CONCEPT OF EMPOWERMENT IN CORRELATION WITH QUALITY-BASED UNIVERSITY GOVERNANCE CHANGE

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Abstract

Human resource of a university is one of essential components of educational systems in quality-based universities. It will surely work well if the empowerment is correct.

This study was aimed at examining how much the empowerment of human resource influenced the performance of governance at private universities in Wilayah Kopertis Wilayah II, including Bandar Lampung City, Palembang, Bengkulu and Bangka Belitung the southern part of Sumatera. The approach used in the study was qualitative using *survey* method. The population of the study was heads of 130 private universities in the Southern part of Sumatera –rev Sumbagsel. The subject of the study was head, lecturers and students. The data needed in the study was primary rev2 data obtained from closed questionnaire with already tested validity and reliability. The collected data was then analysed with descriptive analysis, while the hypothetical test used contingency coefficient analysis and *Chi-square*. The result of the study showed that there was a positive and significant correlation between concept of empowerment and performance of governance in private universities. Therefore, it can be concluded that the empowerment of human resources is strategic factores to realize the governance of professional qualified human resources. The rev-3 suggestion is if head of faculty is willing to establish a good governance effect on the performance of professional human resources, he has to determine a correct model about empowerment and governance optimization change model.

Key words : *Empowerment, Governance, Contingency, Chi-Squire*

Introduction

Empowerment is the process of building high dedication and commitment, so an organization will be very effective in achieving the goals with high quality (Margo no Slammed, 2009).
The empowerment of human resources is a crucial key to obtain the organizational quality. In high education human resources including lecturers, technicians, laboratory assistants, librarians, officials and employees, are key elements of the university that may improve or damage the quality og the university.

The empowerment of human resources is also a process intended to maintain and increase the competence, attitude, understanding, and performance as the manager and academic people at present and in the future. The empowerment is needed to improve the quality of the university"s performance to cope with ever-changing challenges in establishing the mission of the university. Successful empowerment will promote competitive power of faculty in varied fields of study, technology and arts. It is also intended to accommodate interests to do self-development and improve career quality; therefore, personal interest is at least taken into planning and empowering implementation.

Qualified Human Resources will become the main capital of a nation if they have quality education. From the statement above, it can be said that it is very strategic and determining to set up a solid base to yield qualified human resources in the years of 2015-2035.

Quality-based university management basically includes three main aspects, namely: *(1) process, (2) content,* and *(3) resources.* If those aspects work integrated they will be able to reach the quality of the university optimally and independently. The *Process* aspect of the university is the process to do in accordance with the function of the university through Tri Dharma Perguruan Tinggi and it consists of 3 supporting elements, namely process connected to business function such as administration, finance, human resources, and marketing. The *Content* aspect of the university is an important activity, namely: curriculum, learning, researches, and scientific development; and the *Resources* aspect includes management of the whole human resources owned by the university, from human resources, structure and infra-structure, and funding.

If these aspects of management work integrated, it will reflect superior quality and competitive power of a university. It is connected to the achievement of those aspects of management as strategic management concept of outstanding university and competitiveness reflected on product types (service) fully yielded by the university, namely: Jasa Kurikuler (Curricular Service), Jasa Penelitian (Research Service), Jasa Pengabdian pada Masyarakat (Communitiy Service), Jasa Adiministrasi (Administration service and Jasa Ekstrakurikuler (Extra-curricular Service, reflecting superiority and competition of the university. Referring to the integrated management toward the aspects mentioned before, universities in the era of globalization are demanded to adapt and respond to the challenges of civilization by designing, making and implementing the quality. It must be in accordance with the Standard of the National Higher Education as stated in the government regulation (Permendikbud no 49 tahun 2014)-rev-4.

It is along with the quality of universities in Indonesia stated in the national policy through Peraturan Pemerintah (government regulation) No. 19 in the year of 2005 about the National Educational Standard aimed at guarantying the quality if national education to brighten the people of the nation and form high civilization of the nation. In manifestation the role universities through their capabilities are demanded to make an adaptation in responding the civilization in the era of globalization through various methods, namely: designing, inspiring, and implementing the quality. A number of universities in Indonesia have formed a quality assurance agency institution. However, the roles of this institution in establishing the tasks and responsibility are not optimal, yet. In contrast, a university can determine its own policy in accordance with the guide and mission of the national education.

