) cycle. Before quality policy implementation, information-technology-based system is applied for academic information system, HR / staffing and assets and financial information. A major factor in the quality-based management change is technology. Referring Rector Decree No. 0470/DMJ/REK/X-2012) after the implementation of the quality policy changes direction becomes; a) Unit of Information Resources which strengthens and helps in the development of IBI Darmajaya as a knowledge center and knowledge community based on information technology, and b) the quality management of ICT-based services in value services, financial access, research and community service access, new student registration, and library services and public services.

## 7. The results of the quality policy implementation

From the concept being a high-quality college it is required to build the development model by establishing standards of appearance, performance and behavior of this college to have high competitive quality. The results of the study consisted of two main parts, namely: a part of research findings; and part of the discussion on the findings: The finding of this study is an achievement that reflects quality target achievement of quality policy implementation (Table 1). The achievement is based on the main indicators of the quality policy as below.

A major factor in this quality-based management change is the people who are willing to share vision or quality about value (Shared Vision in Quality). After implementing quality policy there are significant changes; (a) leads to a Shared Vision on quality through the quality field and quality indicators as well as directed; and (b) leads to cohesive and synergic attitude in expert group team work.

### (B) The findings of the study

Current quality performance conditions can be seen in Table 2. In reference to the table the explanation will be presented like the following: (1) the mechanisms of quality policy implementation; (2) major factors in the implementation of quality policies; (3) shared vision on quality; (4) improving quality on an ongoing basis through the Plan Do Check and Act (PDCA); and (5) evaluation of the quality policy implementation result.

*(1) The mechanism of quality policy implementation stages:* Referring to the change strategies viewpoint, implementation steps are expected to be made by private colleges in

**Table 1**  
**Quality Target Achievementbased on Major Indicators**

No.	Indicators	Baseline	End-Point
1	Average of incoming students' test score	30,15	55,00
2	Average of students' TOEFL-LikeScore	400	475
3	<u>Graduates GPA 3,00:</u> Out of all graduates Out of all students at the same <i>batch</i> within1- 4 scale	(a) 60% (b) 10%	65% 15%
4	Average of graduates' length of study (months)	52,44	48,00
5	Average of graduates' waiting time for first jobs (months)	5,14	4,50
6	Ratioof output and input	11, 86	50,00
7	Average of graduates' first jobs (x Rp 1.000/months)	1.7	2
8	Graduates of S1 and S2 finish their study punctually	60%	70%
9	Graduates of S1 get job at the first yearafter minimum graduation	65%	75%
10	Lecturer performance index minimum> 3,00 (Scale 1,00 - 4,00)	50%	60%
11	Improving doctorate-qualified lecturers ratio	10%	15%
12	Minimum of improvement program affected onannual quality management system	40%	50%
13	Improving rank ofcommunity service and research instituion from:	Binaan	Madya
14	Study program accreditation - MM	C	B

Source: College Quality Policy

southern Sumatra region in accordance with the concept of empiricalrationalization strategies on indicators tranches (unfreezing), change (changing), and stabilization (re-freezing). Observing the stages of implementation of a quality policy that starts from the liquefaction stage (unfreezing), followed by stages of change (changing), and ended with the stabilization phase (re-freezing) empirically proved that the implementation of the policy can be assessed through the approach to the concept of change.

