

Quality Of Higher Education: An Organizational Perspective

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Abstract: Currently all universities are required to have more value to be able to compete by utilizing all available resources. Resources may include facilities, infrastructure, and human as a whole which is expected to produce quality graduates who are qualified. This paper aims to critically examine the existing state universities in Indonesia based on the views of educational organizations. contribution of this paper provide input for the college to be able to identify factors that exist to improve the quality of education in universities

Keywords: environmental change, organizational behavior, culture of learning, leadership

1 INTRODUCTION

Issues in education that are not yet even quality or the quality of education. Government policies to improve the quality of higher education pursued in many ways, which is done by improving the quality of academic staff on an ongoing basis, the arrangement of courses, flexible curriculum development and control, quality improvement research and community service, the provision of facilities / infrastructure and support facilities, an increase cooperation with local governments, businesses, industry and institutions at home and abroad (Directorate General of Higher Education, 2000). Changes in the global business environment, which triggers increased intensity of competition among providers of higher education, so that each higher education provider will try to offer services of high-performing higher education. According to Kotler (2003), services is a variety of actions or performance (performance) that can be offered by a person or organization to another and is intangible and does not result in the ownership of anything. Competition is described as a cycle of a company is determined by the competition four component (4C) is the company, customers, competitors, and change (Kotler, 2003). For private higher education providers, customers who directly enjoy the services it offers are students, education providers competitor is kind of the same level, and changes include any changes as internal initiatives and external pressures, both academic and non - academic. A decade ago, the universities in Indonesia, both public and private status simply to compete with other universities in Indonesia alone. But now that competitors should encountered apart from Indonesia, as well as various agencies which is a network of universities in the regional and international levels. Not to mention the various new emerging universities in the country and was founded by a diverse group of businesses or industries which of course has a great financial support.

In addition, overseas educational institutions increasingly aggressively seeking student in Indonesia, more and more campuses franchises, demand is increasing educational quality (by national and international accreditation agencies), as well as transparency in the management of the university further increase the rate of change in the external environment of higher education in Indonesia One of the government's efforts to improve the standard of graduates is to prepare Indonesian National Qualifications Framework, (hereinafter shortened to KKN) as stipulated in the Decree of the President of the Republic of Indonesia No. 8 in 2012. KKN is an embodiment of quality associated with the national education system, educational attainment of national equality assessment to produce quality human resources. KKN consists of nine (9) levels of qualification, starting from Qualifying - 1 as the lowest qualifications and Qualifications - 9 as the highest qualification. KKN a hierarchy framework that can reconcile the competence and qualifications, equalizes, and integrate the areas of education and vocational training and work experience in working order granting recognition of competence in accordance with the structure of employment in the various sectors

2 LANDSCAPE OF HIGHER EDUCATION IN INDONESIA

2.1 Education Horizon through KKN

As an illustration, in the qualification level there KKN - 1 level as the lowest qualifications and Qualifications - 9 level as the highest qualification. KKN qualification level are grouped into three groups, namely the operator positions at the level of -1 to -3 level, then the second group are called technical or analytical group at the level of -4 up to level 6, and the last group classified as expert groups have a level of -7 to -9 level. Where in the socialization KKN at every level of the qualification level has the characteristics of skill, know-how, knowledge, science. Higher levels are achieved, the higher scientific owned. In the KKN simply be described levels of formal education level, where the high school level stood at -2 levels, whereas the strata are at -6 degree, a master's at the level of -8, -9 and doctorate levels. Based on this level it is clear that the level of -9, doctoral degree is the highest level that is expected to have a high level of scientific compared to other levels. Scientific level is not only the form of the scientific literature, but also the patterns of thought and analysis that contribute substantially to the science.

