

The Development of Academic Services Model in Enhancing Better Graduates Quality

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Abstract—A good and integrated academic system service is one of the factors that can determine the quality of graduates of higher education institutions. The research focuses on the analysis and exploration of an integrated academic service system implemented by the Pertiwi School of Economics, which consists of a new student admissions process, an academic service information process, a teaching and learning process, an assessment system and an overall service process. This research is a preliminary study to examine students' perceptions of the current integrated services. Research data were collected from students in semesters 4, 6 and 8 through a survey conducted. The results showed that, in general, students were not satisfied with the academic system services currently being run at a dissatisfaction rate of 47.7%. Of course, this figure is very large and needs better handling. This figure clearly illustrates the overall results, which are focused on the assumption that the admission process for new students is not ideal at a rate of 53.3 per cent, while the satisfaction with the academic information process is 73.3 per cent, while the satisfaction rate with the services provided by lecturers in the preparation for learning is 66.7 per cent, and the innovation and creativity of the learning process is 66.7 per cent. The novelty of this study is the discovery of a more integrated service model. The results of this study are also preliminary studies for further research using the Design by Research (DBR) research model.

Keywords—*graduates' quality, higher education academic quality services, quality education*

I. INTRODUCTION

Education as mandated by law is the right of all citizens and, in order to do so, the State must be present to serve the community in the realization of the right to education. The term Education For All (EFA), which has been adopted throughout the world, is intended to give basic rights in the form of education to all citizens, both able and poor [1,2].

Education is the whole phase of the development of human abilities and behavior. It's used in all aspects of life. This view suggests that education is crucial to human life, either for the environment or for the nation.

We should have the soul realize the ideals of the Indonesian people set forth in the Constitution of 1945, that is, to educate the life of the nation. Article 31, paragraph 1 of the Constitution of 1945 states, 'Every citizen has the right to education.

Education is part of the process of economic progress [3]. Quality education is education with high-quality graduates, namely graduates with good knowledge, skills and behavior [4].

In accordance with the government regulations, education has a function and purpose to develop Indonesian people. This is stated in Law No. 20 of 2003 concerning the National Education System. According to the Law, Education functions to develop capabilities, as well as to shape characters and national civilization to educate the nation's life [5]

But what kind of education is expected to be an integral part of a nation's progress? [6]. The answer is of course the education with quality.

Referring to National Education System Law No. 20/2003 Chapter IX Article 35 on National Education Standards, which provides that the National Education Standards shall consist of standards for content, process, competence of graduates, teaching and education staff, facilities and infrastructure, management, financing and assessment of education [7].

The Organization for Economic Co-operation and Development (OECD) argues that the quality of education can be defined and seen from six different perspectives or perspectives: the view of productivity; the view of instrumental efficiency; the perspective of adaptation; the perspective of equity; the perspective of efficiency; and the view of disconnectedness [8].

While UNESCO defines quality education as referred to in Ng [4] if it meets 5 criteria, such as: (1) Apprentices who are healthy, well-nourished and ready to participate and learn (2) Environments that are healthy, safe, protective and gender-sensitive and provide adequate resources and facilities; (3) Content that is reflected in the relevant curricula and materials.

(4) Processes through which trained teachers use child-centred teaching approaches; (5) Outcomes that include knowledge, skills and attitudes [4].

Higher education is one of the institutions in which it becomes the last instrument for shaping the quality of human resources that can contribute to society. These expectations must be met by the quality of teaching in tertiary institutions. And a comprehensive system that covers the whole is needed to ensure quality.

Over the last two decades, higher education systems and institutions around the world have undergone extensive changes and reforms to improve quality. The drive to produce systematic evidence of efficiency and effectiveness Teaching Quality (TQ) is considered to be an important component in improving the overall quality of higher education institutions [9,10].

