ISLAM AS A QUALITY ENHANCEMENT MODEL

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SEAA1R 2005 lNDONES1A CONfERENCE PROC'EED1NGS Higher Education Reform facing local and Global Changes ~~ Editors: Dr. Raj D. Sharma Dr. Petrina Faustine, SE, MM, MSc. Published 2005 by: WIDY ATAMA UNIVERSITY Bandung 40125 - Indonesia www.widyatama.ac.id Editorial Assistants: Setiadi Yazid, Ir, M.Sc, Ph.D. Saiful Alam, ST., M.M. Fitrah Rumaisa, S.T. Sriyani Violina, S.T. Benny Yustim, S.Si,. MT. Ruli Herdiana Cover design: Ruli Herdiana Printed in Bandung - Indonesia PT. SINAR AGUNG Bandung 40172 ISBN: 979-25-0220-3 Preface from the Editors The SEAAIR 2005 Indonesian Conference represents the fifth international conference of the Southeast Asian Association for Institutional Research. Given the significant environmental changes facing higher both at the institutional and national/international levels, we believe that the conference theme "Higher Education Reform: Facing Local and Global Changes" is very appropriate platform for academics, researchers and university managers to consider at this Bali conference. This year it has been determined that only refereed full papers shall be presented at the Conference. Regrettably this has meant that those papers rejected by the referees could neither be presented at the conference nor included within this refereed proceedings. However, we believe that maintenance and enhancement of the quality of the papers is an important objective for SEAAIR to pursue. The papers are based on experiential and conceptual research undertaken in the universities and higher education institutions drawn from the region as well as the United Kingdom, Australia and Mexico. We believe that this is a valuable collection of papers covering the full gamut of institutional research including quality issues, institutional reviews, teaching and learning developments, strategic management and other related matters. We hope that this collection of papers will assist you to bel)efit from the. r§tnge of perspectives provided at the local, regional and international levels. It is al;o'believed that the papers will provide knowledge and insights that will assist the readers to plan and adapt to changes facing them from higher education reforms and to place their institution! organisation in the best position to gain from the competitive environment. Finally we would like to express our gratitude to all who have contributed to the development of the 2005 SEAAIR Conference and these Proceedings. Warm regards Dr. Raj sharma & Dr. Petrina Faustine, MM., MSc. Joint Editors SEAAIR 2005 Indonesia Conference Refereed Proceedings The s" SEAAIR Annual Conference; Bali, September 14-16, 2005

