

Analysis of The Influence of Quality Control and Assurance on Management Resilience in Educational Organizations in Carrying Out Organizational Changes and Transformations

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Abstract

This study aims to identify factors that influence management capabilities, especially in educational institutions, to adapt and transform in the digital era. This study uses a mixed method between quantitative and qualitative. This study involved 100 respondents and used a questionnaire as the main instrument for data collection. The results of the study indicate that the challenges faced by management in higher education require focus and improvement in governance. Universities that have been established for a long time encounter obstacles in implementing the effectiveness of the chain of command and streamlining the communication hierarchy. Universities face significant challenges in terms of human resource management and how to build good leadership quality. Several factors such as quality assurance systems and motivation also play an important role in influencing the managerial quality of educational institutions. The difference between universities that implement a quality assurance system and those that do not show that universities that do not implement a quality management system focus more on human management, while universities that implement a quality assurance system focus on matters related to administration.

Keywords: Management, Higher Education, Quality Assurance System.

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang berpengaruh terhadap kemampuan manajemen khususnya pada lembaga pendidikan untuk melakukan adaptasi dan transformasi di era digital. Penelitian ini menggunakan metode campuran antara kuantitatif dan kualitatif. Penelitian ini melibatkan 100 responden dan menggunakan kuesioner sebagai instrumen utama pengumpulan data. Hasil penelitian menunjukkan bahwa tantangan yang dihadapi oleh manajemen di perguruan tinggi memerlukan fokus dan perbaikan terhadap tata kelola. Perguruan tinggi yang telah lama berdiri menemui kendala dalam melakukan efektivitas tali komando dan perampingan hirarki komunikasi. Perguruan tinggi menghadapi tantangan yang signifikan dalam hal pengelolaan sumber daya manusia dan bagaimana membangun kualitas kepemimpinan yang baik. Beberapa faktor seperti sistem penjaminan mutu dan motivasi juga memegang peranan penting dalam memengaruhi kualitas manajerial lembaga pendidikan. Perbedaan antara perguruan tinggi yang menerapkan sistem penjaminan mutu dan tidak menunjukkan bahwa perguruan tinggi yang tidak menerapkan sistem manajemen mutu lebih berfokus pada pengelolaan manusia, sedangkan perguruan tinggi yang menerapkan sistem penjaminan mutu berfokus pada hal-hal terkait administrasi.

Kata Kunci: Manajemen, Perguruan Tinggi, Sistem Penjaminan Mutu.

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Received 05 August 2024, Accepted 07 August 2024, Published 12 August 2024

INTRODUCTION

Higher education reform in Indonesia has many similarities with processes that have occurred in other countries, especially in terms of institutional licensing and quality assurance. Indonesia has also undergone various changes and adjustments in the higher education system to ensure the quality

of education provided by state and private universities (Adi, 2023). This reform process, along with the government's efforts to improve the competitiveness of higher education on a global scale, is important. Every higher education institution is required to meet established national standards in order to obtain operating permits and accreditation. The quality assurance process involves regular assessments of the performance of higher education institutions (Juwita et al., 2024). This evaluation covers various aspects, such as curriculum, facilities, teaching quality, and graduate outcomes. The design of this quality assurance ensures adherence to established standards and fosters innovation and improvement in higher education. Thus, quality assurance serves as a control mechanism and encouragement for universities to continue to improve the quality of their education services (Indriastiningsih et al., 2023).

Reforms in the higher education system have also driven significant organizational changes. The higher education system now grants universities greater autonomy in areas such as financial management, human resources, and curriculum. This autonomy gives universities more freedom to organize and develop programs that are relevant to the needs of society and the labor market (Arifin et al., 2023). However, with this autonomy comes greater responsibility to ensure that they remain compliant with national and international standards. Organizational change in the higher education system faces a number of challenges. These challenges include resistance to change, resource constraints, and the need to balance autonomy with government oversight. However, these reforms also provide opportunities for higher education institutions to innovate and improve the quality of education. In the end, we anticipate these reforms to boost global competitiveness and equip graduates with enhanced skills to navigate the global job market (Herdiyanti & Assery, 2021).