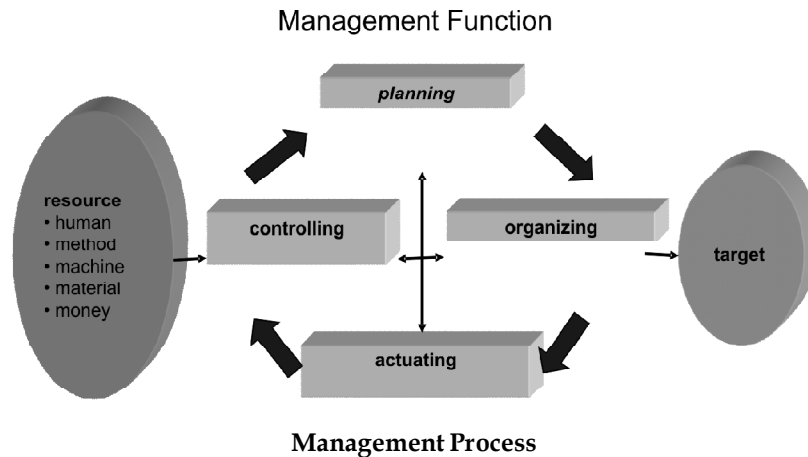
**1) Key factor in the implementation of quality policy:** Based on the contents of the quality policy which collegeideally offers is for the creation of new structures in addition to unit for quality assurance and quality control and also unit for research and community services (LPPM) were built to replace the old structures under the vice rector of academic fields (empirical findings). Once reviewed and evaluated in terms of the positive-negative impacts, then the unit's new structure is placed directly under the Rector. The fundamental reason of changes in the structure of quality control unit is that this unit is an organ of the unit for quality assurance and quality control which lie on each work unit. Likewise unit for research and community services (LPPM) intersects with all units of both academic and supportingwork unit. Referring to the theoretical view,there is no standard organizational structure of college which is ideal and applicable in general. Effective organizational structure is influenced by age, global world, a fusion of disciplines that are managed and the location and magnitude of the organization's development. The interpretation of these results is the existence of structures under rectorthat impacts on; (1) assisting the efforts of universitiesmanagerial in an effort to shorten the bureaucracy toaddress the problem and slow decision making; (2) This unit can bridge the qualityimplementation at the departments. On the other side,this unit does not have a

command line to all units under the rector. In other words, the duties and authority is limited to coordinating the unit leader in defining strategic steps to the achievement of quality targets including resource constraints in the allocation of both funds and human resources. This highly effective solution to overcome this problem is to use the empowerment approach. Empowerment is an organizational structure under which most directly intersect with major customers (students). Empowerment can also be interpreted that gives almost full power to its employees who work on the front lines to make decisions and be involved in college business processes. In line with the opinion [1] Richard L. Daft (1998) empowerment itself has four elements, namely information, knowledge, power and reward. Elements of empowerment, especially about this knowledge, relates to the mastery of knowledge and skills about the basic tasks of employees which means that employees are given the opportunity to learn and master the core functions that can eventually contribute to the achievement of the goals and objectives of the college.

**(2) Shared vision on quality:** Shared Vision is element that interacts in meaningful learning organization which describes the ideal future of the organization that produces leaders or employees through a discussion and reflects the desired results in the long term. Related to the implementation of the quality policy of private colleges which refers to the notion of Shared Vision, the vision quality is important because it is expected to act as a bridge between the unit of quality assurance and quality groups as well as research institutes and service/community service. Thus, if quality vision is not understood or understanding is different so the bridge cannot function effectively. The differences can occur between universities, inter-faculty and inter-study programs as some think understanding is more important in the journal publication. There is also college/faculty/department/study program that is more concerned with the exhibition appearance and displays that were considered to indicate the actualization of their work. The conclusion of this article is that quality measure cannot be separated from its customers (students) who know the meaning of the quality of service usage. The size that depends on the customer's quality is caused through the customer useful information can be obtained for management that is striving to improve the college quality.

**(3) Sustainable quality improvement through Plan Do Check and Act (PDCA) Cycle:** In an effort to obtain continuous quality improvement, quality development and implementation of private colleges is directed to follow the Plan Do Check and Act (PDCA) cycle. Processes that occur in management activity are called management functions. [8] According to Indrajit R.E., and Djoko Pranoto (2011: 316) management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish objectives stated by the of human beings and other resources. Application resource management functions to college show the relationship all in the sense of management concepts such as picture below.