Facing Higher Education's Globalized Changes : : . ~ . ~.~)\XXIV AKSA, ERWIN: Impact Of Qualified Higher Education Institutions'Output On Company DevelopmenAtnd Sustainability :..x..x.xvi PURNOMO, NONI : Expectation Gap Between Education & Employment Sector........................... ACADEMIC IORUS, NIRWAN: A Macro- And Multifaceted Analysis of Education Reforms In Typical Developing Countries... SHARMA, RAJ D.: Higher Education Reform: The Trend towards Privatization SIWU, S. CLAUDIA; et a1.: Towards Multiversity, A Reform in Higher Education Management ... FAUSTINE, PETRINA: Higher Education Reform through Asia Pacific Network in Information, Comunication & Technology RESEARCH PRESENTATION Sub Themes: Strategy & Policy Analysis SHAWYUN, TEAY; KRISDA TANCHAISAK: A Better Understanding of The Core Values of Thai Undergraduates.· . KAMIS, HARlRI; OMAR A. KAREEM; KHUAN W. BING; M. A WANG: A Model of Higher Education Reform Strategies for Organizational Transformation and Global Competitiveness VILORIA, RULINA B.: An Integrated Approach to Community Involvement Program of San Beda College... SOEHARGO, PAULUS H.: Cooperation with Industries as the Beginning Of Professional ii XXXIX xlii xlviii liv lvii 9 15 The 5th SEAAIR Annual Conference; Bali, September 14-16, 2005 Knowledge Facilitated In Campus 21 EV ANGELIO, RACHEL D.: MARITES D. MANLONGAT; SHARON D. ALEDO: Corporatization as Strategy for Reforming State Higher Education: The Case of Batangas State University, Philippines ;... 26 THANGIAH, CAROLINE KAMINI: Decision Making for Higher Education: An Expose of Issues and Implications.. 33 SANYOTO, PRIYONO EKO; U. BRAJAWIDAGDA: Enriching One-Year Non-Degree Study Program To Accommodate The Students Who Fail The National Final Examination (Case Study In Indonesia) 40 NUGROHO, RA TNA LINDA WATY: Higher Education Degrees: A New Global Currency? 43 SHA WYUN, TEAY: Higher Education Reform: A Strategic Multi-pronged Framework for Academic Institution...... 51 MOHAMAD, MAHADZIRAH; S. M. YASSIN; A. R. ABDULLAH; T. NORDIN SALIM: Improving the Fit Between Higher Leaning Institutions and Employers... 58 JAMALUDIN, ROZINAH : Lifelong Learning: The Awareness ofICT and Education Reform Locally and Globally among Malaysian Society.. 64 KAUR, NAGINDER; ROHA YAH NORDIN: Malaysian University English Test (MUET): In Need of Pedagogical Reform for Educational Reform 70 . SANTIAGO, IMELDA CABRAL: Benedictine Leadership - The San Beda College Administrators' Leadership Style: A Parallelism to Servant- Leadership Teaching of Mathematics and Scienes in English: A Change of Language Policy in Malaysia... 76 ANANT ADJA YA, SAM PD : Teaching In Higher Education: The Needs For Improvement Analysis 82 MOHDNOOR, M. ASRI; R. FAIEZAH R. ARIS; M. FADHILI YAHAYA: Teaching Of Mathematics And Science In English: A Change Of Language Policy In Malaysia 88 MELIALA, JANIT A S.; RAFAEL G. AIDA WIJA YA: The Role Of Gallery Of Stock And Commodity Exchange in Bridging the Gap Between The Industry And Academies........................... 95 LING, PETER; G. ARGER. I. FILONENKO; H. CHUA; C. YIN: Trans-national Education and Cultural Approaches to Learning.. 101 LOWE, ZENAIDA; V. LOWE; JUHARY HJ. ALI:Technology and Educational Effectiveness ...... 108 NGAH, NOR AZILAH; W. M. FAUZY W. ISMAIL: The Migration of Open Source in Higher Education in Malaysia: Issues to Ponder.. 113 PRACHA YANUPORN, PRINN: How to Learn to Live a Full Life?: a Crucial Question to Higher Education Reform 118 ~~,r5WINA OKTORIA: Facing Globalization: Integrating Information And ~LJ3lmology in Indonesian Higher Education 124 SANTHI RAGHA VAN: What Turns Malaysian Workforce

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Performance), Analisis hasil yang dicapai (Analysis the result), Munculkan perbaikan (Move the improvement). UAD classifies the quality management into two areas, i. e. academic program and administrative and educational support unit. The flexible guideline to implement the ISLAM model is created to support those two quality management areas. Keyword: quality management, performance excellence, higher education. INTRODUCTION The higher education institutions including Ahmad Dahlan University (UAD) conceive the importance of the knowledge-based solution to face the globalization convergence effect challenge. Knowledge creating as a main driver on the leverage organization is the new concepts at UAD especially to maintain the growth. UAD relatively had not a quality understanding to serve stakeholder better until! last year 2003. The management saw that quality can be running as usual business. Activities conducted at every management level were looked as many part of the puzzle no chanced to increase the organizational performance synergy. Decreasing entrance society animo to the HEI around Jogja the education city has changed the ornanization conceiving the quality importance. The management seeing togive the better academic servicesrtrrjfie students and others stakeholders tried to find the quality enhancement model fitting to the internal environment as well as the external one. Considering the mission to implement the Islam values at the one side and the alternatives of the management and system perspective, UAD had begun to generate the model. The main paper purpose is to share the experience on how UAD adapted the management system in order to maintain our culture better. ISLAM AS A QUALITY ENHANCEMENT MODEL Basically, every unit at UAD had developed the program assessment methode. Otherwise, the high understanding dispatities among units caused the difference interpretation affected to the difference action at the same case. This quality enhancement model describes the steps to maintain quality of the activity . ..... JIIII"" Munculkan ~ perbaikan - Analisis hasil yang dicapai .... Inisiasi Tujuan .., ,. Sukses Kriteria ditentukan Lampaui Kinerja - ...... ~ Figure 1. The ISLAM circle Dr. Ir. DWI SULISWORO, M.T.; Staff of Industrial Engineering Department & Head of Administrative and Information System Planning Bureau Ahmad Dahlan University 220 THE 5th SEAAIR ANNUAL CONFERENCE; Bali, September 14-16,2005 Track 2: Quality Enhancement and Higher Education Management ISLAM is abbreviation of Inisiasi tujuan (initiate the goal), Sukses kriteria ditentukan (success criteria establishment), Lampaui kinerja (leverages the performance), Analisis hasil yang dicapai (analysis the result), Munculkan perbaikan (move the improvement) is not so different to the PDCA (Plan Do Check and Action) circle. ISLAM model is the quality management circle too, but there is slight modification, the stress is more on activities. The word decision comes merely from the spirit to articulate the Islam values as a clear vision ofUAD using Islam terminology. As a part of the whole of the organization performance, each unit should refer to this circle model to create their activities shown by figure I. ISLAM model implementation gives the resources utility synergetic opportunity to all of units and management levels. Combining the PDCA on TQM, SWOT analysis, and Performance Excellence perspective together, the 7 steps ofISLAM model is suggested to be conducted as shown by figure 2 below: I SWOT Analysis f- I Organization Perspective: ~ Performance Excellence H I Vision, Mission, & ~ Values 7 Steps Inisiasi tujuan Step 1: Articulate the mission or purpose ~ Step 2: Define your unit's goal and objectives ~ Sukses Kriteria ditentukan Step 3: Determine appropriate assessment instruments or methods Step 4: Establish criteria for success ISLAM Model ~~ Lampaui Kinerja Step 5: Conduct assessment activities ~. Analisis hasil yang dicapai Step 6: Analyze the fjndings from your ..roO.;'"; assessments. Munculkan perbaikan ~ Step 7: Implement changes to enhance quality Figure 2. SWOT analysis, Performance Excellence, Vision and ISLAM Model relationship The ISLAM circle implementation divides the management into two major activities, i.e. (1) academic program units, and (2) Administrative and Educational Support units. This paper limited to the first activity