There are several concepts suggested for universities to give contribution optimally, namely pattern zing competence concepts of academic education program as responses of civilization challenges in line with the challenges of globalization era such as: (1) optimizing performances of university management; (2) determining quality policy; (3) establishing strategies to obtain the quality; (4) designing the quality policy; and (5) realizing the concepts of human resource empowerment at university.

One of the concepts, in this era of globalization, in line with the optimization of university"s roles as the main focus is by organizing a concept of management"s performance and realizing the improvement of quality-based human resource empowerment in a university. Optimizing the roles of a university through management performance by formulating the competence concept of academic education program as a reference of knowledge dimension expected to be able to apply the knowledge in productive activities in community service, to understand the roles and activities of knowledge development through researches,

And to anticipate any problems of expertise, to quickly adapt to the existing scientific environment, to improve community service through researches and development; to play the role in knowledge development activities through researches, to solve problems in similar kinds of knowledge, to work independently without being reliant to the knowledge environment, to create a new concept in a specific field through researches, to lead a knowledge

development through researches, to solve problems through inter-disciple approach; and to change the knowledge environment through the developed concepts as CONCEPT. This concept is led to activities of university to yield competence of graduates reflect on the element achievement of the graduate competition.

Optimization of roles of university will certainly be realized if there are good concepts of management changes as the human resources are fully employed (*full employment*). Therefore, a university, of kinds of organization, needs a concept of an effective human resources empowerment. A very fundamental change in distribution of management authority relying on commitments to give trusts to the Quality Assurance Institution at all levels in a university. Whereas, the change at level of formulation is determined by the performance of quality control department that plays the role in bridging the university and the faculties and majors or study programs. The Quality Assurance Agency as Quality Control cannot be relied to be the main determiner of the quality policy success due to limitation. This limitation becomes a new challenge to the new structure existence and cannot be known how big the competence of both Quality Assurance Institutions and Quality Control to support the achievement of quality increase to be reached.

Another obstacle in the Quality Assurance Unit is being unable to handle the problem quickly because all procedure and decisions must be acknowledged by the top management, and it also happens in allocating human resources (fund and human resources). The answer to how to overcome the obstacle is **empowerment.** As the most fundamental unit directly engaged with the main customers (students), the Quality Control and the Quality Assurance Agent get strengthening or empowerment.

The subject and the object of the research were private universities that belonged to Kopertis Wilayah II, including Palembang, Bengkulu, and Bangka Belitung. The choice of private universities in Kopertis Wilayah II was because it was urgent where its contribution to the national educational system especially as the representative of Sumatera was high enough. At present, the contribution to the education is reflected on the high quality of institution and human resources, as 208 private universities, 691 study programs; 12.630 lecturers (full time lecturers) and 173.396 students.

The subject and the object of the research were private universities within the region of Kopertis Wilayah II including Palembang, Bengkulu and Bangka Belitung. The reason for choosing private universities in Kopertis Wilayah II is because it gives a very urgent contribution to the national education system representing the regions of the southern part of Sumatera. At present, the contribution to the education was reflected on high quantity of institution and human resources where there were 208 private universities, 691 Study Programs, 12.630 lecturers (7.754 full time lecturers) and 173.396 students.

One of human resources of universities gets strengthening or empowerment is lecturers. Basically, lecturers are one of essential components of an educational system in universities. Roles and responsibly of lecturers are important to realize high quality human resources. Therefore, a lecturer is demanded to work optimally so that it can create a professional and high qualified lecturer. This lecturer plays a very strategic role in the advancement of the university. Lecturer is an professional educator that is able to make a decision for the students" needs based on his professional consideration, so it becomes a main determinant in maintaining and quarantining conducive condition for the institution. In fact, the existence of lecturers determines the quality of the education and the graduates. If the performance and quality of the lecturers is good, the quality of the university will be good, too and vise versa. How high the quality is planned for will not make any sense

unless it is supported by the good performance of the lecturers and the lecturers" quality. Therefore, to establish a good education program it is urgent to have qualified lecturers.

