



OTONOMI PERGURUAN TINGGI:

**PROSPEK PT-BHMN UNTUK POLTEKES DAN
AKADEMIK KESEHATAN UNIVERSITAS GADJAH MADA**

10 – 14 Pebruari 2004

**BAGIAN IV:
PERANGKAT MANAJEMEN PENDIDIKAN
TINGGI
(PARADIGMA BARU)**

Dipersiapkan Oleh:

Sahid Susanto

**Guru Besar pada Fakultas Teknologi Pertanian
Kepala Pusat Studi
Perencanaan dan Manajemen Pendidikan Tinggi
Universitas Gadjah Mada**

Paradigma baru Manajemen Pendidikan Tinggi (1)

- **Lima pilar dalam paradigma baru manajemen pendidikan tinggi**
 - **Kualitas**
 - **Otonomi**
 - **Akuntabilitas**
 - **Akreditasi**
 - **Evaluasi**
- **Paradigma baru dalam manajemen pendidikan tinggi dalam KPPT-JP 1996-2005 masih dijadikan strategi untuk mencapai tujuan jangka panjang pengembangan pendidikan tinggi yang diinginkan**

Paradigma baru Manajemen Pendidikan Tinggi (2)

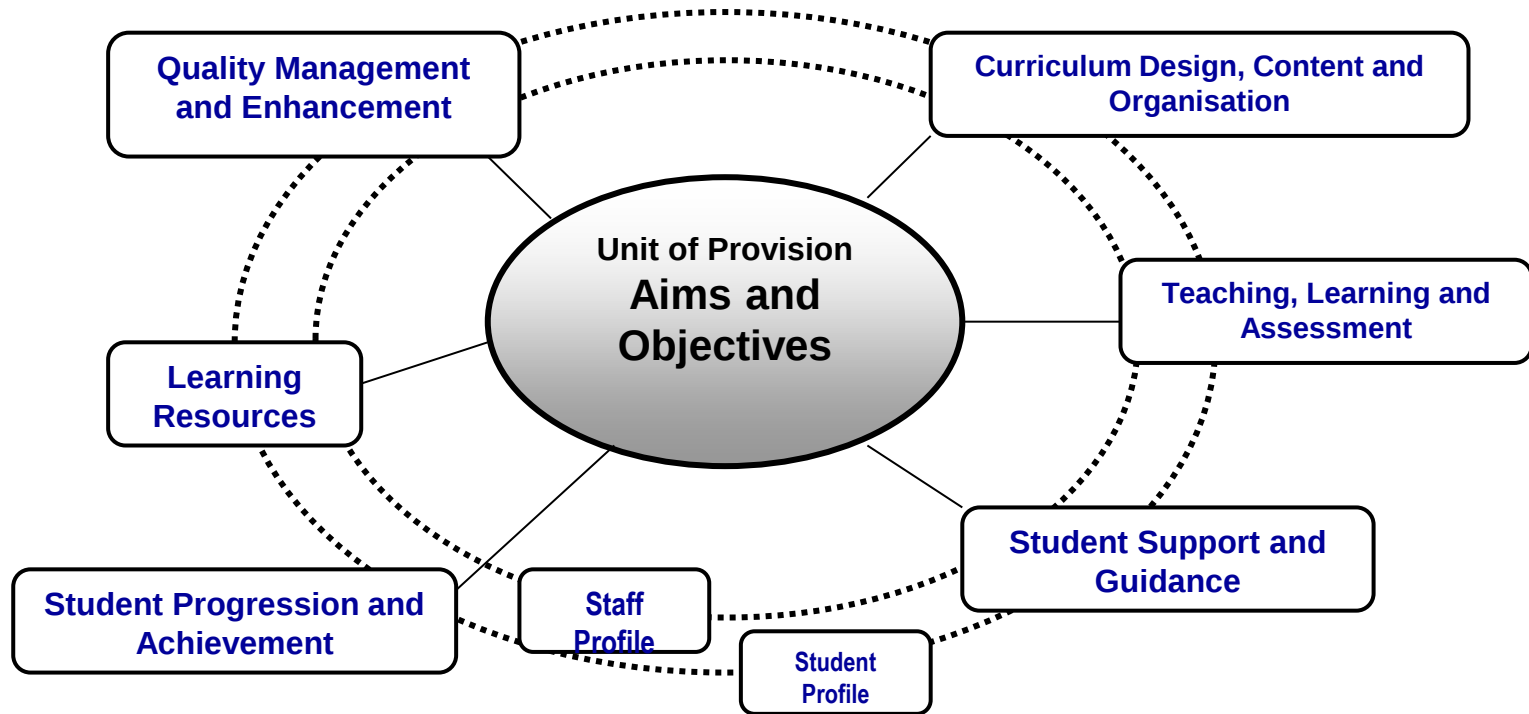
- KPPT-JP 2003-2010 merupakan revisi KPPT-JP 1996-2005
- Lebih memfokuskan pada isu strategis:
 1. **Daya saing bangsa**(*the nation's competitiveness*):
 - National integration (potensi konflik yang tinggi)
 - **Globalization** (**orientasi ekonomi pasar**)
 - **Research and education** (**prasarat**)
 - Mission differentiation (keunikan, tradisi)
 - Access to knowledge (equity)
 2. **Otonomi** (*autonomy*)
 - Shifting roles of DGHE (keseimbangan peran Central Gove & PT)
 - Social responsibility (**accountability**)
 3. **Kesehatan organisasi** (*Organizational health*)
 - Institutional capacity building
 - University governance
 - Financing
 - Human resources
 - Quality assurance

