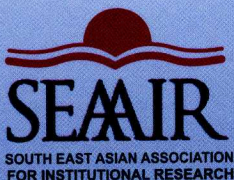


SEAAIR 2005
INDONESIA
CONFERENCE PROCEEDINGS

Higher Education Reform
Facing
Local and Global Changes

Editors :
Dr. Raj D. Sharma
Dr. Petrina Faustine, SE, MM, MSc.



UNIVERSITAS
WIDYATAMA

Prepared for the 10th Annual

The NAMAIR 2005 International Conference represents the high international standards of the Southeast Asian Association for Institutional Research. Given the significant environmental issues facing higher education at the institutional and national/international levels we believe that the conference theme "Higher Education: Addressing Local and Global Challenges" is very pertinent platform for academic research in an interdisciplinary manner to be carried out in this conference.

This volume has been determined to only contain refereed papers shall be presented at the conference. Respectfully the editorial board has accepted the papers selected by the referees which will be presented at the conference and published within this refereed volume. In addition we believe that the conference and the success of the quality of the papers are dependent upon the efforts of all participants.

The papers are from an extensive and ever-growing research undertaken in the universities and higher education institutions across the region as well as the United Kingdom, Australia and Africa. We believe that this is a valuable collection of papers covering the latest trends of educational research including quality issues, institutional development, leadership and learning developments, strategic management and

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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 benefit from the range of perspectives provided at the local, regional and international levels. It is also 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

TABLE OF CONTENT



WIDYATAMA
on
SEAAIR
South East Asian Association For Institutional Research

PREFACE	i
TABLE OF CONTENT	ii
OPENING SPEECH	
BRODJONEGORO, SATRYO SOEMANTRI: Higher Education and Nation's Competitiveness A Reform Needed.....	vii
KEYNOTES SPEECH	
GORDON, GEORGE: Global, International, National and Local Dimensions of The Pressures For Reform of Higher Education.....	xii
AROE, MATTHIAS: Preparing Human Capitals in Higher Education To Meet The Need Of The 21st Century Knowledge Age	xxii
LYON, PHILIP E.: Tea Towels and Kimchi: Issues In Cultural Understanding	xxv
INVITED PAPERS	
INDUSTRY	
ABENG, TANRI: Professional Competence Influences in Facing Higher Education's Globalized Changes.....	xxxiv
AKSA, ERWIN : Impact Of Qualified Higher Education Institutions' Output On Company Development And Sustainability	xxxvi
PURNOMO, NONI : Expectation Gap Between Education & Employment Sector.....	xxxix
ACADEMIC	
IDRUS, NIRWAN: A Macro- And Multifaceted Analysis of Education Reforms In Typical Developing Countries.....	xlii
SHARMA, RAJ D.: Higher Education Reform: The Trend towards Privatization	xlviii
SIWU, S. CLAUDIA; et al.: Towards Multiversity, A Reform in Higher Education Management ...	liv
FAUSTINE, PETRINA: Higher Education Reform through Asia Pacific Network in Information, Communication & Technology	lvii
RESEARCH PRESENTATION	
Sub Themes: Strategy & Policy Analysis	
SHAWYUN, TEAY; KRISDA TANCHAISAK: A Better Understanding of The Core Values of Thai Undergraduates.....	1
KAMIS, HARIRI; OMAR A. KAREEM; KHUAN W. BING; M. AWANG: A Model of Higher Education Reform Strategies for Organizational Transformation and Global Competitiveness	9
VILORIA, RULINA B.: An Integrated Approach to Community Involvement Program of San Beda College	15
SOEHARGO, PAULUS H.: Cooperation with Industries as the Beginning Of Professional	

Knowledge Facilitated In Campus	21
EVANGELIO, 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, RATNA LINDAWATY: Higher Education Degrees: A New Global Currency?.....	43
SHAWYUN, 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 of ICT and Education Reform Locally and Globally among Malaysian Society.....	64
KAUR, NAGINDER; ROHAYAH 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 Science in English: A Change of Language Policy in Malaysia.....	76
ANANTADJAYA, SAM PD : Teaching In Higher Education: The Needs For Improvement Analysis	82
MOHD NOOR, 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, JANITA S.; RAFAEL G. AIDA WIJAYA: 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
PRACHAYANUPORN, PRINN: How to Learn to Live a Full Life?: a Crucial Question to Higher Education Reform	118
SINOMPING, SARRINA OKTORIA: Facing Globalization: Integrating Information And Communication Technology in Indonesian Higher Education	124
SANTHI RAGHAVAN: What Turns Malaysian Workforce On To Open And Distance Education: Research Describing Needs To Participate	130