elaborates more detail of each step to increase the innovation. GOOD PRACTICE ON ISLAM QUALITY ENHANCEMENT FOR ACADEMIC PROGRAM Inisiasi Tujuan (Initiate the Goal) Step 1: Articulate the mission or purpose of your academic program. Your program's mission statement or statement of purpose links the program or department to your college or school and ultimately to the overall mission of UAD. In formulating or revising a purpose or mission statement that is integrated into the university's mission, review the university's mission and identify how your academic program supports UAD's mission. Step 2: Define educational and programmatic goals and objectives, including desired student learning outcomes. If any single step is the key for assessment planning, this is it. You will assess student learning relative to the educational goals and objectives you agree upon and establish for your program or department. A goal is a general statement about the aims or purposes of education in your program. Goals are 'long-range outcomes that are written in broad, sometimes vague language. 221 THE 5th SEAAIR ANNUAL CONFJ<:RENCEj Bali, September 14-16,2005 Track 2: Quality Enhancement and Higher Education Management An objective is a specific statement that describes a desired learning outcome for your program. This concept of a learning outcome seems to be the most difficult type of objective for people to understand, but it is really quite straightforward. Peter Ewell, a well-known national assessment researcher, puts it this way: "A student learning outcome ... is ... defined in terms of the particular levels of knowledge, skills and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences." You might choose the following objectives to assess: •

Knowledge outcomes: - major or discipline content - modes of inquiry • General education outcomes: - 2

oral and written communications - critical thinking and problem solving - library and computer use -

quantitative and scientific literacy • Skills outcomes: - those required for effective practice in the discipline or in

future employment - ability to work with others - listening skills - teamwork or leadership • Attitudes and values -

personal - social - ethical - related to diversity • Behavioral outcomes (most of these are outcomes that are

important to your program but do not give direct evidence of student learning): - current students o

persistence and choice of major o **course selection and completion - former students** o **employment**

information o **graduate school or other further education** o **professional activities** o **community**

contributions o **evaluation of satisfaction with the program's preparation**

Sukses Kriteria Ditentukan (Success Criteria Establishment): Step 3: Identify and describe appropriate assessment instruments or

methods. After you have identified goals and objectives, decide on appropriate assessment approaches. 1

What sources of evidence could you gather that would convince you (and othersl) **that your students**

are reaching the desired learning objectives? Remember the nine principles: **comprehensive assessment**

strategies frequently require the use of more than one assessment to determine program effectiveness. Before

you feel overwhelmed, here are a couple of points to keep in mind: • Stagger assessments - not every

assessment has to be conducted every semester or every year. They can be done on a biennial or triennial basis,

if appropriate. • Course grades - while a source of information about individual student achievement, these do not usually provide information about overall programmatic outcomes. Here are some examples of assessment approaches: Direct Indicators of Learning - students demonstrate what they know or can do • assessments in a capstone course that gauge students' total learning • course-embedded assessments • tests and examinations (locally or commercially produced) - be careful since what is tested needs to match well with your desired learning outcomes • portfolios of work over time • pre- testlpost **-test comparisons • exhibitions • clinical evaluations**