By having professional and high qiuality lecturers, universities can formulate programs and modern curriculum to guarantee and produce the superb and distinctively qualified graduates. Basically, the roles of the lecturers are very complex; it does not merely include Tri Dharma Perguruan Tinggi , further it may include more than it. This fact is supported by Tampubolon Tampublon (2001:174), stating that: the role of lecturers is multidimensional and graded into levels of education. Those multidimensional roles are: (1) educators/parents (2) educators/teachers (3) director/manager (4) producer/server (5) guide/facilitator (6) motivator/stimulator, and (7) researcher/resource. Begin „graded" means the role is likely to decrease, increase or stays steady according to the level of the demand. The fact of the field proves that the performance of the lecturers as the spearhead to increase intelligence of nation life does not indicate an optimal performance. The key word is empowering the human resources as the solution. Based on several meanings, through the empowerment the management can give authority to others, so they will be able to act independently to accomplish the duties or tasks that will be discussed in the following chapter.

Based on the explanation above, in this research there will be found a concept of human resource empowermen in optimizing a quality-based human resources empowerment concept entitled, "Concept **of Empowerment in Correlation with the Change of Private Univeristy Governance in Southern Regions of Sumatera."**

Theoretical Framework
A. Quality Policy

Referring to some Laws on higher education, namely: (1)Law No. 30/1990 about higher

education, (2) PP No. 60/1999 regarding perguruan tinggi, 3) UU No. 25/2000 regarding program pembangunan Nasional, dan UU No. 20/2003 regarding sistem Pendidikan Nasional, (4) Government Regulations (PP) No.19 in the year of 2005 on National Education Standard No. 20 in the year of 2003 article no. 60 on accreditation and article no. 61 about certification directly connected to quality assurance, accreditation and certification as important parts of community accountability in the educational field, and Law No. 12 in the year of 2012 about Higher Education.

Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) is a accreditation institution acknowledged by the government of the Recommunity of Indonesia (Ministry of Education and Culture). The main duties of this institution are: (1) increasing the quality of higher education, (2) introducing and expanding "New Paradigm in University Governance", and (3) increasing relevance, academic atmosphere, institutional governance, efficiency and university continuity (Tadjudin, 2000).

BAN-PT was established in 1994, based on the Law Number 2 in the year of 1999 about National Educational System. BAN-PT as the sole accreditation institution acknowledged by the government BAN-PT has an authority to implement the accreditation system at higher education. It also involves in establishing accreditation to all higher education (either State universities, Private Universities, Religious Universities or Official Colleges; long-distant programs, collaboration programs with other domestic universities, which are offered by overseas universities (but foreign universities are legally not allowed to operate in Indonesia nowadays). In the Government Regulation No. 60 in the year of 1989 mentions that BAN-PT is independent institution which is appointed and reports its duties to the minister of Education and Culture. The Government Regulation No. 59 in the year of 2005 about the National Education Standard. In the Government Regulation Article No. 4 states that the National Education Standard aimed at guaranteeing the quality

of National Education. Therefore, the fulfilment of the National Education Standard by a university means that the university guarantees the quality of the university and to become the quality standard in Indonesia that has to be fulfilled by every university. The Government Regulation No.19 in the year of 2005 about National Education Standard mandating that the minister of National Education revises and assists universities applying quality control.

The recent Laws take as the reference is Pemendikbud No. 49 in the year of 2014 about the National Higher Education Standard.

B. Quality Achievement Standard

In an approach Sharafat Khan (2007) offers an empowerment model to be developed by an

organization to guarantee the success of the empowerment. According to Giersch & Davis (1997:174), quoted by Daulat in the book „Perguruan Tinggi Bermutu" unites the meaning of participation (involvement} that is total *Employee Involvement and Empowerment* (*TELE*), meaning that the empowerment of employees happens only when they actively participate in the thinking process and activities at every level of organization. Besides using Sharafat Khan and Giersch & Daviskita, we can also use participation model.

C. Empowerment

Edwen P. Hollander dan Lynn R. Offermann defined empowerment as authority share,

authority delegation with subordinates in an organization. Further, it is defined as giving

authority to others, so they can act more independently to accomplish their duties/jobs. In addition, Daft adds that efforts to share authority in the context of empowerment are common matters, either in an organization with organic structure, work-team structure, or culture-oriented structure.

Empowerment, further, is cited by three experts: Bowen and Lawler III, Tannenbaum and Cooke, and Cameron and Ulrich. Bowen and Lawler III, as quoted by Daft, stating that there are two reasons employees need empowerment. First, it becomes a strategy required in increasing the work result, and second, it is used to establish an organization with excellent performance.

