



# Academic Performance Optimization Model through Total Quality Development of Private University Management in Central Java to Face Global Competition

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### ABSTRACT

The same responsibility to educate Indonesian young generation lies on both private and public Universities. However, due to the rapid growth of both Universities, tighter and higher competition has been found. The lack of students entering private Universities (PTS) have made many of them collapsed. Therefore, to face the tight competition, PTS need to concern on some particular strategies to improve the number of students who enroll PTS. One of the strategies is by improving the academic performance. This study was to develop an optimization model to improve academic performance in PTS through Total Quality Management (TQM) Development in many PTS at Central Java. The data were obtained from observation, questionnaire and in-depth formal and informal interviews to the lecturers and the head of PTS. The data were gathered purposively using sequenced mixed methods. The study found that there was weak correlation between organizational culture, employee motivation, job satisfaction, academic performance and TQM in PTS at Central Java. Academic performance in PTS was still worst with the index value of 3.94. Meanwhile, TQM indicated the index value of 3.99 which was in medium to good category. As a matter of fact, it was necessary to build organizational culture, work motivation, job satisfaction to optimize academic performance also there was necessary to be develop TQM in PTS. This condition would be possibly happened along with the high commitment of the leaders, academic staffs, as well as continuous monitoring and evaluation program to achieve stakeholders' satisfaction.

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### Introduction

Due to the education growth in Indonesia, both public and private Universities have also become bigger in number. Consequently, this condition leads to the tighter and higher competition of getting more students. It also challenges many Universities, especially private Universities (PTS).

Ironically, the recent condition shows that the bigger High School graduates the smaller students entering PTS. The students' decrease has become serious problem faced by many PTS in Central Java.

The decline in the quality of some PTS has been an issue to be blamed. Kompas newspaper mentioned that there were only 50 percent out of 2,756 private Universities in Indonesia which were considered 'healthy' institution based on the number of enrolling students, lectures and students' ratio, and facilities availability. There were 174 from the total 323 PTS in Central Java were about to collapse due to the lack of students. Students entering some PTS in Yogyakarta kept decreasing. This situation was quite alarming! The collapse of some PTS was the effect of education privatization and deregulation. Yet at the other hand, this condition reflects the worse quality of PTS.

To face the global competition, a particular strategy needs to be structured especially by self reflection and internal maintenance for instance improving the academic performance of PTS. Optimization model to improve academic performance in PTS using Total Quality Management (TQM) development, becomes one of the interesting solutions to overcome the problem. This is also to help PTS facing the global competition.

### Statements of the Problem

- a. How did correlation matrix indicate five variables (of organizational culture, job motivation, job satisfaction, academic performance and TQM)?
- b. How did PTS at Central Java run optimization model of academic performance?
- c. How did PTS at Central Java run development model of TQM?
- d. How did PTS at Central Java run optimization model of academic performance through development model of TQM?

### Purposes of the Study

- a. To formulate correlation matrix which indicated five variables of organizational culture, job motivation, job satisfaction, academic performance and TQM.
- b. To formulate optimization model of academic performance in PTS at Central Java.
- c. To formulate development model of TQM in PTS at Central Java
- d. To formulate optimization model of academic performance through development model of TQM in PTS at Central Java (for the 2<sup>nd</sup> year).

### Literature Review

#### Improving Academic Performance

Universities were a central institution of higher education, scientific research, and community service. One of the key benchmarks for assessing the performance of a university as a center of scientific research was to assess the academic performance. Mangkunagara (2000) stated that performance was

the result of the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities which were assigned to him.

Meanwhile, Handoko (2001) suggested that a performance assessment was the organizational process to evaluate or assess performance. This activity could improve personnel decision making and provide employees feedback regarding their work performance.

According to Leon C Meggincon (1981, in Mangkunagara, 2000) performance appraisal was to determine whether an employee performs the intended work or not. Robert and Angelo (2000) added that an organizational culture was a manifestation of the assumption which was implicitly accepted by the group and it determined how these groups felt, thought, and reacted to diverse environments. They pointed out that organizational values and beliefs were the foundation of organizational culture. They also stated that there were five key components of values; that values were (1) the concept of beliefs, (2) the desired behavior, (3) critical state, (4) guidelines for selecting or evaluating the occurrence and behavior, and (5) had sequence and relative importance.