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products such as papers or oral presentations • videotaped or audiotaped performances or simulations • 1 **observations of students in case studies or other** problem solving **situations Indirect Indicators of Learning - students or others report on student learning • supported opinions of external reviewers • surveying and exit interviewing of students • surveying of alumni • surveying of employers (about learning demonstrated on the job) • analysis of curriculum and syllabi • success of students in graduate school • success in careers or employment**

Step 4: Establish criteria for learning success. It is important to know what level of achievement will tell you that your program helps students achieve learning success. Here are only a few examples; think of what is important to you: • 70 percent of students can solve a complex, real-world problem using skills developed in your program. • A panel of experts rates highly the performance of students on their oral presentations in a capstone course. • 75 percent of students can take reference materials and write an acceptable speech for a town council. • The program advisory group reports that graduates have appropriate entry-level skills. • 80 percent of students can pass your professional licensure exam on the first attempt. • Panels of reviewers confirm that student portfolios reflect progressive development of critical thinking skills over time in your program. • 95 percent of students and employers of graduates indicate satisfaction with your program. • Interviews with graduating seniors indicate that students are overwhelmingly pleased with your program, but desire more internship possibilities. Lampaui Kinerja (Leverage the Performance): Step 5: Conduct assessment activities. ,.. Put your plan into action. Conducting assessment activities could include having a parrel'i-ead a set of papers, taking a sample of oral presentations and reviewing the videotapes, or conducting a focus group with seniors. This time is marvelous to see what students can do, find out what they think and look more closely at your curriculum. Think through developing the tools you will need. For example, a scoring rubric may be useful. If you plan assessments so that they are comparable over time and the sample sizes are adequate, you can gather valuable feedback on your program's effectiveness. Analisis Hasil yang Dicapai (Analysis the result): Step 6: Analyze the findings from your assessments. What are the implications of the fmdings? How did students do compared to your expectations? What program changes could you make to improve student knowledge and skills that did not reach criterion success levels? What can you infer from the data? What future actions

should your program take? As you discuss the assessment results and their implications with others in your program, remember to celebrate what the program has accomplished in relation to what it hoped to accomplish. Are students achieving expected outcomes? This time also is for you to revisit and improve your assessment measures. Remember to document assessment findings. Summarize the results for reporting purposes, but be sure to retain details of documentation in your own files so that you can review performance, and progress, over time. 223 THE S'h SEAAIR ANNUAL CONFERENCE; Bali, September 14-16,2005 Track 2: Quality Enhancement and Higher Education Management Munculkan Perbaikan (Move the improvement): Step 7: Implement changes to enhance quality. The results of this process should not sit on your shelf. To avoid having done a hollow exercise, you must "close the loop." If you have moved through the steps ofthis model, you will have evidence in hand that is important to you; use it to make improvements in your academic program in order to improve student learning. How can you help students develop the outcomes you wish to see? Perhaps you need to add or modify learning opportunities, give more chances for students to develop their skills in certain areas, or improve advising so that students take courses in a sequence that helps them develop key skills. Also review your assessment plan. Is it time to make changes in your goals and objectives? Are your assessment methods giving you the quantity and quality of information you need? CONCLUSION This circle model has been developing continuously to improve our understanding on serving quality. Though we have shared to many units, the implementation result still not so good enough. There are many factors considered the revision. REFERENCE: Malcolm Baldrige Performance Excellencefor Education, 2005 Barsaga, E.B., 1995, School effectiveness: Its indicators and knowledbase, SEAM EO Soyusiawati, D., 2005, Menyusun 'Action Plan' Program Penerapan Sistem Mutu di Perguruan Tinggi, UAD, not published Sulisworo, D., 2005, White Paper of BAPSI, UAD, not published 224 5th Annual Conference ...-.-.;...-::-:::..::...:...:... " WIDYATAMA on f -..u.......:....r.. SEAA1R Westin ResortNusaDua ~ BALI-INDONESIA 14th _ 16th September 2005 Organizer: WIDYATAMA UNIVERSITY www.widyatama.ac.id

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