Tannenbaum and Cooke, quoted by Daft, elaborating that empowerment will increase total amount of empowerment in the organization. It is right to give the authority to subordinates because it will reduce the authority of the leader. On the contrast, if a leader shares some of his authority, there will be more authorities in the organization because everyone has his own authority. It is obvious that the real leader authority is derived from the subordinates who have commitment.

According to Cameron and Ulrich, the concept of empowerment is strongly linked to the

efforts of changes. Both organizational experts define that the concept of empowerment is a part of principles that can promote to changes in universities. Those changes connected to the principles are: (1) promoting participation and disseminating information; (2) nurturing independency and awareness; (3) providing supports to the structure; (4) promoting team involvement; and (5) establish problem solving while handling conflicts. According to Sharafat Khan, empowerment is an approach in building an organizational quality including these phases: *desire, trust, confidence, credibility, accountability,* and *communication.* **The first phase,** *desire* in the *empowerment* model is the desire from the management implementation to delegate and involve the employees. *Desire* includes the employees given opportunities to identify the developing problem, minimize *directive personality* and extend the insolvents of the employees, promoting a new perspective and considering working strategies, and developing team competence and train the employees about self-control. **The second phase,** *trust* is desire of management to do empowerment.

The next step is to build trust between the management and the employees. Trust within the organization members will yield a good condition to the exchange of information and opinions without any worry/ fear. *Thus* includes giving chances to employees to participate in policy making, making time and proper human resources to supporting employees to accomplish their jobs, providing sufficient training for the sake of job needs, and appreciating differences of point of view and respecting to success made by the employees, and providing sufficient information access. **The third phase,** *Confident* is about bringing about confidence among each other, delegating important tasks to employees, digging up ideas and suggestion from employees, extending tasks and building network between departments, and providing job instruction schedule and promoting a good problem solving. **The fourth phase,** *Credibility* involves: taking employees as strategic partners, increasing targets in every job field, introducing individual initiative to make changes through participation, helping to solve differences in determining the goal and priority. **The fifth phase,** *Accountability* involves: making use of training in evaluating employee"s performance, giving clear tasks with clear measure, getting the employees involved in determining standard and measure, giving suggestions and assistance to employees in handling job burden, and providing period and time for feedback, and **the sixth phase,** *Communication* involves: deciding open-door policies, providing time to gain information and discussing problems openly, and creating opportunities for cross-training.

D. Good Governance

Good governance will run well if it is supported by academic atmosphere and conducive organizational culture, all gradually created. Academic atmosphere and conducive culture must be created by promoting *awareness* and high commitment from all doers in university. The paradigm of good university governance, today, becomes reliable choice to reach the success of an organization.

In general. Good governance is connected to the aspects of transparency, accountability, leadership, commitment and others. However, it seems to become a complicated problem if the demand of the good governance insists on changes and innovation of the system in reaching the vision and mission of a university. Good governance is a condition that guarantees the process of alignment, similarity, cohesion, and balance of role, and inter- control by related components.

Sutiono, (2004) describes that in the concept of good governance there are 6 indicators for the success of good governance, namely: (1) getting all involved; (2) being transparant and responsible; (3) being effective and fair; (4) guarantying law supremacy; (5) guaranteeing political, social and economical priority based on community consensus; (6) paying attention to the weakest in making a decision. To gain a good governance, it is sometimes required a movement of simultaneous organizational culture changes, changing weaknesses and organization powerlessness to more reliable and productive. Thus, it is sometimes needed to do reorganization. Therefore, with good governance it will reach the success of the organization as expected.

Hypotheses:

H_1 : The Quality-based governance in university is differ significantly before and after the

implementation of human resource empowerment model (HRM).

H_2 : Empowerment concept has a positive relationship with quality based performance concept in private university. In number, if the computation result shows that H_o : CC $\leq$

0; and H_a : CC $>$ 0.

Research method

This is a quantitative research using *survey* method. To keep validity of the data, the writer

administered validity test and reliability test obtaining that the writer conducted

triangulations: (1) comparing the observation result data to the data gained from the interview and the data mentioned in the document; (2) resource triangulation, comparing what was said by a resource about a similar thing mentioned by another resource and (3) material triangulation, comparing the interview result to the material mentioned in a relevant material.