Higher education is at the heart of society's efforts to generate economic growth and provide social security. Even though higher education accounts for only a small proportion of welfare state expenditure, policymakers and their advisers argue that reforming it will improve both social inclusion and economic performance in increasingly globalized and "knowledge-based" competition [11,12].

In response to the globalization of the economy, the higher education environment is transforming the commercialization of knowledge and the advancement of information technology. Information technology provides new management and learning opportunities that lead to non-traditional global competition between universities [13,14].

Education for Sustainable Development (ESD) or Sustainability Education (SE) suggests a science-based and balanced curriculum that will include sustainability in academic and research courses [15,16].

And because the education system is based on the academic administration system the entire system must be able to control and ensure that the graduates produced are able to contribute to society [17].

Quality academic administration is needed for global competitiveness as well as market demands, for each higher institution and for assessing its current output of services in the face of super and international competitors [18,19].

Systemically by The School of Economics and Business Pertiwi already has an integrated system to ensure the quality control of the entire process, but the implementation of this system has not been optimal for all stakeholders to date.

The aim of this study is to see how stakeholders view and respond to an academic system that is designed to improve the quality of graduates produced. This research has also been conducted to examine students' perceptions of the quality assurance of graduates as users: 1) the selection system that has been implemented; 2) the selection of courses by academic advisers; 3) the assessment of mid-term and final semester reviews; 4) the preparation of lectures in teaching and learning

processes 5) the guidance and 6) the entire academic service process.

II. METHODS

This study employed a survey model research and quantitative research. This research is a preliminary research to gain some data in doing further research. The data were taken from all related parties experiencing and implementing academic model run by The School of Economics and Business Pertiwi. They are the Chairman, vice chairman of academic affairs, vice chairman of students' affairs, the vice chairman of financial affairs, study programs head, head of academics administration, students from all campuses and the industries.

But at the first step, the researchers used the students from the different semesters as users of the system.

The data were collected by questionnaire, distributed to students from semester 3 until semester 7 who has experienced with the academic systems services.

III. RESULTS AND DISCUSSION

The results found that as a whole the level of satisfaction felt by students are not really satisfying as only 58,1% felt that they are very satisfied and satisfied with the services. The rest of 41,9 felt that they are fairly satisfied and even they were 3,2% from those percentages who felt that they were very satisfied with the services.

A. Overall Satisfaction

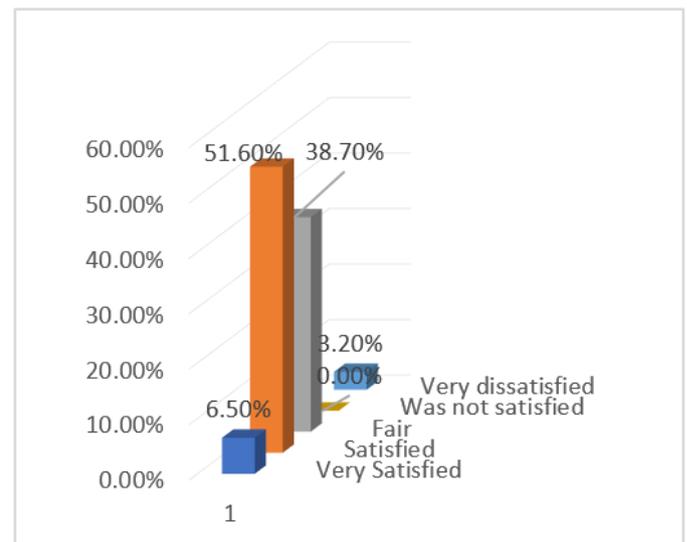


Fig. 1. The overall satisfaction of educational services.

These results in figure 1 shows indicate that there is still a need for improvement in the overall services of the academic process. In particular, the quality of graduates desired by universities will be affected by a good academic process.

This is in line with the theory developed by Ms Donald [9] which state that during the last two decades, higher education systems and institutions worldwide have undergone extensive changes and reforms related to improving quality. A substantial feature of these changes has been the drive to produce systematic evidence of efficiency and effectiveness teaching quality (TQ) is considered an important component in improving the overall quality of higher education institutions.