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2.2 Quality Through an Assessment of Educational Institutions

To be able to survive and is able to improve its quality, universities are also required to always capture what's happening in their environment and are ready to emnghadapi changes. This is going to be a factor for the success of the college. As revealed by a researcher named Dill who conducted published in 1999 which revealed that an educational institution, must perform certain adaptations to the structure and process to improve the effectiveness of teaching and learning activities aik daklam environmental changes that are constantly changing. The ability of universities as educational institutions to keep updating their knowledge through learning process is also noticeably more important now than ever before. Organizational learning is a process in which organizations use existing knowledge and build new knowledge to shape the development of new competencies is critical in a constantly changing environment (Kogut and Zander, 1992; Henderson and Cockburn, 1994).

3 RESULT

3.1 Educations as Key of the Future

Now we can see the progress obtained in several developed and developing countries, including countries in Asia is a country that qualified memiliki quality resources. This can be a premise, especially when we saw that there was a shift society initially be based on the comparative advantage which only depend on natural resource wealth owned but not yet widened focused management focuses on the competitive advantage which has had advantages in terms of human resources. This means that the people who will be leading society is a society called Peter F. Drucker (1999) as a knowledge based society, knowledge -based society. Contemporary reality is what needs to be understood and followed by adjustment, not just anticipation or proactive. One picture showed a deterioration in science that deals with the development of our natural resources, namely its human resources lack the ability to manage changes to the existing environment. This is caused by the quality of their resources has not yet global quality has three characters, namely Competence, (competence) Concept (concept) and Connections, (connection). Competence in question is the quality that has superior quality standards, then the concept refers to the ability to emphasize the sustainable innovation. While the connection is that has an extensive network and support the development of the organization.

3.2 Educations is a Process

Explore the meaning of education, it can be said that education is a process. It is said in the education process because we will get to know the existence of raw inputs and instrumental input. raw input is instruental learners while building the input form and infrastructure, curriculum and so on. Then the raw input and this input will go instrumental in the process that we are familiar with the long term in the form of education that is commensurate with the extent or level of education. This process is expected to produce the output of quality graduates. Colleges that have qualified personnel and facilities will certainly be the target of a society, but by no means in pengelolannya not eyeing developments and environmental changes that occur. Colleges that do not follow the current developments and future changes now will be

abandoned by society and sooner or later will suffer a setback, which will eventually collapse.

3.3 Importance of Management in Improving Quality of Higher Educations Graduate

Higher Education or Ubiversities as an educational institution is central to the development of science. Where in pengeloalan and development of today's college gtinggi started to become the focus and use of modern management principles are quality oriented. For the owners and managers of universities, the quality management system is essentially nucleated on continuous improvement to strengthen and develop the quality of graduates. If we associate the quality of education, then it will not be separated from education law undnag chapter 1 verse 17, No. 20 of 2003, which reads : " National education standards are the minimum criteria of the education system in the entire territory of the Unitary Republic of Indonesia ". Regarding the criteria of minimum national standards consist of content standards, processes, competence of graduates, staff, facilities and infrastructure, management, financing, and valuation of education must be improved in planning (Article 35 paragraph 1 of Law No. 20 of 2003). For satisfying the standard of education is the focus not only of teachers or lecturers, but lainaya aspects such as content standards, processes, competence of graduates, facilities and infrastructure, management, financing, and valuation of education, should be built in such a way should also remember to be related organization in order to become more effective and fuel-efficient. Thus it can be emphasized the importance of changing the quality of education with appropriate management strategies. This is necessary in order to attempt to change the organization by taking into account various relevant factors. Make that change is not easy, because it is necessary to develop sound planning, so it will generate appropriate programs and policies for further consistent application. Successful change requires liquefaction (unfreezing) the status quo, displacement (moving) to a new state, and freezing again (refreezing) changes to become permanent. The process of change that requires a step -by-step through : (1) liquefaction (unfreezing) the status quo, ie the domination should be thawed by applying the rule, (2) displacement (moving) to a new state, namely the power appropriate estapet planned ; and (3) freezing again (refreezing) the change to be permanent, ie the determination of the decision.