Organizational culture had impact toward job satisfaction. Umar (2006) mentioned that the interaction system of each individual which becomes an organizational culture could bring a significant impact on job satisfaction. Soedjono (2005) added that the better the organizational culture the higher the employees' satisfaction and this involved the balance between the organizational culture and individuals in an organization.

According Stratus and Scale (in Handoko, 2001) job satisfaction was also important for self-actualization. An employee who did not obtain job satisfaction would never mature psychologically and he would become frustrated. Such employees would often daydream, have low morality, easily got tired and bored, be emotionally unstable, often be absent and even involved in doing unrelated business than his own job.

Stanford (1969 in Mangkunagara, 2000) stated that motivation could drive people towards a certain goal. Casicio (in Hasibuan, 1999) viewed that motivation was a force resulted from one's desire to satisfy his needs. Meanwhile Hasibuan (1999) suggested motivation as a granted driving force which created an excitement in oneself and it made him work cooperatively and effectively then it was integrated with all its resources to achieve satisfaction.

Koesmono (2005) found that motivation brought an impact towards job, the higher the motivation, the higher the job satisfaction. Suharto and Budhi Cahyono (2005) further showed that work motivation had positive and significant effect on performance.

Dasller (2006) viewed that job satisfaction among others, stimulated productivity and better quality standards, it would also supported a more stable work, so that human resources could be used more efficiently.

Ostroff (1992) argued that job satisfaction had significant correlation to working performance organizationally instead of individually. Although individual performance could indirectly and gradually enhance organization performance, it was possible that two matters would be contradictory toward one another. Some studies conducted by Maryani and Supomo (2001) as well as Masrukin and Waridin (2006) showed that job satisfaction correlated significantly to individual performance.

#### **The Development of Total Quality Management (TQM)**

Salis (2002) mentioned that TQM was as a philosophy and a methodology to manage changes, and the essence of TQM was a cultural change. Goetsch and Davis highlighted some

characteristics of quality management: as a system that 1) gave total commitment to continuously increase value to customers, investors and personnel, 2) understood the institutions as well as defined the quality of market forces on the basis of customer needs, and 3) committed to leading the people to the improvement and continuous communication.

Meanwhile TQM itself had several characteristics which: 1) focused on the customer, both internally and externally, 2) had a high concern to quality, 3) used traditional scientific approach to decision making and problem solving, 4) had a long-term commitment, 5) required cooperative team, 6) improved processes continuously, 7) conducted education and training, 8) provided a controlled freedom, 9) had the same purpose, 10) showed the involvement and empowerment of employees.

Fandy Ciptono and Anastasia explained some principles and main elements in TQM, as follows: First, it related to the customer satisfaction. Quality was not determined by the compliance of certain specifications, but the quality was determined by the customer satisfaction internally and externally. Customer satisfaction had to be met in all aspects, including price, safety, and timeliness. Second, it related to giving respect to all the employees as unique individuals with particular talent and creativity. By doing so, every employee was viewed as the most valuable resource for the organization. Every employee needed to be treated fairly and given the opportunity to develop themselves and took part in the decision making. Thirdly, it was about facts-based-management. Any organization decisions should be based on data instead of feeling. Two key concepts worked on facts-based-management were; 1) prioritization, this was by focusing and giving more efforts only for vital matters, 2) variations or the variability of human performance it figured out the variability of organization system. Thus management could predict the outcome of every decision and action

which had been taken. Fourth, there must be a continuous improvement. Continual improvement was essential for every organization by applying PDCA cycle (plan, do, check, act).

#### **Research Methods**

This research used descriptive and qualitative design focusing on mixed methods. There were 9 private Universities (PTS) in Private University Coordination (Kopertis) of Region VI, Central Java. The population was all lectures in those private Universities, while 50 lectures were selected as purposive sample. The data were gathered through questionnaire and observation. This study used Likert Scale using 1 to 5 answer category. Qualitative data were obtained from lectures and university officials.