B. Selection Process

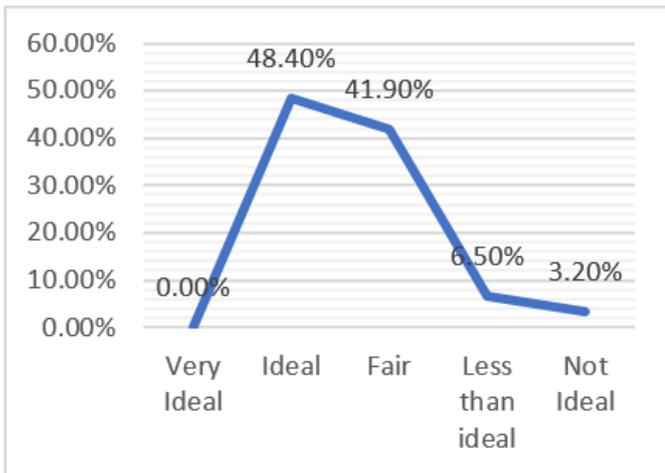


Fig. 2. The level of satisfaction on the selection process.

The figure 2 shows that students think that the level of satisfaction on the selection process indicates lower level of satisfaction in which the number reaches 48,4% while the rest on the average level or below.

The next academic process is the selection process, where this process will also have a significant impact on the quality of the graduates produced. The better the process of selection, the better the quality of graduates.

From a student perspective, it is known that, in general, the selection process was not ideal for the determination of accepted student candidates. This should be an ideal challenge where universities require a rigorous selection process to ensure that students can be accepted into these colleges.

These results are consistent with the research that has been identified by Skolnick [12] which states that quality and institutional diversity are widely regarded as important properties of an effective system of higher education. It has sometimes been suggested, however, that the manner in which quality assurance processes, including those of selection processes are designed or conducted could have the effect of constraining or reducing institutional diversity.

Minimum requirements for admission to baccalaureate programs in different sectors of postsecondary education may be exogenous to the quality regulation system, or they may be regulated by a quality assurance agency.

C. Socialization of Academic Process

The result found that most students admitted that they were well informed about the academic process. There some students were confusedly not informed or even did not know exactly what had happened at the university or as new students they should have been aware of the whole process.

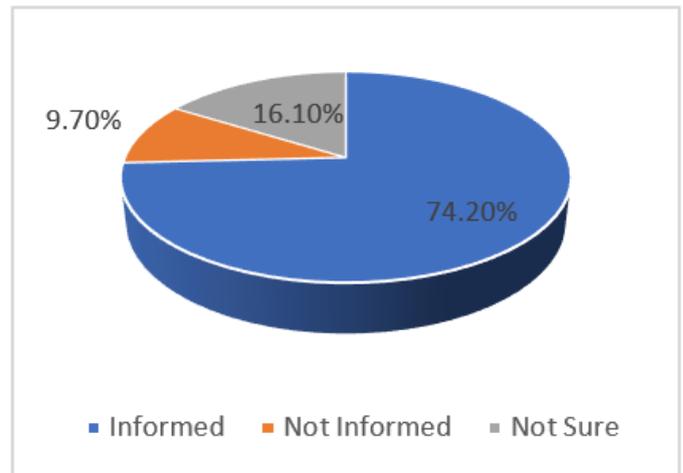


Fig. 3. The socialization process.

In fact, this result is a bit different from the research by Laura Dzelzkalāja and Jnis Kapenieks [20] in which socialization is mostly, if not 100 per cent, attended by new students, as it was like a game plan for them to follow the whole process during the years of study. The research also states that it is essential to have a clear interactive university structural framework that put into action the university mission and vision and restrain any cultural and political effects on the implementation of technological strategies

D. Lecturers' Preparation in the Learning Process

The data shows that not more than 75% percent of the lecturers had a good preparation. This result is scaring as lecturers were one of the most important factors in determining the quality of the graduates. If they were unprepared the whole processes could be easily analyzed and anticipated.

