Betterment of Educational Quality via Optimizing the Potential of Educational Institutions in Indonesia

By

Sunda Ariana
Universitas Bina Darma
Corresponding author: Sunda_ariana@mail.binadarma.com

Obsatar Sinaga
Universitas Padjadjaran

Abstract

Like in any other sector, quality management has also become an essential factor in the educational sector, encouraging many primary and secondary educational institutions to promote innovative and effective methods to ensure their educational quality. In this context, the student's feedback and management of the educational institutions are also important to make required amendments. Various scholars have focused on the significance of quality management in the context of staff and education management in different schools and colleges. Very little focus was given to educational quality in this regard. Therefore, the present study explores the relationship between university management, educational quality, and university performance in Indonesia. Data was collected from 312 respondents, and SEM was used to test the developed hypotheses. The results of the present quantitative study show that educational quality and university management significantly impact the university's performance.

Keywords: University Performance; Educational Quality; Indonesia; University Management; SEM

Introduction

Quality concern has become an emerging issue in many sectors, such as the corporate or institutional sector. Indonesia's educational sector has also been refined and transitioned to gain the utmost attention so that quality education is provided to the students. Concerning the quality of Education, student satisfaction must be prioritized by Indonesia's educational institutes and education stakeholders. According to Lipsky and Gartner (1989), quality must be considered the supreme priority of Education in every educational institution. The involvement of education components is one of the chief requirements for delivering quality education. Education can attain quality if it integrates and optimizes all of the school's potential. Contrary to this, a collaborative association must be developed among educational institutions and the government to establish and optimize each potential educational institution. The core purpose is for education quality to be enhanced timely because collaboration among school factors, governmental collaborations, and relevant agencies is crucial to confirm education quality.

Due to technological improvements, the rapid informatization procedure has enabled the life horizon in the environment globally to become wider and, at the same time, has resulted in shrunken earth. This, however, gives rise to the authenticity of the fact that most issues in human life have become universal issues or these issues have the capacity that they cannot be separated from the event effects in the rest of the world that can be economic, social, or political

problems. The social cohesion of humanity has gained strength (Dello-Iacovo, 2009). This refers to the authenticity of the human concern for each other has enhanced the liability of every individual, the national and governmental education systems. Education in any country has the potential of establishing/boosting awareness regarding the responsibility of each citizen for his life continuation, not merely to the state and community but also to humanity. Therefore towards this global awareness, Education is regarded as supreme support.

Article 1 of the National System of Education, the national education system operates to develop skills/capabilities and establish decorous national civilizations and character to educate human beings directed at formulating the student's potential to remain authentic and fearful of God Almighty, must entail a noble character, competent, creative, knowledgeable must become democratic and responsible citizens. This means that education guides students to become grownups according to their adequate potential and self-concepts. These students can thus grow, become competent, and have a life full of changes and challenges (Budiharso & Tarman, 2020; Gudo et al., 2011). The research thus aims to accomplish its objectives such as a) To assess the relationship between educational quality and university performance and b) To investigate the association between university management and university performance.

The study holds greater significance because Education is the integral element responsible for developing abilities in an individual as it shapes the civilization and character of a nation with dignity. The governance system thus decides whether the quality of Education is effective or adverse. The educational governance system would be well-developed when its implementation takes place through a sound system with professional and clean managers or regulatory bodies (Nussbaum, 2006). Indonesia's educational system has been transformed to a great extent, where detail behind the sluggish growth of educational institutes is under research these days. The bright future of any country's youth is heavily reliant upon educational quality. The educational quality and management of the educational institutes together guarantee the better performance of the educational sector because quality these days has not merely been confined to the corporate sector but has also gained equal importance in academia. Indonesia's potential for quality education has thus been demonstrated in this study by analyzing university performance when quality education is imparted in higher educational institutes (Biggs et al., 2022). The two most connected constructs are the management of academic institutes and the effective delivery of Education. The academic sectors which are not accurately managed cannot assure the sound/effective performance of educational institutes. The adequate and proper allocation of resources to deliver quality education containing all the necessary attributes that ensure a civilized and capable human resource in the future is required.

