



Research Article

THE DEVELOPMENT OF EMPOWERMENT MODEL AND THE CHANGES OF MANAGEMENT PERFORMANCE-BASED ON THE HIGHER EDUCATION QUALITY IN PRIVATE COLLEGES

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ARTICLE INFO

Article History:

Received 27th November, 2016

Received in revised form 3th December, 2016

Accepted 4th January, 2017

Published online 28th February, 2017

Key words:

Empowerment, Strategic, Change of Management, Governance, and Quality

ABSTRACT

The strategic issues in order to raise the image and competitiveness of a higher education is to improve the quality of education, research and community service, the quality of student affairs and alumnus, as well as improving the quality of institutional cooperation. The strategic access planning that has been done should be continued through a management change in the form of implementation in the practice field, so that it becomes a medium that grows fast and wide for the development of higher education including private colleges at the province of Lampung. The management changes in higher education governance aim to make a good quality university in order to face global competition in business and technology. The method used in this research was a qualitative method. Data collection and documentation by triangulation technique were done to determine the main factors of quality policies. This research aims to assess the empowerment profile of the quality-based management changes in higher education governance, to realize the goal of all faculty having A-accredited; to realize that 90% students to be able to finish their study on time; to increase the academic and non-academic reputations; to improve the performance of research centre in this case, from status of Binaan into Madya (Level of Indonesian Research Centre) by improving the quality and quantity of research and community service, and also to publish national and international journals.

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INTRODUCTION

Factors that cause changes in the world of the universities in the 21st century of globalization; the scarcity of resources in response to changes with the proper way; the development of science and technology which accelerates rapidly; and the development of an rapid entrepreneurial culture (Alttbabach and Knight, 2010)[1]. A higher education in making adaptations and responding to the civilization challenges by designing, planning, and ensuring the quality, is the one that commits to win the global competition. Transformation of College roles happen because of globalization effect, resource insufficiency, rapid and fast development of science and technology, and entrepreneurial culture. Departemen Pendidikan Nasional Republik Indonesia Direktorat Jenderal Pendidikan Tinggi. (2005) [4] Quality design in Indonesia is regulated through government regulations No. 19 of 2005 about National Standard of Education to ensure national education quality, to educate the nations, and to build dignified national characters.

Private Colleges have constructed a quality guarantee foundation of a college in order to take responsibility for achieving high quality. Private Colleges which have the roles as one of the biggest colleges community in Lampung chosen

as an object in this research. Private Colleges' visions have a commitment of leadership and all of faculty members (civitas academica) to give education quality services based on the customer standard requirements, stakeholders, college regulations, supervisions, measures, and continuously to increase the quality management system. Aspects of concern in order to enhance those qualities are the policies of education, researchs and community services.

The expectation of the quality performance is related to the quality of indicators that have been not optimal yet, and this is noticeable by quality handling in Private Colleges. For example, it can be seen through visions and missions, to reach academic excellence nationally and internationally and also to become a world well-known university in 2023. The quality performance is linked to 7 (seven) quality targets in the quality policy, although there is no integration among the relations. It is not included in the citation indexes yet, the quality performance is not reached yet, and the weakness is in the quality policies.

The strategic issues in order to raise the image and competitiveness of a higher education are guided by roadmap and indicators of College Work Program. They realizes through various changes in management issues that instigate to increase the issue of education quality, research and

community service, the quality of student affairs and alumnus, as well as improving the quality of institutional cooperation. They are expected to have role as effectiveness for both ethical and college observing quality. Tampubolon (2001) [6] strategy for effectiveness quality of education is a program that experiences a quality and relevant education which are characterized by the ability of alumnus to face the working world, to create new jobs, and to develop knowledge regarding the global knowledge development (Ministry of Education, 2004).

Preliminary data shows that Private College in the province of Lampung relate to the strategic achievements of a quality improvement in all aspects of tri-dharma university as described by level of education, period of study, research and dedication, involvement of academic community in research, publication of results, and index citation. The non-optimal performance referring to the achieved vision and mission of the university is an academic excellence standard of world-class universities. Various weaknesses are found from the data, among others; there is no model of effective quality policy which leads to the suitability with the concept of higher education; content of quality policy of private college was not measurable; as well as quality assurance agencies that have not worked in accordance with the standards of performance; and there is no system of monitoring and evaluating valuable internal standard for college management as a guide for higher education.