The implementation of Plan Do Check and Act (PDCA) starts from the planning, and then implements in the effective implication action, the next step examines the implementation achievements, and then compared to the planning, until it finally finds out whether the achievement is in compliance or not with quality standards, exceed or conversely not achieved. All the stages set out in a continuous, ongoing and never-ending cycle. The application of this PDCA cycle in the organization of private colleges makes the process of quality improvement activities always be controlled, evaluated and



reviewed. Furthermore, in implementing the PDCA there are urgent matters to be studied more deeply related to the college governance, namely: time implementation, complexity, and quality areas target and quality indicators. The next explanation about the management change in empowerment-based college on the quality based on the main factors prior to the quality policy implementation and after quality policy implementation, namely; quality structure, people, quality improvement strategy and information technology.

**(4) Evaluation of the implementation empowerment quality policy:** References used as indicators of the private college quality, of each are: the quality objectives on quality policy through the leader's decree, college academic indicators loaded into the report. Description of policies and targets of these quality indicators is performance on most indicators is still far from the target or the data are not yet provided. From the review, either through annual reports or communications with working units in colleges, there is a tendency that the quality indicators and the targets have not yet been socialized to be references in the preparation of work plans and budgets. Likewise, the quality indicators of the referral have not been well defined so that it cannot be measured and evaluated properly. To ensure the continuous quality improvement, most quality indicators are maintained or adjusted as the main indicators of the private college quality.

## CONCLUSION

- (1) Stages of quality policy implementation of higher education started from liquefaction stage (unfreezing), followed by stages of change (changing), and ended with the stage of stabilization (re-freezing) is a model of empowerment-based management changes which is strategic to empirically prove the quality policy implementation that can be assessed through the change concept approach.
- (2) Paradigm changes in understanding the quality policy implementation of a private college is reflected by the main indicators that directly support the quality policy, namely: the new structure; empowerment; the people; PDCA cycle; and information technology. The main indicators changes in higher education are in line with the dissemination of knowledge and information which run very quickly in the digital age.

- (3) Key factor in implementing quality policy is a tool sharpening role in the changes through which lowered on administrative tasks to efficiently and effectively serve students.
- (4) In line with the functions it is recommended for; (1) the quality assurance unit placement under the rector in order to overcome the slow decision-making; (2) the new structure brings quality control so that the institution existence can bridge the implementation of quality at faculty/institution level.
- (5) Sustainable quality improvement through PDCA cycle is a form of recommendation in this research so that private colleges are obliged to follow all the stages set out in a continuous, ongoing and never-ending cycle.

### SUGGESTIONS

- (1) One of the effective empowerment models for private colleges is the development of college human resource individuals to improve new experience, academic skills, teaching skills, community service skills, and the knowledge of the student, as well as the expansion of the knowledge. The college which is committed to the concept of sustainable management needs to pay attention to the empowerment planning, tips on human resource empowerment program which is relevant to be empowered related to the college change management of quality empowerment based.
- (2) Major factors in the implementation of quality policy recommended ranging from: research and community service institution; placement of the quality assurance unit under the rector in order to overcome the slow decision-making; the new structure brings quality control so that the existence of institutions can bridge the implementation of quality at faculty/institution level.
- (3) Sustainable quality improvement through PDCA cycle is a recommendation form of management change of private colleges which are obliged to follow all the stages set out in a continuous, ongoing and never-ending cycle. The evaluation process which is in the form of the cycle provides great benefit.
- (4) Implementation of quality policy should be evaluated at the end of the period. The results of such evaluations are used to consider a new structure and specific guidelines dealing with quality through the unit for quality assurance and quality control.