Sub Themes: Quality Enhancement & Higher Education Management

AREOLA, EUNICE MARETH QUEROL : A Proposed Model For The Teaching

And Learning Of Entrepreneurship	138
CHARLESON, IAN; MOH. FARID: Benchmarking Academic Quality Assurance in an Indonesian Higher Educational Institution	144
SOEDIJATI, ELIZABETH KOES; D. KUSUMASTUTI; SURACHMAN S : Developing Entrepreneurship Through Learning Style (Research Study In Widyatama University – Indonesia)	150
ABAS, BAHIJAH; ZURAI DAH ZAINOL; AB. WAHAB HJ. MAT : Entrepreneurial Intentions Among Students Who Undertake Graduate Entrepreneurship Training At The Universiti Pendidikan Sultan Idris (Upsi)	157
DIONIO, PATRICIO C.: Process-Focused Quality Standards for Distance Education	164
JOHARI, HARYATE; ZORAINI WATI ABAS; AHMAD ZULKARNAIN RAMLI : Quality Assurance In The Development of Open Distance Learning Materials At Open University Malaysia	171
BAHROOM, RAMLI; LATIFAH ABDOL LATIF: Satisfaction Survey: Towards a "Learner-Centered" Support Services.....	177
PRATMININGSIH, SRI ASTUTY: Service Quality in Higher Education: A Tool For Directing Continous Improvement	183
LEE, NAGARAJAH; IRIS SYAWE SEH LING: Students Satisfaction and Their Perceived Importance of the Quality of Services: An Empirical Investigation in a Malaysian Public University	189
VOON, BOO HO; KAREN KUEH: Voices of students: A customer-focused approach to continuous quality advancement in higher education	195
TANGCHITCHAROENKHUL, RUNGNAPA; S. KANJANAWASEE; NONGLAK WIRATCHAI: An Efficiency Comparison of the Faculties of Education, Rajabhat Universities at Different Periods from Multi-Group Evaluators: Data Envelopment Analysis Results	201
SUSETYO, SASONGKO BUDI; DJUWARI: Ethical Orientation and Ethical Decision Making, by The Students at Higher Education before and After Taking The Subject of Professional Ethics.....	208
KWANMUANG, SAGEEMAS; S. WONGWANICH; S. BOWARNKITIWONG; N. WIRATCHAI: Factors Affecting Research Productivity of Faculty Members In Public Universities	215
SULISWORO, DWI: ISLAM As A Quality Enhancement Model In Ahmad Dahlan University	220 ✓
AZIZ, HASSANUDEEN ABD.; NOR AMINAH KOSTOR; NORA NASIR: ISO 9000 and the Balanced Score Card: Converging Into One Quality Management System	225
WAN MUSTAFFA, W. SALMUNI; S. MOHD SHOKORY; H. KAMIS: Multi-Criteria Decision Making for Academic Staff Promotion in Malaysian Public Higher Education Institution: Analytic Hierarchy Process (AHP) Technique	230
JING, WU; GAN CHE NG; RAJ SHARMA; YAN, JUN: Student Involvement in Campus Management: A Case Study of a Chinese University	237
SOYUSIAWATY, DEWI; ANI WINDARTI: The Application Of ISO 9001:2000 In Universities To The Web Based Registration Service	243
ZULGANEF; ALFIAH HASANAH: The Role of Higher Educational Institution in Reducing Discrepancy between the Comprehension and Application of Management Study in Indonesia.....	247
YONGSORN , CHATUPOL; SUWAPORN TANGSOMWORAPONGS: A Study on the Staff's Educational Quality – Assurance Operation at Royal Thai Air Force Academy, The Royal Thai Air Force Air Education and Training Command	253

SUTOKO, MAME S.; PETRINA FAUSTINE; ADE FAISAL; Higher Education Service Quality Analysis Using SSI Dimensions	260
---	-----

Sub Themes: Technology for Education & Teaching Learning

RAGASA, CARMELITA Y. : A Comparison of Computer-Assisted Instruction and The Traditional Method of Teaching Basic Statistics.....	268
---	-----

CANCELLED

SAHETAPY, ELFINA L.; SUHARTATI; GO LISANAWATI : Activity Based Learning (Abl): Innovation To Enhance Learning Process In Legal Higher Education	274
---	-----

RAMAYAH, T; O. MOHAMAD.: Complementing Classroom Teaching with an Internet Course Website: Does Gender and Race Matter	278
--	-----