Regarding the efforts to overcome obstacles as mentioned above, an offered effective solution is to apply the concept of empowerment models

Indrajit (2011) [7] says: Now the university has become a mixture of institution, enterprise, and agency. This is partly because it has assembled a large and confusing range of activities and operations, but partly also because the major parties at interest want to view it in different ways; the faculty and students as an institution; the trustee and some administrators, as an enterprise and the government sponsors as an agency. Conflict of purpose, law, motivation and style flow from these different views. But I believe that important consequences flow from the voluntaristic and self-propelling character of the process of learning by individuals and groups of scholars." The concept of empowerment relates to the change effort which is also a part of the principles that can lead to a change in the college. The changes type according to them is a change to encourage participation and dissemination of information; to foster self-reliance and to caution; to provide support for the structure; to support the involvement of the group; and to build a settlement while avoiding disputes.

LITERATURE REVIEW

Empowerment offers an empowerment model that can be developed in an organization to ensure the successful process of empowerment in an organization. The empowerment Models are including desire, trust, confident, credibility, accountability, and communication.

DIKTI. (2005) [3] Good Governance, UNDP (United Nations Development Program) describes 6 indicators for a successful governance, they are engaged; transparent and responsible; effective and fair; guaranteed rule of law; guaranteed the

political, social, and economy priorities according to society consensus; and concern with the weakest in decision making.

D'Ortenzio (2012) [16] insights about public sector reform were gained by questioning organisational change processes and practices, and for viewing and describing the meanings that employees created around their roles, professions, and organisation. Organization change management is linked to a series of phases. Kotter (1979) [5] the model design of the change management is Kotter's Model of Change' which is arranged by steps to lead organization change, these steps are: emphasizing the need for change, creating the steering coalition, developing the vision and strategy, communicating the vision change, strengthening the wider action, collecting the short term changes, combining the achievement and the result for the next change, and embedding a new approach in the organization culture (Kotter, 1979).

Quality is the main factor in college change. Quality is not only reaching client expectation, but also the effort to reach the client expectation in which not approaching by the same way, but in varies and controllable ways. Edward (2002) [12] said that quality can be used as an absolute and also relative concept toward the quality to make high level goods or services and cannot be rivaled by the others because of the perfection, attribute for the users, and give different value according to the state of the users.

Quality of university is aimed to make different benefit constituents to interpret quality as the expertise of the alumnus that will make the alumnus gets a good jobs and high incomes. There are five quality approaches about the college, namely exception, perfection, fitness for purpose, value for money and transformation. Garvin, in Siklos Balazs (2007), grouped the quality concept into 5 types, namely transcendence, product-based definition, user-based definition, manufacturing-based definition, and value-based definition. Srikanthan (2007) [10] defined quality of university is covering 4 (four) quality perspectives, i.e.: academic freedom, quality control, quality management ethos, and stakeholder perspective. Lewin in Kartikowati (2011) [8] also explained that the changes have 3 phases, i.e.: unfreezing, changing, and refreezing.

Conceptual Framework and Research Proposition

Management Changes in higher education governance can be realized by involving interconnected components such as a target of change, supporting factors, types of change, and strategies of change. The research propositions are: The stages of quality policies implementation in a university accelerate the university to achieve its goal; The discovery of main factors in implementing the quality policies accelerates the university to achieve its goal; and Improvement of achievement in implementing the quality policies in university accelerates the university to achieve its goal.

RESEARCH METHODOLOGY

The research methodology in this research is an explorative method. The quality policy was evaluated using a qualitative approach using case study as the research strategy. The data were collected through literature reviews and interviews. In this case, the literature reviews were conducted in order to study about the empowerment model of management change of governance in Lampung. This study was implemented in

colleges in Lampung province. The data collection discussed the problems of profile and superiority of each college through questionnaires and also focus group discussion (FGD) among the educational experts. While, the indicator design of performance quality of this research includes five groups, namely: education, expert service, human resources, students, and quality of management services.

The collected data were processed using an interactive model through three stages of analysis, such as data reduction, data interpretation and conclusion or verification.

RESULTS AND DISCUSSION

Michel E. Porter (1994) [9] The Strategic Analysis approach towards the factors of Determinants of Competitive Advantage in University, the beginning of the analysis stage on introduction and knowledge that are measured at the college level competitive advantage for the service industry universities, there are rivalry/feud/competition between universities, the potential threat of the substitute products development; the threat of the new entry of competitors, the strength of the consumer, and the bargaining power of the feeder.

Based on the collected data, the results of analysis are taken by using SWOT approach to some factors that influence the competitive advantage colleges, a number of relevant findings described in the following article.