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## APPENDICES

**Appendix 1. Table 1**  
**Quality Assurance Change Achievement**

No	Quality Target	Number of Program	Quality Target Achievement		
			Quality Increase	Quality Decrease	Unavailable Data
1	Education	7	6	1	0
2	Research	4	3	1	0
3	Expertise service and community service	3	3	0	1
4	Human resource development	4	3	1	0
5	Students	3	3	0	0
6	Management service	7	6	1	2
	Total	31	24	4	3
	Total (%)	(100)	(77)	(13)	(10)

**Appendix 2. Table 2**  
**Quality Assurance, Indicators and Quality Targets Achievement**

No.	Indicators dan Quality Target of IBI Darmajaya
1	Average of incoming student test score 30,15
2	Graduates' GPA 3,00: a) Out of All graduates 57% b) Out of all students at the same batch = 7,7% (Scale 1,00 -4,00)
3	Average of graduates' length of study (months) = 52,44
4	Average of graduates' waiting time for first jobs (months) = 5,14
5	Ratio of output and input (%) 11, 86
6	Average of graduates first jobs (x Rp. 1.000/months) is 1.700
4	Graduates of S1 and S2 finish their study punctually 60%
5	Graduates of S1 get job at the first year after minimum graduation 65%
6	Minimum of 50% Lecturer performance index > 3,00 (Scale 1,00 - 4,00)
7	Improving doctorate-qualified lecturers ratio to be 10%
8	Minimum of 40% improvement program affected on annual quality management system
9	Improvement of S1 and S2 publications from 5% to 20%

**Appendix 3. Table 3**  
**Education Area Group**

No.	Indicators	Baseline	End-Point
1	Using teaching-centered method;	75%	85%
2	S1 Program integrated with postgraduate;	50%	60%
3	Study program obtains international accreditation (0-10%)	NA	10%
4	Punctual study;		
5	Increase in S1 research publications;	10%	25%
6	Increase in S2 and S3 publications;	15%	20%
7	Graduates have worked in the first year of graduation	70%	85%

**Appendix 4. Table 4**  
**Quality target achievement based on research indicators**

<i>No.</i>	<i>Indicator</i>	<i>Baseline</i>	<i>End-Point</i>
1	Percentage ratio of papers published in national and international journals;	20%	30%
2	Average Citation Index of every lecturer (Google Scholar version);	2	5
3	Total articles presented in scientific seminars /(titles/year);	8	15
4	Total researches performed by academic staff (titles/year);	15	20
5	Research funding budget, either from IBI Darmajayaor other sources;	300 millions	900 millions
6	Total articles published in scientific journals (titles/year);	9	5

**Appendix 5. Table 5**  
**Quality achievement based on expertise service and community service indicators**

<i>No.</i>	<i>Indicator</i>	<i>Baseline</i>	<i>End- Point</i>
1	Obtaining funds from expertise service project;	NA	2
2	Funds for expertise service project	2	3
3	Minimum of 10% project per year	2	4

**Appendix 6. Table 6**  
**Quality target achievement based on human resource indicator (dataprocessed)**

<i>No.</i>	<i>Indicator</i>	<i>Baseline</i>	<i>End -Point</i>
1	Ratio of permanent lecturers with professor academic position;	NA	50:01:00
2	Ratio of doctorate-qualified (S3) permanent lecturers;	4	8
3	Percentage of lecturers following development and cooperation activities;	5	10
4	Ratio of employees/lecturers and non-lecturers with performance index over 3,00 (scale 1-4).	50%	75%

**Appendix 7. Table 7**  
**Quality target achievement based on student indicator**

<i>No.</i>	<i>Indicator</i>	<i>Baseline</i>	<i>End- Point</i>
1	Average satisfaction level towards students service (Scale 1- 4)	60%	85%
2	Ratio of student team success on national and international competition;	5	10
3	Ratio of outstanding students with scholarship per year	50	100

**Appendix 8. Table8**  
**Quality target achievement based on research indicator**

<i>No.</i>	<i>Indicator</i>	<i>Baseline</i>	<i>Final</i>
1	Obtaining funds from expertise service project;	1 billion	1,5 billions
2	Funds for expertise service project;	500 millions	750 millions
3	Minimum 10% of projects per year;	5	10
4	Total number of memorandum of Understanding (MOU) with other institutions.	15	30

*Note:* Of the eight sources in the table above is a private university quality policy after implementing resource empowerment (data processed).