3.4 Environmental Trigger for Need of Change

Eksternal environmental conditions are known to have played a large role in influencing managerial decisions, processes, and organizational structure so that monitoring of the external environment is indispensable. However, analysis of the environment is very difficult because the environment is very complex and intertwined with each other More emphasis on the dynamics of the environment changes rapidly, it is difficult to predict, and are not planned before. Companies that operate in a changing market quickly demanded to modify the products and services in an effort to meet the changing market satisfactory. In a rapidly changing environment, the company 's competitive advantage is determined by the creativity and innovation that can satisfy customers better than competitors. Therefore, in a dynamic market environment, focus on customers and competitors into a liability that can not be avoided company. Environmental organizations can be

distinguished on the internal environment (internal environment) and external environment (external environment) (Wright et al., 1996; Wheleen and Hunger, 2000; Hitt, 1995). The internal environment consists of a structure (structure), culture (culture), resources (resources) (Wheleen and Hunger, 2000). Internal environment need to be analyzed to determine the strength (strength) and weaknesses (weaknesses) that exist within the company. Structure is how the company is organized with respect to communication, authority and work flow. The structure is often also called the command chain and illustrated graphically using the organizational chart. Culture is a pattern of beliefs, expectations, and values shared by members of the organization. Organizational norms specifically raises and defines acceptable behavior of the members of the top management to the operative employees.

3.5 Paradigm Change Through Organizational Learning

Before going any further, it helps to first understand the meaning of the learning organization. As expressed by Ortenblad in 2001 which followed the Yeni Invalid research conducted in 2008, the Organization or Organizational Learning learners are the types of activities that exist within the organization, where a learning organization while learning Learning Organization is an organization or organizational form. Thus sebiah organization becomes a learning organization through the implementation of a learning organization. The college is an educational organization that produces and deliver science. However, until now this has not been considered college as a learning organization that is an organization that uses the learning process in systematic process to make improvements (Dill, 1999). Organizational learning in this study refers to the opinion of Garvin (2000:11) cited in Yeni Asbah (2009) which defines the learning organization as an organization expertise for creating, acquiring, interpreting, transferring and sharing knowledge, which aims to modify the behavior of its members to develop the knowledge and new insights. Learning organization based team is not the main model in academic organizations, but the principles of organizational learning is clearly visible in the many processes that are designed to make improvements institution. Dill (1999) have studied the characteristics of a learning organization academic organizations, to examine 12 case studies in educational institutions in Europe. He found that by increasing attention in the academic tanggungjawab, universities need to be more skilled in creating new knowledge to improve teaching and learning activities and thus adjust their behavior to the new science. The new environment will support the process of adaptation to the structure and management of the organization to achieve the improvement of teaching and learning activities. An increasing number of study centers has increased support studies on the process of learning about the curriculum applied through information obtained related to graduate work experience, or reorganization of academic units to enhance cooperation with the world of work, for example by forming an academic committee. Changes in the learning environment creates a need for the college. Colleges that learning is an educational institution that puts students and teaching and learning activities as a priority. Colleges that learning is an organization that creates a change in the students, using active learning pattern, offers study options, giving the opportunity to cooperate in the study were driven by the needs of faculty and learning truth (O'Banion, 1997). Attribute learning about the

organization and management of science communication called dialogue and the need to ask than to assume. Dialogue is important for effective communication in order to further mutual understanding and effective communication will reduce the use of assumptions. The principles that support the establishment of a sense of trust, systematic thinking and action, demonstrate the concept of learning culture in an effort to improve performance. Illustrates the confidence that faculty are in an environment that can make the department feel appreciated, valued, and safe. Systematic thinking allows individuals in the department (program) feel that they are part of a larger system, the faculty and the university. Thus the assessment plan college level (universities) should identify the mission of the college), the purpose of which is associated with a vision, a variety of activities or processes that support the achievement of goals, and a number of measurements which provide an indication of the level of success in achieving objectives. Implementation of the plan requires the collection, analysis, and comparison of the data, the revision process, and communication of results. The University has a systematic process in an effort to make improvements (Hatfield 1999:1). These efforts can be carried out in universities and on the faculty. See attention given to every business improvement, then it can be regarded as a learning university university organization (university learning organization).