Data Collection and Sample Taking

The research population was the managers of university management as 208 private

universities, connected to the governance in producing education service situated in the Southern Part of Sumatena. The selection of those managers and service production was based on the reason that those educational managers played an important role in making a decision, and had both superiors and subordinates. The sample as an analytical unit of the research was 130 private universities based on the data gained from Kopertis Wilayah II Southern regions of Sumatera. The number of sample was gained using Isaac & Michael"s formula (Sukardi, 2008:49).

The sample data collection was done by sending questionnaire via mail (*mail survey*) to the educational managers in the regions of Bandar Lampung, Palembang, Bengkulu, and Bangka Belitung. Then, this survey was done to gain the data related to the observational focus on empowerment and governance variables. The data needed was primary data and secondary data gained from closed questionnaire that had validity and reliability tested. The subject of the research was universities leaders. To complete the additional data through questionnaire obtained from educational managers, lecturers, and students.

The data gained from the research result through survey method used *liker* scale-based questionnaire where it was sorted out according to the criteria determined by the researcher to become an ordinal data scale, which caused the contingency coefficient correlation technique to be not effective to implement. Therefore, to make the Contingency Coefficient correlation model remain effective to implement, it requires a data transformation from ordinal to interval. The data transformation procedure process that was selected or tabulated was transformed using Internal Succession Method or Acuan Angka Normal Baku Z.

Data Analysis Metode:

To test the hypothesis in the research is used a linear analysis using Contingency

Coefficient (CC). Besides, *Chi Square* is an integrated approach between data analysis and empowerment concept construction. The computing process was established by using SPSS 17.0 software. The *Chi-Square* formula is

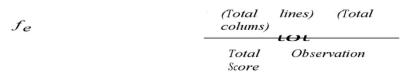$$X^2 = \sum_{i=1}^{k} \frac{(fo - fe)^2}{fe}$$

Note:
X^2 = Chi Square; fo= frequency not observed; and fe= expected frequency. The formula for computing the expected frequency is:

$$f_e = \frac{(Total\ lines)\ (Total\ colums)}{Total\ Score\quad Observation}$$

Contingency Coefficient Formula:

$$CC = \sqrt{\frac{X}{\qquad\qquad}}\,^{2}$$

Procedure to do Contingency Coefficient:

X 　　　　　　 2 　　　　　　　　　　　　　　　　　　N

(a) Make a tabulation in the form of line (r) and a column; (b) count the total of column score (r_i); (c) count the total of column score (k_j); and (d) count frequency score expected at every cell using (r_i/n)x(j). After obtaining the expected score, continue to count Chi-square value,:(a) Transform X2 into contingency coefficient; (b) Compare Chi-square using Chi-square table with df = (α,K-9); and (c) decision taking based on criteria: (1) H$_O$ cannot be rejected if Chi-square count $\leq$ Chi-square table; and (2) H$_O$ is rejected if Chi-square count>Chi-square table.

Analysis Result and Discussion

The result of the research consists of two main parts, namely: (1) the test result through

Chi-square count approach > the value of Chi-square table or the level of significane < alpha, therefore there was a difference between governance changes before and after the implementation of human resources empowerment concept in private universities, and (2) there was a positive empowerment concept toward the governance changes toward the private university governance.

Below is the research observation result implementing the empowerment concept correlated with the performance of University governance. Based on table 2 it shows that of 130 university informeR there were 25 informer with a high empowerment concept category towards the very high governance performance and the low empowerment concept toward an moderate governance performance.

Table 1. Research Observation Result Data

Empowerment Concept Category	Governance Performance			
	Very Good	Good	Enough	Total
High	25	1 6		46
Average	8	20 10		38
Low	7	1425		46
Total	40	49 41		1 30

Source : processed

fe

(Total lines) (Total ~~colums~~)

Total - Observation
Score

Here is a comparison between the research observation result data and the research value result expected to the empowerment concept category and the quality-based university governance performance

Table 2. Expected Research Value Result Data

Empowerment Concept Category	Governance Performance			
	Very Good	Good	Enough	Total
High	11,0	13,5	11,35	36

Average	11,6	14,3	11,98	37,99
Low	14,	17,3	14,51	46
Total	36,92	45,23	37,84	119,99

Source: Processed

Based on the computation result showed in table 2, it is clear that each obtained expected frequency score (fe)= 11,08; 13,57; 11,35; 11,69; 14,32; 11,98; 14,15; 17,34 dan 14,51. While total of the expected research data was 119,99.