#### **Data Analysis**

Data were analyzed using mixed methods. Qualitative data were analyzed using Miles and Huberman model, while quantitative data were analyzed using index and correlation analysis of SPSS.

#### **Result And Discussion**

##### **Quantitative Data Result**

##### **Respondent's Identity**

Table 1,2 and 3 show that most of the respondents had the following characteristics; they were mostly female, they had more than 20 years of service, they were mostly post graduates with master degree (S2) and they were mostly married. Some conclusions which could be inferred from those data, were as the following;

a) Most of the respondents had longer years of service, therefore they were quite expert and they understood their job very well as lectures.

a) Most of them were post graduates with master degree and only few of them were from S1 degree and doctoral degree. This showed that actually the human resource in PTS was still far from being optimal.

### Descriptive Analysis

This study investigated five variables: organizational cultura, motivation, job satisfatcion, academic performance, TQM. Those variables were analyzed using index analysis. Berdasarkan hasil penelitian dengan menggunakan 50 responden diperoleh deskripsi masing-masing variabel adalah sebagai berikut.

### Budaya Organisasi

Organizational culture variable was measured using four indicators; 1). Norm, 2). Network 3). Trust and 4). Improvement. Each indicator was represented by five answer scores grading from 1 point (for 'strongly disagree' answer) up to 5 point (for 'strongly agree' answer). Table 5.1 shows descriptive statistics of each indicator calculation measuring organizational culture variable.

Table 5 shows that organizational culture variable was in good category. Yet for the indicators of organizational culture variable were in médium to good category. Trust indictor showed good to excellent category, which meant that employees trust toward the institution was good. Network indikator also showed good category, which meant that the network built by the institutionn and lectures were good. Meanwhile, norm indicator indicated médium to good category, this indicated that norms and institutional regulation were well applied. Improvement indicator showed médium to good category that indicated an improvement in terms of academic atmosphere between institution andn lectures.

### Job Motivation

Job motivation was measured using two indicators; 1). Internal Motivation and, 2). External Motivation. Each of the indicator was represented by 5 point (score) answer starting from score 1 (point 1) for 'strongly disagree' answer up to 5 point for 'strongly agree' answer. Table 5.6 shows the result of each indicator of job motivation variable. Job motivation variable was in the medium to good category and the indicators, such as external motivation showed médium to good category. This indicated that external motivation among the lectures in PTS was quite good, which could be seen from their hopes to get better salary, profesional promotion, and good cooperation between lectures. Internal motivation was also in good category. This indicated that the lectures in PTS had good internal motivation which could be seen from their preference and responsibility toward challenging works offered to them as reflected from their initial purpose or goal of becoming a lecturer. Job Satisfaction  
Job satisfaction was measured using 4 indicators; 1) satisfaction towards the Works given, 2). compentation satisfaction, 3) colleague satisfaction, 4) supervisor satisfaction. Each of the indicator was represented by 5 point (score) answer starting from score 1 (point 1) for 'strongly disagree' answer up to 5 point for 'strongly agree' answer. Tabel 7 shows the statistical explanation of job satisfaction indicators.

Index for job satisfaction variable was under médium to good category. The indicators also showed good category, and this meant that most lectures had been satisfied with the jobs. Compentation satisfaction showed médium category, which indicated that the lecturers' compentation satisfaction was still beyond what they expected. Colleague satisfaction showed médium to good category, which indicated that colleagues brought positive impact toward job satisfaction. Supervisor satisfaction showed médium to good category that indicated

good satisfaction towards the supervisors. The lectures saw that their supervisors had given them promotion as they expected.

### Academic Performance

Academic performance was measured using 3 indicators; 1). education 2). research dan 3) community service. Each of the indicator was represented by 5 point (score) answer starting from score 1 (point 1) for 'strongly disagree' answer up to 5 point for 'strongly agree' answer. Table 8 shows the calculation of academic performance variable indicators.