ABAS, ZORAINI W. : E-Readiness Among Enablers of E-Learning: Its Impact on Higher Education	283
---	-----

SOBIRIN, ACHMAD; AL HASIN; TRIAS SETIAWATI : From Functional To Process Based Structure: Redesigning The Organization Of Higher Education Institution The Case Of Universitas Islam Indonesia	289
---	-----

INDRAPRASTHA, ASWIN : Hybrid Method for Integrating Technology in Learning Process	295
--	-----

NG, RICHARD : Impact of COL on the Participation Behavioral Pattern of Learners and Tutors in the Online Discussion Forum	300
---	-----

PEÑA, ALEJANDRO; HUMBERTO SOSSA, AGUSTIN GUTIÉRREZ: Intelligent Web Software Engineering	307
--	-----

NAPIS, SUHAIMI; Z. KASA; AIDA S. MD. YUNUS; A. ASMUNI; B. A. SAMAH; M. ZUL M. YUSOFF; M. R. KHANAFIE; H. A. WAHAB : Issues On The Implementation Of Webcast Technology From The Perspective Of Instructors.....	314
---	-----

KHALID, H. MOHD, HALIMATOLHANIN; CHAI CHOUNG LEE; ABTAR KAUR : Perception of Tutors on the Creation, Development and Delivery of Pre-Tutor Training Activities Using Online Technology.....	319
---	-----

HASHIM, RAHMAH : Reaching Out to Virtual Students via LMS, the OUM Way: A Content Analysis of Online Discussions Among CBMM 2103 Students.....	325
--	-----

ISKANDAR, A.A.; A. WARIS; W. SRIGUTOMO; W. SUTRISNO; F. HARYANTO; S. BIJAKSANA; D. SUTARNO; TRIYANTA; P. ARIFIN : Research Based Learning A Novel Approach In Indonesian University Education System	330
--	-----

SHARMA, RAJ; D. WHITEHEAD; G. HARDY; Staff Satisfaction with Information Resources in a University of Technology	336
--	-----

WAGNER, KARL : The Reformed Usage of Email Communication within an ODL University	342
---	-----

RAZAK, NORIZAN A.: Towards the Democratization: An Analysis of Malaysian E-Community Centers in Bridging The Digital Divide	349
---	-----

BOONROD, WALLAPA : A Development Of Instruments And The Measurement Model Of Mentoring Effectiveness In Nursing For The Royal Thai Army Hospitals	354
---	-----

ASTIKA, GUSTI : A Task-Based English Syllabus Development: A Study Of Tour Guiding Tasks In Bali.....	361
---	-----

LIAWATIMENA, SURYADIPUTRA; DEBBY TANAMAL : Continuous Improvement In Teaching And Learning: Sharing Practice From Bina Nusantara University	366
---	-----

WANICHAGUL, CHUMPOT : Development Of An Integrated Curriculum And Instructional Model For General Education Subjects In Rajabhat Universities..... 373

SHARMA, RAJ; XIAOSHEN ZHU : Learning And Teaching In Chinese Higher Education: Student Perceptions In English As Foreign Language Program..... 379

WEI, WS; ROSLI HAMIR; SH ROSFASHIDA S. A. LATIF; K. MUTHUSAMY : Teaching Engineering Programme Via Open And Distance Learning-The Perceptions And Challenges 388

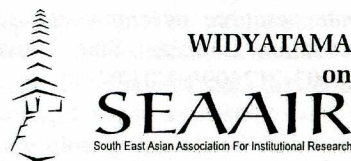
TEO, AI KIAT; B. HO VOON : Teaching Summarizing Skills: Testing For A Student-Oriented Approach 391

SALLEH, M. NOOR; LATIFAH A. LATIF; R. BAHROOM; ZAINAL A. AHMAD; M. J. MUHAMMAD: Counseling: A Retention Initiative In Open University Malaysia..... 396

JINGYUAN, FU: Developing Learner Autonomy For Oral Language Through Metacognitive Strategies 402

**ISLAM AS A QUALITY ENHANCEMENT MODEL
IN AHMAD DAHLAN UNIVERSITY**

Sulisworo, Dwi



ABSTRACT

Each higher education and institution generally has unique characteristics that represent its organization vision. This unique vision will determine the management system perspective which will be used. The organization mission is to apply Islamic values in its institution; therefore, UAD has to seek and to find out the suitable model to enhance the quality. By adopting and adapting from many management systems, UAD has generated the ISLAM model as a quality enhancement model.