Test Criteria:

H_0 cannot be rejected, if X^2 count $\leq X^2$ table, or Sig. $> 0,05$. While Ha is accepted, if $X^2 count$

$> X^2$ table, or Sig. $\leq 0,05$

Result of Hypothetical Test and Analysis

There is a difference between quality-based university governance performance before and after the implementation of the empowerment concept.

A. Result of Hypothetical Test

The test result after the simulation result gained shows that the parameter classification of

model difference conformity measure used computation of *Chi-square* value was fully obtained:

$$X^2 = \frac{(f_o - f_e)^2}{f_e}$$

$$X^2 = \frac{(25 - 11,08)^2}{11,08} \quad \frac{(15 - 13,57)^2}{13,35} \quad \cdots \quad \frac{(6 - 13,35)^2}{13,35} = 35,93$$

Based on a manual analysis result, it was obtained *Chi-square* count = 35,93 and *Chi- Square* tabel with Df=(α; (k-1)(r-1) or 0,05;4 as 9,488, while the significance level as

0,000. because *Chi-square* count 35,93 > *Chi-square* table (9,488) or the significance

;evel (0,000) < alpha (0,05), so the null hypothesis was rejected, so the hypothesis saying

"there is a positive correlation between the Empowerment concept and the Private University Governance Changes" was **accepted**, while the computation result using SPSS program obtaining the *Chi Square* score as 35,93; *Likelihood Ratio* as 13,277; and *Linear- by-linear Association* as 6,635 where *N of Valid Cases* 130 (appendices: **1** dan 2).

B. Correlation between Empowerment Concept and University Governance Performance

Contingency Coefficient is used to test the correlation between two variables, nominal

data and category. The method used to count the contingency coefficient. Firstly count the *chi- square* K test sample to examine differences K sample inter-independent. After transforming X2 value, count **35.93** into contingency coefficient formula obtained the correlation between human resource empowerment concept and quality-based private university governance performance:

$$CC \sqrt{\frac{X}{X^2 \quad N}}^{2}$$

$$CC \sqrt{\frac{35,93^2}{35,93 \quad 130}}$$

So CC = 0,4647 (0,46) or **64%**.

Based on the computation there was a correlation between the empowerment concepts toward the governance changes. This correlation shows the dependence between the empowerment factor and the governance at private universities is strong enough as 0,46 (64%). Referring to the research result it shows that the governance factor really depends on the empowerment factor of private universities. It can be concluded that from the research finding, to realize the good governance requires: (1) strong commitment from the management elements; (2) for other elements at middle managerial level and low level managers and low level employees require consistent character building.

Discussio

The result of the research shows that there is a correlation between empowerment concept and quality-based private university governance changes. The implication from these variables are reflected by the changes of performance of the Research Foundation and Community Service reflected by the level increase ot a group of university research increase in Kopertis Wilayah II in the year of 2013 where all private universities were entitled „Binaan" and after the empowerment of institution status in the year of 2014 increased to become a Madya group. The analysis to realize the good governance of a university needs a strong commitment from all elements especially educational managers, whereas, for other elements it requires consistent character building. Referring to the analysis above, the writer elaborates the analysis result from the empowerment concept implementation in order to support the quality-based university governance. The empowerment increase models at universities have three forms of empowerment toward.

capability at a university, which is educational field empowerment & teaching, research, and community service. The three forms of the empowerment will be elaborated as follow. The head of faculty is hoped to help lecturers to increase their capability in the educational field. The lecturers have to master their field of science and follow the development in order to teach/ deliver the material well, correctly and shophisticatedly to the students. Therefor, they need to increase their knowledge in the specific science and relevant sciences continuously. The lecturers have to follow the development of sciences. These lecturers have to be able to transfer sciences /technology interestingly to the students and arouse their motivation to study the mastery of lecturers in learning techniques, including observation and learning result evaluation. The improvement of lecturers competence in educational management such as: program planning, observation, and evaluation. The extention of lecturers" insight in establishing education was done especially in their specific science such as by communicating/visiting to other universities, the lecturers" knowledge on rules and regulations on educational execution, either in faculty/university or national. The change of the empowerment in the effective governance changes had to be done by the educational managers to the outstanding human resource (lecturers) in the educational activity. The concept of empowerment to increase the total number of authority in an organization to the subordinates was considered not to decrease the authority of the leader, even vice versa, if the leader shared parts of his authority, there would be more authorities in that organization, because everyone has his own authority. Consequently, the authority of the leader is derived from subordinates who have commitment (***Tannenbaum and Cooke).***
This concept becomes a guidance for higher education managers especially for heads of