Literature Review

According to the study by Tam (2001), educational quality is considered the supreme objective for managing the educational system in any country/nation. These days, educational systems are expected to remain prepared and competent to ensure that students have a thorough and equal educational service. Ramsden (1991) explained that Education provided in any institute must be in complete alliance with the educational standards that a particular institute must decide before enrolling any student. Education is thus expected to fulfill all the requirements of the local community effectively and properly. Cullen et al. (2003) highlighted that the education systems globally had undergone a prominent transformation from pre-colonial and colonial times through the past years of independence to the present day. According to the Republic Law of Indonesia, regarding the National education system, it is

believed that Education is a planned and conscious striving to provoke a learning atmosphere in universities and procedural learning so that the students actively establish their potential to have self-control, the spiritual strength, personality intelligence, skills, noble character and a capable mind that grows day by day through advanced learning.

Educational quality improvement in higher educational institutes has recently been undertaken in most universities globally. In the rapidly advanced technological world where uncertainties have been increased to a great extent, there must be a favorable reaction towards social requirements that higher educational institutes should ensure. The research has shown that universities can ensure effective community services if they are concerned with the rapid/persistent improvement in their service quality (Cave, 1997; Sultan & Wong, 2010). Public Education has increased with time, so the quality orientation in higher education institutes such as universities is important. University education plays a prominent role in the development and growth of scientific, human resource, and cultural Education. According to the study by Carr et al. (2005), the higher educational planners who act as professionals in the policy-making/regulatory bodies must be able to differentiate their strengths and weaknesses and increase scientific developments and must be liable for the educational requirements at the global and national level. This is also essential for improving educational quality programs and procedures. Higher Education, with its domains in the perspective of educational services, is an institution that operates as a place to arrange teaching or Education, community service, and research (Suryadarma & Jones, 2013). Researchers have divided educational quality into several determinants to measure its significance on the performance of educational institutes, such as educational quality, the institute's service quality, and the instructor's quality. If aligned perfectly with contemporary requirements, these determinants shape a civilized society. Education is a basic right of any human being, and quality education is compulsory to strive in the development race these days (Prasetio et al., 2017). With the rapid technological advancement, the devotion and educational system's standards to measure quality have also varied. These days, the measures are communicated equally to academic institute staff to ensure customized learning and teaching tools to enhance students' quality and flexibility (Yudianto et al., 2021).
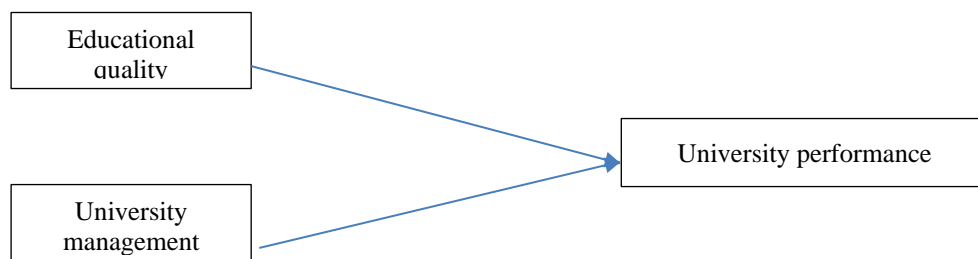

Figure 1: *Theoretical Framework*

Wicaksono and Friawan (2011) highlights that if rigid regulations and control are exerted upon university students, they may become reluctant to learn and grasp new concepts. That is why these days' flexibility and feasibility has incorporated as an essential component in the educational system where controls are not exerted upon students that boast their learning. The performance of educational institutes these days is not measured by the top or highest grades brought by students but through the effective delivery of the university's Education to its students (Digdowiseiso, 2020). The extent to which a certain university ensures the instilment of satisfaction in its students determines the better quality of Education in that institute. According to the researchers, improving university education quality is an important domain to discuss in managing higher educational institutes in almost every developed or underdeveloped country. As regarded as the main organization for developing efficient human

resources, universities play a prominent role in attaining sustainable development in the era of globalization (Sukadari et al., 2021). The university's system quality has been considered from multiple perspectives. With an emerging need to make higher education systems more efficient, adequate, and effective, the policy of assessing tertiary institutions has emerged in developed and developing countries. Three main factors identified by researchers that have influenced higher education systems over the last decades include technological variation, socioeconomic change, and a transition toward globalization. These changes shift higher educational systems into more supreme academic sectors operating effectively according to modern requirements. However, it has been observed that not all educational institutes pay enough attention and concern certainly for the systems in developing countries due to the requirement to decide on the conventional objectives of the university (Pramana et al., 2021).