The program serves as a regulatory framework that sets standards and requirements that higher education institutions must meet in order to obtain an operational standards. The program covers various aspects, such as curriculum, human resources, infrastructure, and institutional management. The primary objective of the program is to guarantee that higher education institutions adhere to the established minimum standards (Jihan Abdullah, 2023). On the other hand, higher education institutions have taken a series of practical and operational steps to achieve this standards. These actions include curriculum development and adjustment, improving teaching quality, improving physical and technological facilities, recruiting qualified teaching staff, and restructuring institutional management. Universities have taken many actions to meet licensing requirements, but these actions often yield results and progress much slower than expected (Sopwandin et al., 2023). Several factors that may contribute to this slow progress include resistance to change within the organization, limited resources, and the complexity of the process of adjusting to established standards (Hinayatulohe et al., 2023).

Change management is one of the major challenges that organizations, including universities, must face in their efforts to adapt to an increasingly competitive and complex environment. Universities around the world, including in Indonesia, are involved in this challenge, along with the

increasing demands to remain relevant, innovative, and able to produce graduates who are ready to compete in the global job market (Sopwandin & Rostiana, 2024). Universities must face a variety of changes, ranging from technological advancements and changes in learning methods to higher demands on the quality of research and community service. In order to survive and thrive in this ever-changing environment, universities need to implement effective change management (Afriadi, 2017). This includes adjusting strategies, organizational structures, curricula, and academic cultures to be more responsive to the needs of the times. One important aspect of change management. With the rapid development of information technology, universities need to integrate technology into the teaching and learning process, research, and administrative services (Sopwandin & Pribadi, 2023). However, implementing this new technology is not always straightforward because it frequently faces resistance from teaching and administrative staff, who may feel uncomfortable or unprepared to adapt to these changes.

METHOD

This research was conducted using a mixed method, which involves the process of collecting, analyzing, and integrating quantitative and qualitative data. This research is non-experimental, with a population of 100 respondents. It used a questionnaire as the main instrument to collect data. The questionnaire was designed to capture the perceptions of university administrators and assess them using the Likert scale. Respondents can express their level of agreement or disagreement with certain statements using this scale, which will then undergo quantitative processing. Reliability analysis was conducted on the questionnaire before its widespread use to ensure its consistency and reliability. The questionnaire's reliability will be tested using Cronbach's alpha, which will provide an overview of the extent to which the items in the questionnaire are correlated and provide consistent results when used in various similar situations.

RESULT AND DISCUSSION

The initial approach of this study revealed that the biggest challenges faced by universities were related to structure and process. This was due to their attachment to traditional approaches, which often hindered their ability to adapt to change. The results of the study confirmed that this factor was the most difficult to overcome, especially because of the long-standing institutional structure of establishment, training, and growth in the university. One of the primary challenges encountered was the resistance to change among many of the university's members. Several research participants expressed that this resistance to change was a significant obstacle in the adaptation process. Specifically, this group of analysts found the variables of structural flexibility and process flexibility, which fall under the structure and process category, to be the most challenging. Structural flexibility refers to an organization's ability to adjust or remodel its internal structure to accommodate

change. Process flexibility, on the other hand, is the ability to change or adjust operational processes to be more effective and responsive to changing needs. Both are major challenges in the efforts of the oldest universities to adapt to an increasingly complex and competitive environment.

Another finding revealed that individuals and leadership played a crucial role in overcoming challenges for young universities. These two factors were the biggest challenges, in the following order of importance, for young universities people factors are the most difficult. This factor includes recruitment, human resource development, and individual adaptation to change. Young universities often face difficulties in building solid and competent teams and cultivating a culture that supports change and innovation. Leadership also plays a key role in this context. Newly established universities often have to build effective leadership that can guide the organization through the early stages of growth and transformation. Thus, the results of the study indicate that younger universities face greater difficulties in terms of human resource management and leadership compared to older universities. Overcoming these challenges requires a strategic approach to leadership development and human resource management, as well as efforts to create a work environment that supports growth and change.