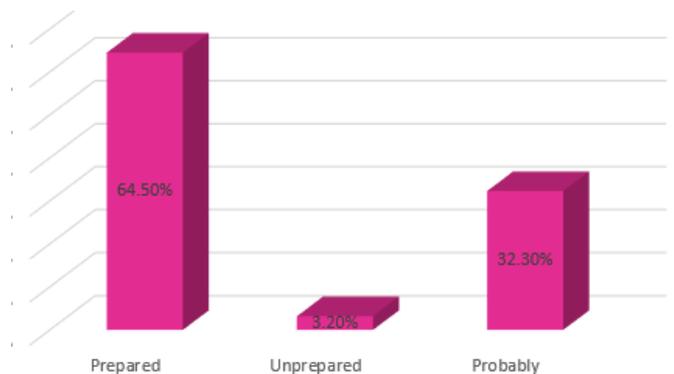


Fig. 4. Lecturers' preparation in the learning process.

The figure 4 show that the result was confirming the research that state the need of the lecturers' readiness on doing the teaching and learning processes. Efficient teaching has a multidimensional structure that encompasses learning, enthusiasm, organization, group interaction, individual reporting, breadth of coverage, workload, exams / grading, and assignments. Research literature on effective teaching, particularly in higher education, suggests that a supportive learning environment, academic expectations, scaffolding and clarity are key features of an effective lecturer [10].

In this context, a supportive learning environment includes activities such as the provision of intellectual excitement and stimulation, extensive subject knowledge, a climate of accessibility, the provision of a motivating environment, recognition of student diversity, and also respect for and interest in students [21].

E. Lecturers' Material Readiness in the Learning Process

The different results were obtained from the willingness of lecturers to prepare teaching materials such as Power Point Presentation and other sources. The result was a bit confusing, as it contradicted the previous results (figure 5).

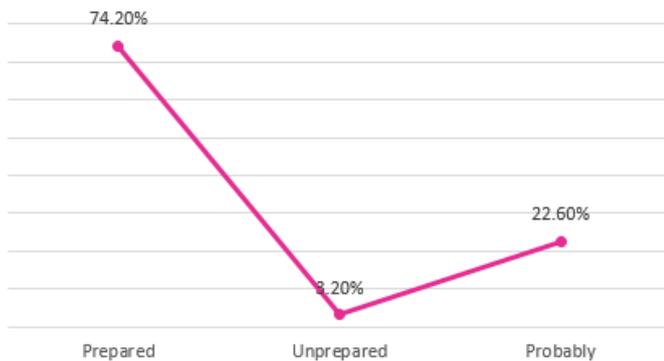


Fig. 5. Lecturers' material readiness in the learning processes.

The result could also be concluded that the lecturers used the materials of the previous semester, as they were mostly experienced with years of experience.

F. Lecturers' Material Readiness in the Learning Process

The surprising result was the opinion of the students that the lecturers were not disciplined in the teaching and learning process. If this is not done properly, the hope of producing high-quality graduates will be further excluded from expectations (see figure 6).

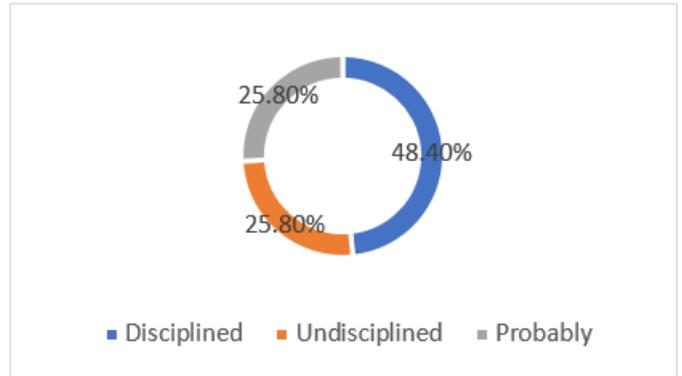


Fig. 6. Lecturers' discipline in the learning processes.