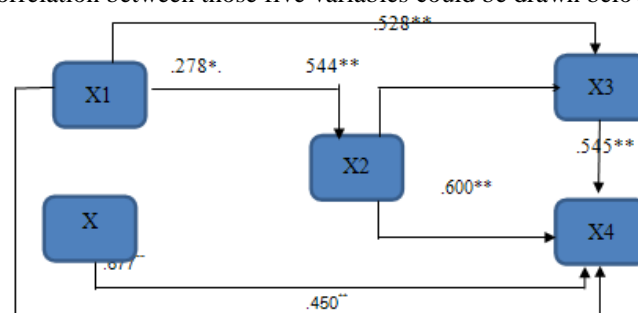
Academic performance index was concluded in médium to good category. The indicators—such as education and teaching showed good category, this indicated that the education and teaching had been well manifested. Meanwhile research indicator showed médium to good category which showed that research field had shown good result. Community service indicator showed médium to good category and this also showed that this indicator had been well applied.

### Total Quality Management

TQM was measured using 5 indiactors; 1). Supervisor/leader commitment, 2). Information System Management, 3) Potential Human Resource, 4) All Parties Involved, and 5) Continuous Quality Enhancement Philosophy. Each of the indicator was represented by 5 point (score) answer starting from score 1 (point 1) for 'strongly disagree' answer up to 5 point for 'strongly agree' answer. Table 8 shows the calculation of TQM variable indicators.

TQM index was categorized médium to good. Supervisor/leader commitment indicator showed good category, this also explained that most leader or supervisor in PTS had high commitment towards academic performance. Information System Management indicator also showed good category, this indicated that Information System Management had been well developed to support lectures' academic performance. Potential human resource indicator showed medium to good category, since this issue had also been the univeristy's concern. All Parties Involved indicator also signified medium to good category, all the academic staffs had been well involved. Continuous Quality Enhancement Philosophy showed good category, it was seen from continuous evaluation and monitoring of academic performance based on the stakeholders' satisfaction as the fundamental guidance to institution development.

Variable correlation between X1 and X4 was medium, and between X1 and X5 was also medium. The correlation between X2 and X3 was weak, but between X2 and X4 was strong, between X2 and X5 was also weak. The correlation between X3 and X4 variables was medium as well as X3 and X5. There was strong correlation between X4 and X5 variables. Thus, the correlation between those five variables could be drawn below;



### Qualitative Analysis Result: A Potrait of Private Universities Indonesian Higher Education Concept

Raillon in Syarbaini (2009) stated a Higher Education was a means of social control by preserving academic freedom especially from the authorities interference.

**Table 1. Respondent's Gender**

No	Gender	Number	Percentage
1	Male	17	34
2	Female	33	66
	Total	50	100.00%

**Table 2. Respondent's Education Background**

No	Education	Number	Percentage
1	S1	13	26
2	S2	32	64
3	S3	5	10
	Jumlah	50	100.00%

**Table 3. Respondent's Years of Service**

No	Years of Service	Number	Percentage
1	<10	17	34
2	10 - 20	11	22
3	>20	22	44
	Total	50	100.00%

**Table 4. Responden't Marital Status**

No	Marital Status	Number	Percentage
1	Married	42	84
2	Unmarried	8	16
	Total	50	100.00%

**Table 5. Index Variabel Budaya Organisastion**

			Total Index	Indicator	Index/Indicator
X1	1	3.86	44.74	X11 Norm	11.98
	2	3.66	4.07		3.99
	3	4.46			
	4	4.12		X12 Network	12.40
	5	4.12			4.13
	6	4.16			
	7	4.3		X13 Trust	8.46
	8	4.16			4.23
	9	4.06		X14 Improvement	11.90
	10	4.12			3.97
	11	3.72			

Source :Primary Data

**Table 6. Job Motivation Variable Index**

X2	12	3.64	23.56	X21 External Motivation	11.48
	13	3.56	3.93		3.83
	14	4.28			
	15	3.8		X22 Internal Motivation	
	16	4.16			12.08
	17	4.12			4.02