Basically ISLAM possesses a number of spirits to apply the value of PDCA in TQM, SWOT analysis, and Performance Excellence (Malcolm Baldrige). ISLAM is the extending of Inisiasi tujuan (Initiate the Goal), Sukses kriteria ditentukan (Success Criteria Establishment), Lampauai kinerja (Leverage the 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 organization conceiving the quality importance. The management seeing to give the better academic services to the 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 method. Otherwise, the high understanding disparities 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.

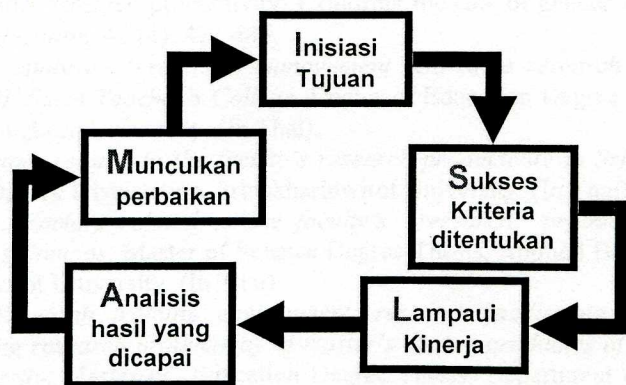


Figure 1. The ISLAM circle

ISLAM is abbreviation of *Inisiasi tujuan* (initiate the goal), *Sukses kriteria ditentukan* (success criteria establishment), *Lampau 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 of UAD 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 1.

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 of ISLAM model is suggested to be conducted as shown by figure 2 below:

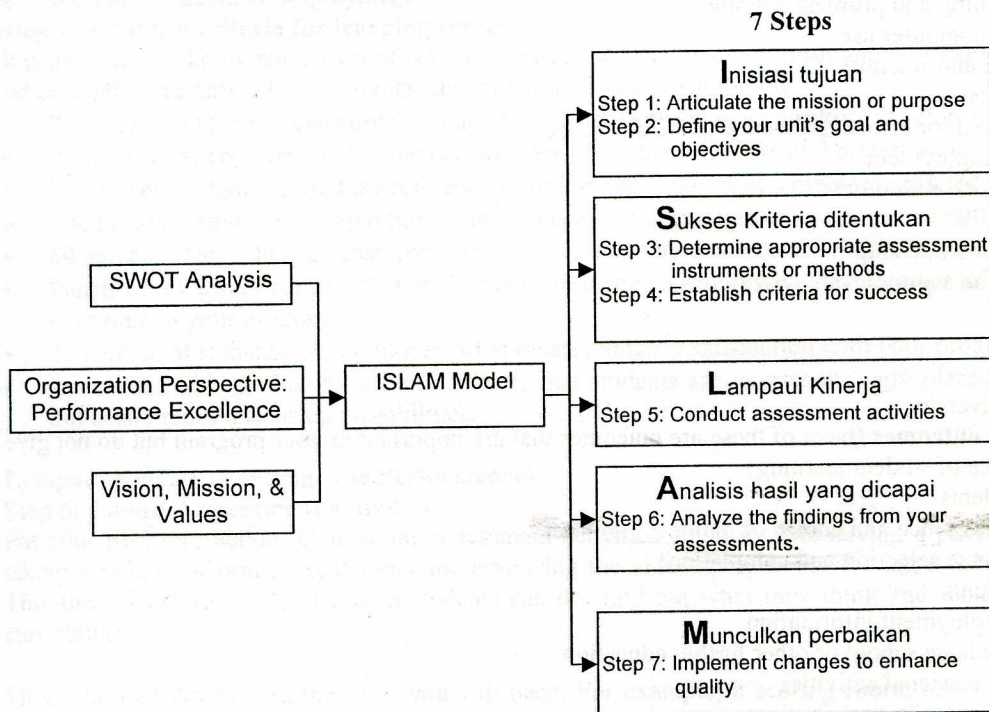


Figure 2. SWOT analysis, Performance Excellence, Vission and ISLAM Model relationship

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.

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:**

- 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
 - persistence and choice of major
 - course selection and completion
- former students
 - employment information
 - graduate school or other further education
 - professional activities
 - community contributions
 - 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. What sources of evidence could you gather that would convince you (and others!) 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-test/post-test comparisons
- exhibitions
- clinical evaluations

- products such as papers or oral presentations
- videotaped or audiotaped performances or simulations
- 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.

Lampau Kinerja (Leverage the Performance):

Step 5: Conduct assessment activities.

Put your plan into action. Conducting assessment activities could include having a panel read 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 findings? 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.

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 of this 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.

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