faculties to support and help lecturers in these processes: (1) increasing knowledge of lecturers and relevant knowledge as reference to do researches, (2) increasing experiences in researches such as through training, training apprenticeship, active research activities , independent researches, (3) seeking information from varied sources about research opportunities, research proposal procedures, fund aids and facilities, (4) following current community action of the science to provide scientific journals by the faculties, (5) issuing the results of the research in the scientific journals, (6) actively participating in a seminar activity on research results in specific fields of science, scientific meeting, etc. (7) pioneering and nurturing cooperation with different parties in research activities, (8) communicating with researchers in the field, either in university scope or outside of the university, and (9) rewarding the outstanding lecturers in researcher activities.

Community Service is one of Tridharma Perguruan Tinggi, head of faculty necessarily support lecturers to be active in this activity: (1) explanation to all lecturers on the duty of university in community service and the reasons to accomplish by faculties/lecturers, (2) training for lecturers in the field of community service, (3) the information dissemination to lecturers on policy, rules/ regulations on community service and also about proposal procedure of this activity, and (4) rewarding outstanding lecturers/ students in community service.

The mechanism of human resource empowerment at universities through lecturer development on initiative and efforts of each lecturer supported and assisted by faculty/university; (1) new experiences;(2) improvement of academic competence; (3) improvement in teaching competence; 4) Competence improvement in community service; (5) improvement in governance competence; (6) knowledge on students affairs, and (7) expansion of association and general knowledge.

Planning and strategies in higher education human resource empowerment program have commitment to the continuous governance at least including these two aspects: (1) human resource empowerment planning, (2) strategies in human resource empowerment program relevant to be empower connected to quality-based university change management. The empowerment planning has to be suited to the needs projection of lecturers, especially in varied kinds of competency required to carry out the mission of the faculty. For each lecturer it is needed to make an individual training plan relevant to the faculty development plan and to potential and interest. The individual development plan of the lecturers is directed to the specialization needed, then reviewed periodically according to the development of the faculty and the success and benefits of development efforts of former individual development. The empowerment of lecturers is needed to be connected to the development priority and the performance quality improvement of the faculty, and the empowerment strategies are: in empowerment program of lecturers relevant to be empowered connected to the changes of universities based on quality, namely: (1) program with, (2) big target, but starting from the small, (3) involving all lecturers in – planning empowerment activities, and (4) using varied methods, and (5) observing and evaluating the human resource empowerment activities

Empowerment in the quality-based university governance refers to the changes connected to the principles, namely: (1) promoting participation and dissemination of information; (2) nurturing independency and awareness; (3) providing supports to the structure; (4) supporting group involvement; and (5) establishing completion while avoiding conflicts. Concerning with efforts to overcome obstacles faced by new structure of Quality Control through empowerment can be said that the empowerment to the faculty/institution will be more optimal because their position is very important.

Governance Empowerment Changes Before and After Human Resource Empowerment

Based on the result of the research there were differences before and after the
implementation of empowerment concept and the differences of quality-based private university governance. One of the indicators of the

differences in institutional areas through Lembga Penelitian dan Pengabdian Masyarakat (LPPM) reflected on the increase of grade or members of university research institution in the region of Kopertis Wilayah II in the year of 2013 where all private universities belonged to Binaan Group and after the implementation of the institution status empowerment in 2014 it increased to be Madya Group The increase of the status occurred significantly from 0 (no universities) to become 4 private universities (IBI Darmajaya, Bandar Lampung University, Binadarma University Palembang). Based on the result of the research there was a positive correlation and difference before and after the implementation of empowerment concept and quality-base governance changes at private universities in the year of 2016, predicted to be increasing. This impact of the increase was the quality and quantity of research result and community service of university human resources also got increased, followed by the publication of the research result and manual journal management into e-journals as well.