The result was also aligned with result from Hasan Reza [15] which states that Education for Sustainable Development (ESD) or Sustainability Education (SE) proposes a scientific and balanced curriculum that encompasses sustainability in academic and research courses and the discipline of lecturers.

G. Assessment Process

As one of the most important aspects of quality control of teaching and learning, the assessment process consists of mid-term and final semester exams.

A good assessment process must, of course, be consistent with the material provided by the lecturer during the lectures, so that universities can see the effectiveness of the teaching and learning process carried out during the lectures (figure 7).

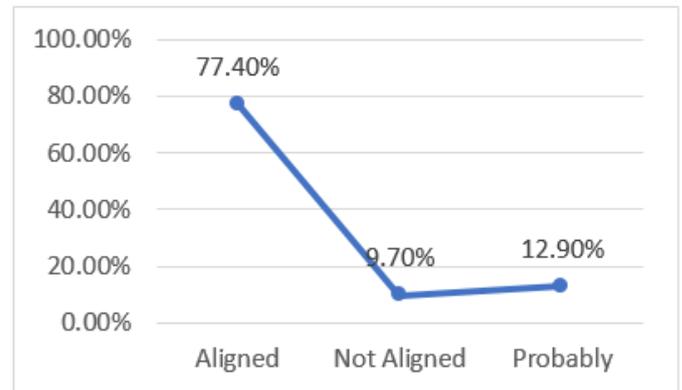


Fig. 7. Assessment process.

The result were aligned with the research conducted by Frederick Conway [22] which states that over the last two decades, higher education systems and institutions around the world have undergone extensive changes and reforms to improve quality through the alignment of teaching materials and assessment.

H. Thesis Writing Guide

The most recent academic services provided to students were the dissertation guide, it was found that more than 80 percent of students admitted that the dissertation guide was satisfactory.

The result was good in graphics, but it was a bit confusing as in previous teaching processes, with the majority of students not satisfied. The result confirmed that the quality of the academic services in this way had been fully controlled.

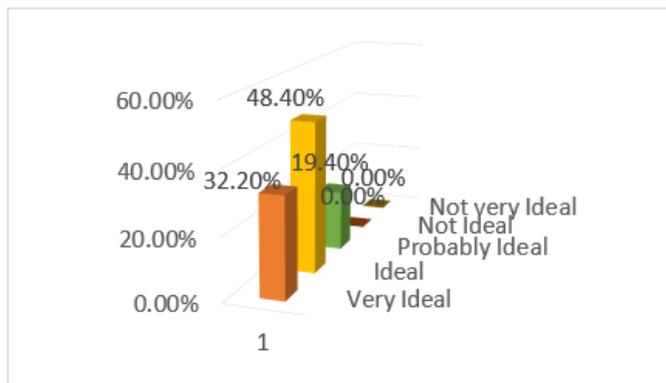


Fig. 8. Level of satisfaction of writing guide.

Figure 8 shows that most students think that the thesis writing guide process was satisfying numbering 80,2% while the other percentages said that the process was probably ideal and no students feel that the thesis writing guide said that it was not ideal.

IV. CONCLUSION

Higher education institutions are expected to make a positive and beneficial contribution to strengthening the community in both the economic and social. Universities need a good quality assurance system to produce graduates who can make a good contribution to society.

One of the most important quality assurance systems is the way in which universities are preparing an integrated academic service system.

The results showed that not all academic service systems are working well so that the study found that many students were not satisfied overall.

A good contribution from college graduates to society will have an impact, either directly or indirectly. One of the direct consequences is that a higher education institution will become a community choice.

Finally, we agree that quality education will result in quality graduates supported by integrated academic systems.

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