1. Vision

The vision, mission, long- term activity plan describes the characteristics of a learning organization. Generally, colleges have a formal statement of its intention, which is usually referred to as a mission statement. Lang and Lopers - Sweetman (1991) stated that some institutions the role of the mission statement. The mission statement serves as an explanation of the purpose, as the filter of the opportunist, a description of who they are, their aspirations, or the pattern of marketing. Although there are many different uses of the mission statement, is generally associated with the future mission of the institution. Vision in a university that is doing the learning organization actually realized at the level of department (course of study). Research into the best university leaders by Creswell et al. (1990) showed that university leaders responsible for building a shared vision or focus of the department. Vision of the department should be in line with the vision and mission of the institution and is owned by the faculty through their involvement in the formulation process (Creswell et al., 1990). College mission must be translated into goals, objectives, and activities that are more specific than a mission statement and an operational guide. More broadly, the college leadership as a key factor in transforming universities into learning communities through the vision of a more effective teaching, better learning, better targeted scholarships, and more cooperation.

2. Leadership

Bimbaum (1998:102-104) describes the college as a leader position that is expected to affect the position without force, without the sanction direct, and supervise without causing sequestration in organizational learning. According to Murray (1997) in the academic sphere, participative leadership is best known for use. Organizational learning in higher education means providing the freedom and responsibility to the faculty and department. Wergin (1994:5) explains the importance of shared responsibility at the faculty level. The first step,

individual aspirations incorporated into departmental objectives (course) where this will lead to a joint commitment. Next is to emphasize the importance of building a common understanding of business objectives and how to achieve the university. Universities should have a vision statement, a mission that emphasizes participation and leadership. Efforts to achieve mission and goals can be realized by the faculty. Dean of the faculty play an important role in facilitating cooperation within the university environment that is doing the learning organization (university learning organization)

3. Management Sciences

The University has a number of information-gathering mechanisms in decision making and improvement efforts. Internally, the university oversees its own quality based on existing standards. Faculty quality is measured by the agreement made, promotion, and tenure procedures. The quality of students demonstrated on the condition that must be met in order to be accepted as a student, GPA, and students received awards. Research and scientific publications describe the quality of research and scholarship. Terms of admissions, student assessment of the teaching system, and the development department (course of study) illustrates the curriculum being run. Externally accreditation, government regulations, and ratings made by external agencies is additional information regarding college performance (Trow, 1998). Research institutes is another source that provides detailed information about the college. Research institutes should overshadow the various studies that led to improvements of understanding, planning, and operation at higher education institutions. Research institutions play a role in assessing the environment faced by the college. Peterson (1999) states that research institutions should have a high adaptive properties due to the high flow of information and the rapid changes taking place.

4. Cultural Learning

Cultural learning in a college is open and trusting meaningful oversight of performance and values of cooperation. Wergin (1994) states if an academic unit defines itself as a united force, and if they agree to take responsibility together, the academic unit as a whole must accept responsibility for what you do and the impact together. Faculty who have effective cooperation will use shared dialogue, mutual supervision, common practices, and recognize the achievements and successes together. Faculty should conduct evaluations and provide remuneration for the joint productivity (Hecth et al., 1999).

4 CONCLUSION

Higher education or universities as a non-profit organization engaged in education aims to provide services in the form of science. To be able to survive and is able to improve its quality, universities are also required to always capture what's happening in their environment and are ready to face the changes. This is going to be a factor for the success of the college. As revealed (1999) which revealed that an educational institution, must perform certain adaptations to the structure and process to improve the effectiveness of teaching and learning activities

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