Parties ready to share values on quality
The parties ready to share values on quality in universities toward quality-based
management changes based on these main factors: prior to the implementation of quality policy (a) Shared Vision about low quality, having tendency to take the quality according to their own interpretation, and (b) having tendency to prioritize individual interest. After the implementation of the quality policy referring to the Shared Vision about the same quality and quality indicator, and directed and leading to cohesive attitude and synergic in the team work in teamwork of expertise.

Technology before the implementation of quality policy is based on information technology based system implemented for Academic Information System, Human Resource/Employees and asset information and finance; while after the implementation of the quality policy the information resource unit plays a role in strengthening and promoting the development as the centre of knowledge and knowledge community based on information technology.
It also happens to the main factor in changes of technological policy based-management changes before the implementation of quality policy without updated computation of web- site, while after the implementation the quality policy about service quality management based on information and communication technologies (ICT) or information technology and communication well related to the process, usage of aids, manipulation in value service, financial access, research access and community service, new student registration and library service and public service, and information management as well. Before the implementation of the quality policy the quality changes were directed to continuous quality improvement strategy through Plan-Do-Check-Act (PDCA). Before the implementation of system quality policy based on information technology to the academic information system, the Human resources/employee affairs and asset information and finance. The main factor in the quality-based management changes are technology. Referring to the Decree about quality policy, about university regulation after the implementation of quality policy the direction of the changes becomes; (a) Information Human Resource Unit playing more important role in strengthening and helping the development as the centre of knowledge and knowledge community based on information technology; (b) the service quality management based on information and communication technologies (ICT) in value service, financial access, research access, research and community service, new student registration and library service as well as community service.

Conclusion
The result of the research shows that there is a positive and significant correlation between the concept of empowement and the private university governance change in the southern regions of Sumatera.
This research was established based on a strategy model realizing human resource empowerment in order to support a good governance.

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Theoretically, this research completed the former research examining the strategic empowerment on the governance. Besides, it also answers the challenge from Sabherwal and Chan (2001) and Camponovo and Pigneur (2004) in Yugianto stating that a research on a different object and time is still really required. There was a positive correlation between Human Resource Empowerment and the private university governance change before and after the implementation of the concept of human resource empowerment at private universities.

Limitation and Suggestion

This research has some limitation assumed to cause obstacles to the obtained result of

the research. This research assumed that the respondents had conducted the process of human resource empowerment at the reasonable level to be examined empirically. Ideally, the level and the phases of empowerment were gained from a research observation, but not from a perception gained from respondents.

The next research is hopefully able to develop a greater sample in order that the reliability score and the empowerment model can be improved. *Site visit* is also suggested since it enables the researcher to obtain in-depth information. *Site visit* done to the study object using a quantitative approach is strongly recommended. The following research can also include the contingency factors such as attachment, trust, environmental and surrounding environmental factors, and using a qualitative approach such as a case study. The extension and development of the theory is hoped to give contribution to the theory or a practical contribution obtained more greatly and more beneficially.

Implication

Based on the conducted research, it can be concluded that the decision on the concept

of empowerment and the model of quality-based university governance should be taken carefully and thoughtfully, considering its unique characteristics, such as: strategic excellence and competitive excellence dare to be made quantitative, the benefit obtained in indirect, inseparable from other factors, and the available theories and techniques are not always in line with the comprehension and insight about the harmony of relevance model to be implemented at different conditions.

The decision on the concept of empowerment should be viewed as *hard-look* and *soft-look*. Even though empowerment is the core of varied education businesses, it should not be taken merely as a *cost centre*. The well managed empowerment of human resource will give competitive excellence. Otherwise, it will cause *liability* thorough cost escalation when it is not managed well. The resource investment should not be seen as *cost-focused* because the company will lose a great opportunity.

On the other side, executive education managers are also demanded to focus and commit to the human resource empowerment. When education managers (executives) have a strong focus and commitment, the payoff obtained will be greater. As a result, the alignment of the empowerment concept will give better

contribution to the improvement of private university governance. Last but not least, the executives have to be ready to do *joint responsibility* with senior executives from other fields, considering the alignment of empowerment concept is to realize the governance gives a positive influence on the improvement of the human resource performance.

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