The study by Shaturaev (2022) highlights that the main challenge in higher Education in Indonesia is no longer resulting in improving access, but quality improvement has been observed. Indonesia has reportedly made effective strides in improving education access over the last few years. Relatively, little progress has been observed to be made in the learning outcomes of university students and their educational quality (Sukadari et al., 2021; Widodo & Hayu, 2021). The country's evaluation of the education system suggests that the worst education quality, poor learning outcomes, improper facilities, and disciplinary issues are the main problems behind sluggish growth and adverse performance of educational institutes that do not show improvement over time. The results of a study highlight that the performance of a higher educational system has less to do with students and is more concerned with internal institutional requirements. Education is the basic right of every citizen and merely granting Education is not enough (Elfindri et al., 2015). A sound atmosphere with incentives and extra activities must also ensure adequacy, growth, and learning. The learning outcomes are mostly considered an appropriate tool to assess the quality of Education.

Research has indicated the reasons for the success and failure of an education system. The unbalanced activities of students, lack of proper facilities, poor environment, and rigid regulations increase students' absenteeism rate. Lack of interest in studies and the least interest in attending university is mostly observed in such students (Logli, 2016; Rulandari, 2021; Yudianto et al., 2021). A good and effective quality education system would result in the production of quality human resources which can have the competency to compete in the global world. Education is considered the main foundation in human resources formation, which can be done through effectively managing the institutes where Education is assured to deliver quality. The quality of Education in Indonesia has changed a lot but is still far from expectations. Based on the above literature following hypothesis has been formulated:

H1: University management has a significant impact on university performance
H2: Educational quality has a significant impact on university performance.

Methods

The research method of a study is crucial in determining important measures for fulfilling the proposed objectives (Bloomfield & Fisher, 2019). Thus, the main aim of the present study is to determine the influence of university management and educational quality on university performance in Indonesia, so the most suitable method for the present study was the quantitative research method. The data was collected from facts and figures via a survey method for this study. Therefore, the positivism philosophy was utilized to ensure an unbiased approach in the present study. It moves toward generalizable outcomes, promoting the use of

the deductive approach in the present research study. After collecting the required data, different statistical tools and techniques were considered to obtain the required results.

3.1 Sample and Procedure

A research study defines the population as the target audience from which required data is collected. The target audience is selected in association with the proposed research objectives. The present study focuses on the impact of university management and educational quality on university performance in Indonesia, so the selected population of the present was university students in Indonesia. Due to time limitations, the researcher could not collect data from such a larger population, so the purposive sampling technique was utilized to select an adequate sample size for the present study. Therefore, a sample of 380 respondents was selected for this study.

A questionnaire-based survey was conducted to collect the data for the present study. In this regard, a questionnaire including two parts (part I focusing on respondents' demographics and part II focusing on variables questions) was created and self-distributed to the selected sample size to ensure the integrity and accuracy of collected data. Before data collection, the aim and objectives were clearly explained to the selected respondents, and their consent was taken. Different ethical considerations were also considered during this study to ensure the respondents' productive and comfortable research environment. No individual was forced to participate in this study, and they could quit whenever they wanted. About 350 questionnaires were received from distributed 380, and after adequate analysis of these questionnaires, incomplete questionnaires were removed, and a final sample of 312 questionnaires was selected for further statistical analysis.

3.2 Measures

The following measures were used to determine the variables under study:

Table 1. *Instruments*

Variables	References	Number of items	Selected scale
Educational quality	(Grammatikopoulos et al., 2015)	7 items	A 5-point Likert scale was developed for this study. Here, 1 = strongly disagree, and 5 = strongly agree.
University performance	(Yusoff et al., 2013)	7 items	
University management	(Ismail et al., 2021)	5 items	

3.3 Data Analysis

After the collection of the required data, statistical analysis was conducted. SPSS software was used for descriptive analysis, followed by validity analysis and CFA to determine the data's suitability for further analysis. Therefore, hypotheses for the present study were developed to determine the impacts of educational quality and university management on university performance in Indonesia, which were checked via SEM technique.

Results

4.1 Demographic Characteristics of Respondents

Table 2 shows the demographics of the selected participants. The total number of respondents was 315. 52.2% of these were male, while 47.8% were female. 24% were younger than 25 years while 29.2% were aged between 25 and 30 years and 31.1% were aged between

31 to 35 years, and 15.7% were older than 35 years. 43.6% of these respondents had a Bachelor's degree, and 33.3% had a Master's degree.