Source :Primary Data

**Table 7. Job Satisfaction**

X3	18	3.74	25.42	X31 Works Satisfaction	8.04
	19	4.3	3.63		4.02
	20	3.24		X32 Compentation satisfaction	6.18
	21	2.94			3.09
	22	3.82		X33 Colleague satisfaction	3.82
	23	3.96		X34 Supervisor satisfaction	7.38
					3.69
	24	3.42			

Source :Primary Data

**Table 8. Academic Performance**

X4	25	4.14	23.62	X41	8.26
	26	4.12	3.94	Education and Teaching	4.13
	27	3.86		X42	7.72
	28	3.86		Research	3.86
	29	3.92		X43	7.64
	30	3.72		Community Service	3.82

**Table 9. Total Quality Management**

X5	31	4.02	23.94	X51	4.02
	32	4.04	3.99	X52	4.04
	33	3.54		X53	3.54
	34	3.92		X54	3.92
	35	4.32			8.42
	36	4.1		X55	4.21

**Table 10. Variables Correlation**

Correlations

	X1	X2	X3	X4	X5
X1 Pearson Correlation	1	.278*	.528**	.450**	.484**
Sig. (1-tailed)		.026	.000	.001	.000
N	50	49	50	50	50
X2 Pearson Correlation	.278*	1	.544**	.600**	.498**
Sig. (1-tailed)	.026		.000	.000	.000
N	49	49	49	49	49
X3 Pearson Correlation	.528**	.544**	1	.545**	.556**
Sig. (1-tailed)	.000	.000		.000	.000
N	50	49	50	50	50
X4 Pearson Correlation	.450**	.600**	.545**	1	.677**
Sig. (1-tailed)	.001	.000	.000		.000
N	50	49	50	50	50
X5 Pearson Correlation	.484**	.498**	.556**	.677**	1
Sig. (1-tailed)	.000	.000	.000	.000	
N	50	49	50	50	50

\*. Correlation is significant at the 0.05 level (1-tailed).

\*\*. Correlation is significant at the 0.01 level (1-tailed).

**Table 11. PTS Growth at Private University Coordination (Kopertis) of Region VI, Central Java in the Last Five Years**

Forms of PTS	2008//2009	2009/2010	2010/2011	2011/2012	2012/2013
University	34	34	34	34	34
Institutes	2	2	2	2	2
Higher Schools	70	77	77	77	77
Academies	115	112	112	111	110
Polytechic Institutes	18	20	20	21	21
Total	239	245	245	245	244

Source : Kopertis Wilayah VI Semarang, 2012

**Table 12. New Students Progress in the Big Six PTS at Central Java 2010/2011 Academic Year up to 2012/2013 Academic Year**

PTS	Number of New Students		
	2010/2011	2011/2012	2012/2013
UMS	5,694	5,635	5,515
UKSW	3,386	2,924	2,869
UDINUS	2,584	2,823	2,763
UNISSULA	2,945	2,767	2,658
IKIP PGRI	3,091	2,556	2,611

Source : PDPT Kopertis Wilayah VI Semarang, 2012

**Table 13. Number of Lectures Based on Education Background and Age In Private University Coordination (Kopertis) of Region VI, Central Java**

Education/Age	< 40	40 - 45	45 - 50	50 - 55	> 60	∑	%
S1	3482	792	518	314	209	5315	54
S2	1475	819	801	699	453	4247	43
S3	26	38	79	90	69	302	3
∑	4983	1649	1398	1103	731	9864	100

Source : PDPT Kopertis Wilayah VI Semarang, 2012

**Table 14. The Numbers of Lectures Based on Academic Position and Age Kopertis Wilayah VI Jawa Tengah**

Position/Age	< 40	40 - 45	45 - 50	50 - 55	> 60	∑
Expert Assistant	990	484	342	159	90	2.065
Instructor	334	383	401	352	215	1.685
Chief of Instructor	30	102	207	321	270	930
Professor	1	1	3	15	15	35
Lecturers	-	-	-	-	-	5.985

Source :PDPT Kopertis Wilayah VI Semarang, 2012

Higher Education was also the main agents of state life renewal, as happened in the process of establishing a new order regime in the 1970s which involved Higher Education and students. Their involvement had given great contribution to the New Order government.