Rivalry/Competition among Private Colleges

The rivalry/competition among private colleges now days in 2016, there are 218 registered and active colleges of 265 colleges that spread across the province of Lampung. Those colleges reflect the level of competition among colleges so will be more stringent. The level of competition in higher education can be measured from the growth of higher education towards the number of devotees using an indicator of application ratio with the total available capacity. Another competition level is measured through variety of the way college's products are offered according to the private college's specialization. Based on the study and analysis of the data collection, the level of competition is high in Lampung province.

Potential Threat of College Substitute Services Development

The analysis of business competition on higher education through the potential development of college substitute services can be measured from the market share that has been earned by the services, it makes the level of substitution can be said to be low. Otherwise, the less of market share earned by the product, then the substitution rate will be higher. From the survey results and data processing of 7000 lecturers, there are only 32 professors, 60% of doctor degrees (S3) and 40% of master degrees (S2) who illustrate quite high substitution level.

Threat of New Competitors

Technology development and high demand for employment that come from college graduates who have expertise in their field will encourage the growth of new colleges, so this will encourage many universities to improve competitiveness. This is in line with the increasing needs and the growing role to provide convenience and liberalize for government to regulate those colleges.

Consumer Power

The increased bargaining power of the consumer will impact on the consumer to reduce the price, the demand for higher quality, good service requests, as well as encouraging the competition among colleges. This power will be a burden for the colleges because it can lead their segment becomes unattractive. In order to preserve this condition, one option for private universities are trying to protect consumers and selecting the consumer/college students who have the lowest bargaining power as a replacement of supplier. In the business services of Higher Education, the lecturer is the main supplier with an important role in the educational process. College bargaining power against the level of need in college in the province of Lampung is still relatively weak. This is demonstrated by the lecturers' level education who is still dominated by master degree graduate (S₂). This may affect the bargaining power of suppliers. The quality of lecturers from both the academic side of master degree graduates (S₂) and doctor degree graduate (S₃) and professors, usually the higher the academic degree of the more qualified lecturers as the supplier. Thus, this will increase the bargaining power of suppliers.

The Stages of Quality Policy Implementation in University

Sanusi, A (2015) [14] good governance, in all its facets, has been demonstrated to be positively correlated with the achievement of better growth rates, particularly through the building of institutions in support of markets. There are three stages of quality policy implementation, namely: (1) Unfreezing; to weave a good relation with people who involved; to persuade people to realize that previous value is no more relevant; to minimize the opposition of change, (2) Changing; to identify and select the suitable way to do the change, and (3) Refreezing; the acceptance of involved people about the change; to provide the supporting factors to strengthen the new atmosphere and accustom the change to get positive impact. The results consist of 2 (two) main parts, they are research discovery and discussion of the result. The discovery of this research is the achievement of quality guarantee change that is showed by the quality target achievement from implementation of quality policy. The quality concept in college was described as follows: first, the design of quality policy is an effort to reach the purpose, vision and missions, and second, the effort to reach the college purposes, vision, and missions refers to a concept of change management research. The change is planned in three phases such as unfreezing, changing, and re-freezing; and two (2) empowerment models to the human resources.

Sharafat Khan (2009) [2] "empowerment concept is a part of motivating principles of change for college or university, this change is linked to": (1) encouraging the participation and dissemination; (2) fostering self-reliance and prudence, (3) supporting the structure, and (4) supporting group involvement and (5) building the completion and avoid disputes. The empowerment form of quality based college is quality improvement through lecturer empowerment, such as New experiences; Improvement of academic capability; Improvement of teaching capability; Capability improvement of community service; Improvement of management capability; Knowledge about student; Expansion of association and knowledge. The planning and details of lecturer empowerment program are that (1) Lecturer

empowerment planning; (2) Details in lecturer empowerment program; (3) joining in program; 4) Great target, with small beginning; (5) Involving all the lecturers in the empowerment plan; (6) starting with the big empowerment, which are likely to succeed; (7) Monitoring and evaluating the lecturer empowerment program.

Stages of Quality Policy Implementation

Robbins (1998) [2] each phase includes in several stages as follow: determinants, organizational initiator, intervention strategies, implementation, and result. There are several stages in quality policy implementation by Lewin models; they are unfreezing, changing, and re-freezing. Each phase includes in several stages as follow: (1) Unfreezing; Rector Decree for Internal Quality Guarantee, System (QGS) (SK SPMI*), QGS Internal Decree (SK Internal SPM*), Rector Decree of Quality Control (QC), Workshop Quality Guarantee System, Rector Decree of Quality and Workshop;(2) Changing; Quality Guarantee System (SPM*) periodically meeting, quality socialization, consolidation, early PDCA (Plan, Do, Check, Act), Conflict management via expert group, changes level institute and assessment, and (3) Refreezing; Quality control group, initiate the quality derivative, PDCA, strengthen the resource of expert group, strengthen the GKM, and technology based information system.

quality at faculty/institution level. Change in quality structure causes the change of the authority. Before the implementation of quality policy, quality accomplishment is under the authority of Vice Rector I. After the implementation of quality policy, it becomes the QGS and QC authorities at faculty/unit level. This change causes the quality accomplishment to be successful in each unit. In shaping a new structure, it is necessary to accommodate the strategy requirement that will be implemented later according to Jay L. Tontz, and Basu, Sam research about structural change.