Variables such as quality management and motivation at the community level indicate significant difficulties for most of the analysis groups in university change management. Trust is the belief of the community, staff, and students in the university's decisions and strategies. A high level of trust is essential to gaining support and active participation from all stakeholders. However, if trust is low, universities may face challenges in gaining support for necessary changes, which can hinder the process of adaptation and innovation. Commitment reflects the extent to which individuals and groups within the university are committed to the vision, mission, and goals of the proposed change. Motivation refers to the internal and external forces that drive individuals to participate in the change process. Therefore, to ensure successful implementation of change and effective adaptation by all stakeholders, it is crucial to understand and address issues related to these variables. An effective approach to managing trust, commitment, and motivation can help universities overcome barriers to change and achieve desired outcomes.

In this context, the researcher revealed that there were members of the committee responsible for licensing who did not have a professional profile or adequate preparation for their position. Authorities often awarded these positions through functional correspondence or without taking into account the necessary professional qualifications. As a result, the trust variable was affected, and this issue extended beyond the personal aspect to include the professional capacity of those responsible for licensing. This issue of professional capacity is very important in the change process because the team managing the change has a major impact on the performance and success of the change. If team members do not have the appropriate qualifications, they may not be able to manage or implement the change effectively, which can hinder progress and reduce trust among stakeholders.

Therefore, it is crucial to ensure that team members possess the necessary competencies to support a successful change process and effectively achieve the change's goals.

Fair recognition of individual and group achievements is essential to foster motivation and encourage involvement in the change process. The results of this study indicate a bias in recognition, which can cause discomfort for those involved. Improper handling of this discomfort can result in decreased motivation and disinterest in future institutional changes. In the long run, this lack of motivation can hinder change efforts and negatively impact change implementation success. Therefore, ensuring fair and transparent recognition and rewards is crucial. Leadership must create an environment that supports and motivates all parties to actively participate in the change process. With a fair approach and supportive environment, universities can increase engagement and motivation, thereby facilitating more effective and sustainable change implementation.

It is worth noting that obtaining a standards did not show significant differences between standards and unstandardsd universities. Both groups of universities faced similar levels of difficulty across the variables. However, there were differences in the most challenging factors between the two groups. For unstandards universities, the most difficult factor to overcome was people, while for standards universities, the top factor was administration. The standards university group highlighted the challenges of implementing change and the potential consequences of improper execution. They observed that improper management of administrative factors could compromise the sustainability of the change initiative. This underscores the significance of effectively implementing administrative changes to ensure the sustainability of the change initiative and its positive long-term impact. In contrast, non-standardsd universities are more focused on challenges related to human resource management. They may face difficulties in recruitment, staff development, and building a culture that supports change.

CONCLUSION

The analysis concludes that several key factors require special attention to address the challenges of change management in universities. Long-established universities face the greatest difficulties in terms of structure and process. Attachment to traditional approaches often hinders their ability to adapt to change, especially in terms of structural flexibility and process flexibility. Meanwhile, newly established universities face significant challenges relating to people and leadership, including recruitment, human resource development and effective leadership development. Variables such as quality management and motivation also play an important role in change management, with a high level of trust and strong commitment being key to gaining support and active participation from all parties involved. The issue of professional capacity, especially in terms of the qualifications of members of the committee in charge of licensing, is essential to managing and implementing change effectively. The differences between standards and non-

standards universities show that although there is no significant difference in the overall level of difficulty, non-standards universities focus more on challenges related to people, while standards universities face major challenges in terms of administration. Change management in universities necessitates an approach that takes into account specific factors based on the institution's age and how mature they implement quality management system, as well as continuous evaluation and adjustment of strategies to ensure effective and sustainable change implementation.

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