#### The Purpose of Higher Education

As stated in the Government Regulation No. 33, 1990, that the main purpose of a Higher Education was to prepare its learners to become parts of the society who owned academic ability who would professionally dedicate, share and widen their academic or artistic competence to improve people's life and enrich the nation life as well.

#### A Potrait of Higher Education in Central Java

Higher Education in Central Java consisted of 110 academies, 2 institutes, 21 polytechnic institutes, 72 Higher Schools, dan 32 Universities throughout many cities in Central Java. Up to October, 2012 there were 250 Higher Educations which consisted of 6 Public Universities and 244 Private Universities (PTS) in Central Java. Table 11 below shows PTS composition in Central Java.

The tight competition between Public and Private Universities made PTS students decline in number. Private Universities were proven to be unable to maintain the number of the students or even add more students entering the Universities. Table 12 below explains the phenomenon:

Table 12 shows that the number of students were decreasing from year to year in terms of potential and registered students. From the table 13 above, more than a half lectures in PTS were still at their S1 degree, and most of them were under 40 years old, and only 3% of them got their doctoral degree (S3) who were mostly at their 45 years old and above. Observing the data above, the young lectures needed to take higher level education instead of keeping the existing degree that they had.

The table above explains that there were 5985 lectures who had not got academic position yet in most of Private Universities in Central Java. Meanwhile, there was only 0,003% Professors out of 10.693 lectures. This condition was alarming since only few of the lectures who had functional position in the Universities.

#### Organizational Culture in Most Private Universities at Central Java

This study found that PTS in Central Java had already owned good organizational culture. Some Universities ran the norms and regulation well, yet some still gave wider tolerance to norms and regulation breaking and concerned on formality

regulation only. Surprisingly Academies had higher level of discipline compared to other forms of PTS.

In the real field, the supervisors gave big influence towards organizational cultures in a Private University. It was based on the interview with a supervisor from an Academy at Sampangan, Semarang. He stated that since his leadership there were no lectures who were absent without any reason.

Role model characteristic as proposed in this study was based on the interview result that role model brought big impact in building organizational culture. Some interview results agreed on this argumentation, which concerned on communication transparency factor:

"The supervisor was very open, she listened and could accept all suggestions"

"The leaders here mostly accepted criticism and were eager on listening solution to overcome certain problems".

"To maintain individual loyalty, I also conducted personal approach."

" Before doing some activities, I conducted briefing towards all lectures and staffs".

" The leader came on time most of the time"

Ironically, at another University the researcher found another fact which was contradictory to the previous fact. In this case role model was necessary after all:

" Even I did not go to campus at all for a week, since I didn't have teaching schedule".

" The leader was very tolerant towards the lectures who were absent"

Some PTS had high and full-commitment lectures while some did not. It happened because of the lack of challenges or there was almost no competition among them. Some statements below may support the argument:

"As a lecturer, I always did my job well".

" Lecturer remuneration stimulated me to work as good as possible".

" There was no direct reward to high discipline lecturer, in fact it was the lecturers' obligation and it was necessary to be developed in PTS".

#### Job Motivation in PTS

Job motivation among lectures in Universities could be caused by at least two; internal and external factors.

The study showed that the lectures job motivation was in good level although there were some complaints regarding their job motivation. The following statements were the example of conversation bringing job motivation issue:

"the salary was far below the Civil Servant (PNS) salary"  
 "we (as the leaders) wanted to pay them as big as PNS, but only we could not afford it"

The inability of most PTS to pay their lecturers as big as Public Universities was because there were no other incomes but from the students. Meanwhile the number of students kept declining from time to time. Therefore the hopes for getting proper salary would be almost impossible if the institution could not make any breakthroughs to obtain other incomes from other sources rather than from the students.

The leader had significant role in stimulating job motivation among lectures. The profession of Lecture still had great prestige in the society, although the Lecturer's salary could be far from the expected one. A leader had to be able to manage this condition. Some conversations below describe job motivation and prestige issue:

"I am proud of being a lecturer, although the salary is out of my expectation"

"Direct reward was given for lecturers who had high job motivation in the forms of the opportunity to follow academic activities outside the campus regionally, nationally and internationally".