Empowerment

Empowerment leads to creativity. In a learning system between students and lecturers, empowerment explores students' creativity. It works in empowerment of QGS and QC as well. Before the quality policies implementation, QGS and QC have no authority. After the implementation, they have the authority to do quality accomplishment. This change makes the quality accomplishment be done effectively, because QGS and QC have a direct relation to each unit.

People

Discussion with people to share vision about quality will help building the awareness of quality. The shared vision will be the bridge to help the comprehension of QGS and QC.

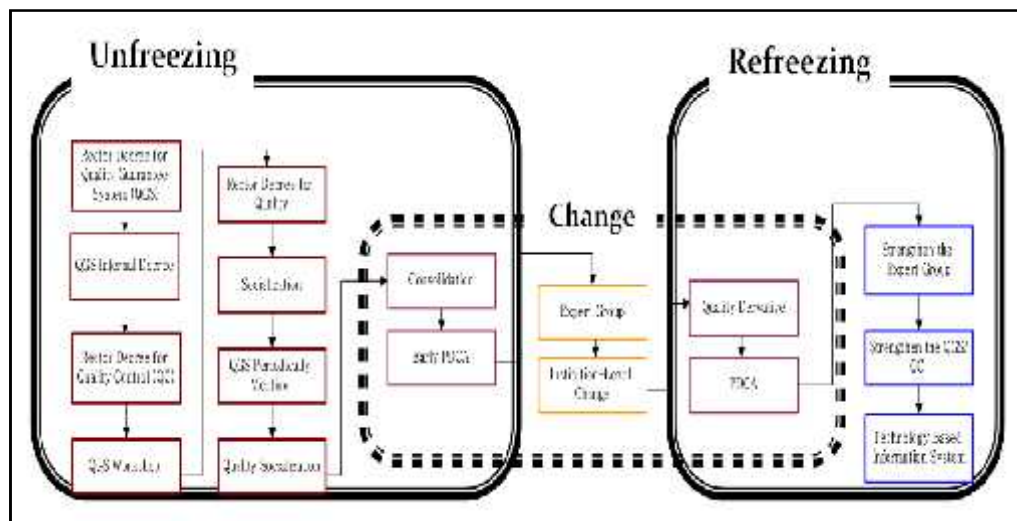


Figure 1 Stages of Change in the Implementation of Quality Policy

The Main Factors in Management Changes Of Quality Polices

Some Changes need to be conducted on how the process arrangement concept of the college implementation, the relevant college management both strategy and operational in dealing with global challenges, including; quality structure, empowerment of human resources, people, information technology, quality improvement strategy through the PDCA cycle, cultural entrepreneurship and academic research staffs and students which are more fully described in this study.

Quality structure

Sanusi, A (2016) [15] 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 improvement strategy through the PDCA cycle

Loana, RomanIn. (2015) [13] there are four steps of cycle for problem solving (PDCA) it includes “planning (definition of a problem and a hypothesis about possible causes and solutions), doing (implementing), checking (evaluating the results), and action (back to plan if the results are unsatisfactory or standardization if the results are satisfactory)”. The PDCA cycle can be a strategy to improve the quality. The PDCA cycle concerns with time of implementation, complexity, goal, and quality indicators. By implementing the PDCA cycle, improving the quality is not partially, but in the entire university, continuously, integrated, and scalable.