Table 2. *Demographics Summary*

		Frequency (n)	%
Gender	Male	163	52.2
	Female	149	47.8
	Total	315	100.0
Age	Less than 25 years	75	24.0
	25-30 years	91	29.2
	31-35 years	97	31.1
	More than 35 years	49	15.7
	Total	315	100.0
Education	Intermediate	37	11.9
	Bachelors	136	43.6
	Masters	104	33.3
	Other	35	11.2
	Total	315	100.0

4.2 Descriptive Statistics

Table 2 shows a descriptive summary of the present study. In this context, the mean value must be 3 or close to 3, whereas the skewness cut-off value must lie between -1 and +1. The results obtained from the present study showed that mean and cut-off values for every construct were within the stated range.

Table 3. *Descriptive Summary*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
EDQ	312	1.00	5.00	3.5169	1.01500	-.727	.138
UP	312	1.14	5.00	3.4931	.88209	-.513	.138
UM	312	1.20	5.40	3.4064	.93957	-.318	.138
Valid N (listwise)	312						

4.3 KMO and Bartlett's Test

Table 4 shows the accuracy of the collected sample, as the value of KMO was found to be .905.

Table 4. *KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.905
Bartlett's Test of Sphericity	Approx. Chi-Square	3902.525
	df	171
	Sig.	.000

4.4 Rotated Component Matrix

Table 5 shows that the values of all items of the associated constructs of the present study lie between 0.4 and 0.8 in the rotated component matrix. Thus, no cross-loadings were observed.

Table 5. *Rotated Component Matrix*

	Component		
	1	**2**	**3**
EDQ1	.759		
EDQ2	.771		
EDQ3	.764		
EDQ4	.761		
EDQ5	.733		
EDQ6	.781		
EDQ7	.734		
UP1			.748
UP2			.793
UP3			.805
UP4			.857
UP5			.842
UP6			.766
UP7			.824
UM1		.819	
UM2		.791	
UM3		.557	
UM4		.600	
UM5		.592	

4.5 Validity Analysis

For the present study, convergent and discriminant validity were analyzed, as shown in Table 6. The value of C.R. was greater than 0.7 for all variables, while the value of AVE was greater than 0.5. Thus, the suitability of the collected data was assured for further statistical analysis.

Table 6. *Validity Analysis*

	CR	**AVE**	**MSV**	**EDQ**	**UM**	**U**
EDQ	0.873	0.656	0.399	**0.870**		
UM	0.931	0.765	0.351	0.844	**0.789**	
UP	0.902	0.869	0.345	0.689	0.670	**0.993**

4.6 CFA

Table 7 shows CFA for the present study; the observed values of D.F., GFI, CFI, IFI, and RMSEA were found to be following the threshold values. This shows the conceptual model's consistency with statistical tools utilized in this study. Figure 2 shows CFA for the present study.

Table 7. *CFA*

CFA Indicators	**CMIN/DF**	**GFI**	**IFI**	**CFI**	**RMSEA**
Threshold Value	≤ 3	≥ 0.80	≥ 0.90	≥ 0.90	≤ 0.08
Observed Value	1.420	0.810	0.952	0.873	0.084

4.7 SEM

The developed hypotheses were checked by using SEM. The value of p for both H1 and H2 was found to be less than 0.05, so significant outcomes were obtained. Figure 3 shows SEM for current research.

Table 8. *SEM Findings*

Effects	Hypothesized Path	B	S.E	P value	Conclusion
Direct Effects					
Hypothesis 1	EQ-→ UP	.153	.045	0.01	Accepted
Hypothesis 2	UM→ UP	.140	.041	0.04	Accepted