Reward could not always be in the form of money. Other things except money could be the main tool for stimulating job motivation. Some institutions may not be able to draft financial compensation in the forms of salary, benefits, bonus, commission and others, therefore simple attitudes were needed to motivate the lectures or staffs and those did not depend on money.

#### **Job Satisfaction in Private University at Central Java**

This study found out that job satisfaction among PTS lectures at Central Java could be seen from job variety. This variety could make the lecturers satisfied and more enthusiastic, in addition becoming a lecturer was a special pride for someone not to mention the hopes of obtaining better salary or other compensation based on the difficulties of their works. Colleagues also gave positive impact towards lecturer's job satisfaction, besides significant attention from the supervisor and proper job promotion given by the institution. The following statements reflected the argument:

"I am comfortable with my job since this is suitable to my abilities"

"The compensation given was far from my expectation".

When the lecturers were asked about things that could make them comfortable when they worked, they said:

"friendship and familiarity made me comfortable in working".

The lecturers were mostly complaining financial problems, but in fact non-financial motivations could give them motivation to work.

#### **Academic Performance in Private Universities at Central Java**

Academic performance was indicated from 3 aspects of education-teaching, research, and community service which were also called "Tri Dharma Perguruan Tinggi" (Three Duties of Indonesian Higher Education).

This study showed that education and teaching aspect in most PTS was still not optimal, and this was because of many factors which related to lecturers quality, and some facilities that were still below standards.

Based on the observation, many facilities in PTS could not fulfill the standards to support the learning process not to mention the quality of lecturers (as shown from Kopertis data). The library as the main site in a University was also remained un-developed in PTS. In research issue, the lecturers had small

interest in doing research as well as community service. The following statements were uttered by some lecturers regarding academic performance:

"There was no research fund from the University".

"The research fund was very minimum"

When the researcher asked the supervisors, they mentioned that the fund was actually there but the number was still limited. This condition caused minimum research culture in PTS. Some theories had described factors that influenced one's performance as individuals working in a particular environment. As an individual, someone had physical as well as non-physical characteristics, and someone characters could not be separated from his environment where he or she worked.

Gibson (as quoted by Ilyas, 2001), stated that theoretically, there were 3 variables which influenced work and performance; individuals, organization and psychology variables. Those three variables influenced personal performance. Attitudes which correlated to performance were mostly dealing with the given tasks to achieve certain position or duty.

Notoatmodjo (2002), described several factors which influenced performance, and he named it as "ACHIEVE" (Ability, Capacity, Help, Incentive, and Environment). The supervisor or leader roles were badly needed to motivate lecturers to conduct research and create research culture.

#### **Total Quality Management**

Total Quality Management was a strategic management to build quality awareness of all processes in an organization. As defined by ISO, TQM was a management approach for an organization which focused on quality, and its members participation to achieve long term success reflected through customers' satisfaction thus gave benefits to all its members and the society as well".

TQM was seen from 5 aspects in this study. The aspects were included into Supervisor/leader's Commitment, Information System Management, Potential Human Resources, All Parties Involvement and Continuous Quality Enhancement Philosophy.

The study indicated that Supervisor/leader's Commitment in PTS was quite good, and the following statements resulted from interview strengthened the argument:

"the supervisor always paid attention to teaching and learning process conducted by the lecturers".

"We, as an institution always paid attention to the lecturers performance".

"The evaluation toward the lecturers' performance was done continuously".

"All academic staffs were involved in new students' recruitment".

Most lecturers had good concern regarding to self-development. Some lecturers took higher education even using their own money, while the institution supported by giving permission letter. This condition showed that the institution gave enough concern towards the lecturer's quality enhancement.

In a healthy organization, there were many quality resources which supported TQM implementation maximally. Hadari Nawawi (2005 : 138 – 141), highlighted some qualities resources as follow:

#### **The head commitment (Like Headmaster) to quality**

This commitment was crucial since it gave direct influence to decision makings, programs and projects selection, human resource empowerment and control manifestation. Without commitment, quality-oriented management functions would not be created.