Table 1 Achievement of quality target based on main indicators

No	Indicator	Baseline	End-Point
1	Average incoming student test score	30,15	55,00
2	Average student s TOEFL-like score	400	475
3	Graduates GPA \geq 3,00:	(a) 60%,	65%
	Out of All graduates	(b) 10%	15%
	Out of all students at the same <i>batch</i> scale of 1,00– 4,00		
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	Ratio output and input	11, 86	50,00
7	Average of graduates first jobs (x Rp. 1.000/months)	1.700	2.000
8	On time graduate of S1 (Bachelor Degree) and S2 (Master Degree) students	60%	70%
9	S1 (Bachelor Degree) graduates get jobs in the first year after graduation	65%	75%
10	Lecturers performance index minimum > 3,00 (scale of 1,00 – 4,00)	50%	60%
11	Increase ratio of Doctoral lecturers	10%	15%
12	Minimum effect of improvement program on quality management per year	40%	50%
13	<i>Learning Development, Research and Community Services Department (LP4M).</i>	Cluster Binaan	Cluster Madya
14	Accreditation of Program Study Master Management	C accredited	B accredited
15	Percentage of graduates creating jobs (entrepreneurships)	20%	25%

Technology

Another significant factor of change management is technology. Technology utilization makes information be accessed easily from anywhere and anytime. In order to implement the quality policies, technology accelerates the improvement each unit (study programs or departments). Also, technology is able to realize an integrated information system of academic, tuition fee payment, research, community service, library, and student admission.

Entrepreneurship

Graduates, capability of entrepreneur higher education quality in private colleges in Lampung are low. Alternative solution is by developing business model for it, adding entrepreneur courses to curriculum, motivating to established student entrepreneurs club, and improving student's entrepreneurship. This activity requires private colleges that is improving students entrepreneurship for domestic non degree; socialization an implementation of the entrepreneur model; and evaluation and monitoring of the model.

Academic Staffs and Students Research

The issues of academic staffs and students capability in doing research are extremely low in higher education quality in private colleges of Lampung province. Here are the alternative solution; (1) providing student and academic staff research grants, (2) improving staff competency through degree and non degree trainings, (3) developing research habits for both academic staffs and students. Those alternative activities program is for solution in order to improve students' and academic staffs' research habit.

Achievement of Quality Policies Implementation In University

In order to measure the achieved target, it is necessary to assess the quality of the university to find out how far the progress of the improvement. The indicators stand for the aspect intended to be improved. Baseline stands for the quality before the implementation. The end-point stands for the quality after the implementation of quality policies. As can be seen in the table, there are differences before and after the implementation of quality policies. The achievement based on the indicators will have implication of improvement the quality of a university, in this case IBI Darmajaya as the object of case study in this research.

In order to achieve the goal of each indicator, it is important to implement the main factors (Quality Structure, Empowerment, People, PDCA Cycle, and Technology).

1. Education Indicator. In order to improve education aspect in university, it is necessary to empower the lecturers, because lecturers are the ones that students can guide to learn to. If lecturers can have a good empowerment, such as certificated training or continuing their study to support teaching, the quality of education that students accept will increase too.
2. Research Indicator. The quality of a university can also be seen from the quality of research. This indicator can be improved by the empowerment of researcher and management of research center, information system of research, etc.
3. Expert Group Indicator. As the lecturers get a good training and study, they become experts. This expertise can be used to serve the society, to solve the problem in society. This is called the community service. The more community services from the university, the higher quality it becomes.
4. Human Resource Indicator. Human resource in the university, both lecturers and supporting staffs, should be aware about the quality of the university. Each university employee should have the same vision of quality. In this indicator the main factor, people to share vision is really needed.

Student affair indicator. Student is the main indicator to measure the quality of university. This indicator is what people really see the output of university. The more achievement of students, both in academic and non-academic aspects will affect the quality of university. Even the alumnae still carry the image of the university. So it is remaining the concern what job that alumnae do after they finish their study in the university, how long they get job after the graduation, also how they do their job, because it is intended the quality of university.

CONCLUSION AND SUGGETION

The competitiveness conditions of private college in Lampung province in the future will be reflected by power and level of competition among colleges which compete fairly high; the potential threat of college substitute services

development that is high, the threat of new competitors higher universities that is also high; the bargaining power of the consumers/college students is relatively weak; while usually the higher the academic degree of the more qualified lecturers as the supplier. Thus, this will increase the bargaining power of suppliers/lecturers. This competitiveness conditions trigger private college to set the most effective strategy to be implemented, it is a strategy that focuses on performance-based management model change, the empowerment human resources (HR).

These competitiveness conditions of private college in Lampung province should focus on the market target because it is predicted for the next 5 years outside of Lampung province, the competitiveness will stridently increase. In addition to the focus strategy, private college should conduct a strategy to increase each; (a) quality structure, (b) people quality improvement strategy through the PDCA cycle, (c) technology, (d) entrepreneurship, and (e) s academic staff and research students.

The structure of college services, frame work "competitive advantage" and about private college in Lampung province that is previously described, is recommended to develop and implement a model of "Competitive advantage" for higher education services business. That is a model that needs to be tested and investigated further by the researchers.

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