EDQ= Education quality, UM= University management, UP= University performance
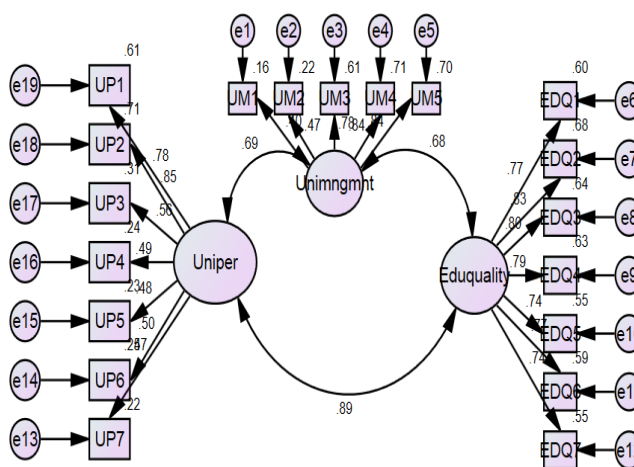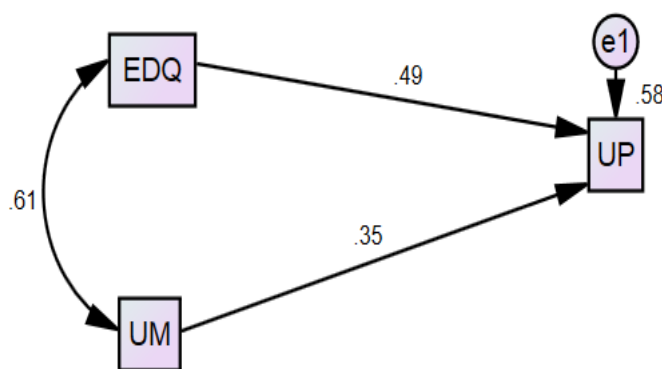

Figure 2. *CFA*

Figure 3. *SEM*

Discussion

Nowadays, educational institutions are becoming the center of attention for many professionals and academics. As a result, the demand for quality improvement in educational services is also rising. This has encouraged various educational systems to take important

measures to provide quality education to students. Thus, the present quantitative study also focuses on determining the relationship between educational quality, university management, and university performance. For this purpose, the data was gathered from 312 respondents by using a questionnaire-based survey method. Later on, statistical analysis was done, and the following two results were obtained, which fulfilled the proposed objectives for the present study:

Firstly, the results obtained from the present study showed that H1 was accepted, stating that educational quality significantly impacts university performance. These results were in association with the findings of Díez et al. (2020). According to Msallam et al. (2020), to ensure educational quality, teachers must promote self-assessment techniques that might improve their performance. It has also been observed that in higher educational institutions, educational quality is essential as it influences the development of important professional and analytical skills among the students for positive outcomes (Shaturaev, 2021).

Secondly, the outcomes of the present study also favored the acceptance of H2, stating that university management significantly impacts university performance. These results followed the findings of Gopal et al. (2021). According to Adams and Blair (2019), an effective leadership management style must be integrated into higher educational institutions to carry out different processes smoothly.

Implications

The empirical evidence provided by the present study has improved the understanding of the relationship between educational quality and university performance. In past literature, more focus was given to the impact of educational quality in schools and colleges. At the same time, very few studies were conducted in the context of universities. Thus, the present study has proven efficient and could encourage future studies to focus on other aspects of quality education in this context. The present could also be efficient in encouraging various university management in developing and developed countries to take important measures to improve education quality by promoting advanced and effective curricula. This might also impact the overall view of students towards the significance of education quality encouraging them to take important steps to improve their learning capabilities.

Limitations and Future Research Suggestions

The present research study is efficient in overcoming the limitations of past studies, but it also has limitations that can be addressed in future studies. One of the most commonly focused limitations of the present study is its quantitative nature. The researcher conducted the survey method due to time limitations, and no focus was given to the respondents' experiences. Another limitation was limited variables. The researcher bias largely impacted the selection of constructs for the present study, and no mediating or moderating variable was involved in the present study, limiting the approach of the present study.

These limitations can be addressed in future studies. In this regard, future studies can focus on a qualitative approach integrating the interview strategy to understand the respondents' detailed concepts regarding the topic under discussion. Future studies can also include mediating and moderating variables such as self-efficacy, motivation, and others to understand the intrinsic factors impacting the relationship between educational quality and university performance.

Conclusion

In Indonesia, the educational sector has emerged as one of the fastest-growing sectors in the past few years. As a result, the competition among these sectors is also increasing rapidly, encouraging many educational institutions to take important measures to improve the quality of their educational programs and staff to achieve a competitive advantage. In this regard, the involvement of the management of the associated educational institution is also vital. Therefore, the present has focused on determining the impact of university management and educational quality on university performance in Indonesia. For this purpose, the data was collected from 312 respondents, and statistical analysis was conducted. The results obtained from this study showed that both educational quality and university management significantly impact university performance.

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