### Management Information System

This resource was important since all efforts to implement all quality management function would depend on accurate information availability based on the needs and main duties of the organization.

### Potential human resources

Human resources at schools was considered as quantitative asset since their number was countable. In addition human resources was also a substantial obligation to realize the organization's main duties to show the organization existence itself. The quality of main duties realization very much depended on the human resources potentials, which could be manifested through working achievements or even which still resided potentially in oneself and this needed to be developed.

### The involvement of all functions

All functions in an organization could be quality resource, and those were important one another, since those were integrated part which could not stand by itself. Therefore, all functions had to be involved maximally so that each function could support one another.

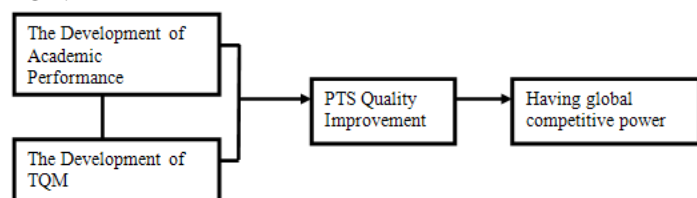
### Continuous Quality Enhancement Philosophy

The available quality resources were fundamental and it depended on the institution head or leader (such as headmaster who got the possibility to be transferred or could ask for transfer) For that reason, TQM realization may not be at the Headmaster as an individual side, it was merely because of the arbitrary characters of the headmaster as an individual. In other words, quality resource had to be transformed to Continuous Quality Enhancement Philosophy to realize TQM.

All quality resources in educational organization could be obviously seen in some manifestations through several dimensions of quality and this should be realized by the headmaster in a particular environment.

### The Next Plan

At the 2<sup>nd</sup> Year, having understood the optimization of Academic Performance Development in Private Universities in Central Java and the TQM Development Model then the optimization model needed to be drafted to support Academic Performance Development in Private Universities in Central Java through the development of Total Quality Management to face global competition by integrating stakeholders' opinions via FGD.



### Conclusions and Suggestions

#### Conclusions

Based on the discussion at the previous chapter, by combining quantitative and qualitative data, some conclusions can be drawn as the following:

1. There was no strong correlation between organizational culture, job motivation, job satisfaction, academic performance and TQM. The correlation between academic performance variables was quite strong between job motivation and TQM variable. Organizational culture and job satisfaction had medium correlation to academic performance as well as TQM.
2. Academic performance in PTS was in medium to good category with the index of 3,94. There were some lecturers with S1 degree and had not got any academic position yet. Education facilities such as library had not met the standards. Research

culture among PTS lecturers were still low due to the limited research fund, particular organizational culture, job satisfaction and TQM. Organizational culture in PTS at Central Java was in good category with the index of 4,07. The available norms or regulations had been done well, while the lecturers' commitment towards the job was also good. Job motivation showed the index of 3,99 or was considered as quite good category. The lecturers showed good dedication towards their job because of personal prestige. Job satisfaction mostly came from non-financial matters, while job satisfaction related to financial matters was still low. The relation among lecturers grew harmoniously, since they had been giving mostly more than 20 years of service, therefore there was a particular family bonding among lecturers.

3. Total Quality Management in PTS at Central Java indicated the index of 3,99 which was in medium to good category. Most Supervisors/heads/leaders in PTS had high commitment towards academic performance, the developed management information system to support the lecturers' academic performance as well as human resources development, it was by giving permission for some of the lecturers to take higher education. Many lecturers had studied at higher education to master degree (S2) as well as doctorate degree (S3) using their own money. Academic staffs were not involved totally in an institution development while evaluation and monitoring of academic performance were still conducted accidentally.

### Suggestions

1. To improve academic performance, there are some elements which are necessary to be built; organizational culture, job motivation, healthy job satisfaction and good TQM.
2. Academic performance needed to be developed by building a healthy organizational culture, improve job motivation and job satisfaction among lecturers.
3. TQM needed to be developed in PTS by building high commitment from the Supervisor/Head/Leader which involved all academic staffs also conducting evaluation and monitoring continuously to achieve stakeholders' satisfaction.

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