Kualitas (1)

- **Qualitas merupakan konsep yang relatif**
- **Qualitas mempunyai dua aspek:**
 - **ukuran yang spesifik**
 - **mempertemukan keinginan pelanggan**
- *Quality is also demonstrated by a producer having a system*
 - *known as a Quality Assurance System (QAS)*
 - *enable the consistent production of the good or service to a particular standard or specification*
- *Standards must be:*
 - *describable*
 - *meaningful*
 - *appropriate*
 - *relevant*
 - *measurable*
 - *accepted by the users*
- *Standards must have implications for practice, recognise diversity, and foster adequate development*
- *Assessment based on accepted standards is an important incentive for improvement and for raising the quality of agricultural sciences education and related fields, both when reorientation and reform are pursued*
- **DirJen Dikti (2002) mengeluarkan Buku PEDOMAN PENJAMINAN MUTU PENDIDIKAN TINGGI**

Kualitas (2)

A MODEL OF QAS



Kualitas (3)

Quality assurance activities

- Evaluation or Review
- Audit
- Assessment
- **Accreditation**

TYPE OF QUALITY ASSURANCE

- **Internal**
- **External**
- **Market mechanisms**

What assures quality in HEI ?

Internal:

- **Commitment of the leadership**
- **Motivation of the staff**

Eksternal:

- **Value system of the society**

Who are responsible

- **Higher Education Institutes (HEI)**
 - **Individually**
 - **Associations of HEI**
- **Government (DGHE)**
- **Accreditation agencies**

Otonomi (1)

Phylosophical background

- A community in a globalized world should take risks in making decisions, and universities are not an exclusive community
- University autonomy should consider its social responsibilities and transparency
- Universities are under market pressures, that they have to compete for the best students, resources, and get famous.
- Universities has to develop a management system and an internal control to make their activities transparent and accountable to the society

Otonomi (2)

Basic principles

- University autonomy requires universities to strive for the highest quality, innovative, and improve science.
- Universities should be accountable to the society, For public universities the accountability is realized through the government and through its foundation for private universities.
- The law regulating university autonomy will define its relationships with the stakeholders and the society at large
- In many countries recently, universities system have been deregulated, corporatized, even privatized, that its relationships with the society becomes more multi faceted

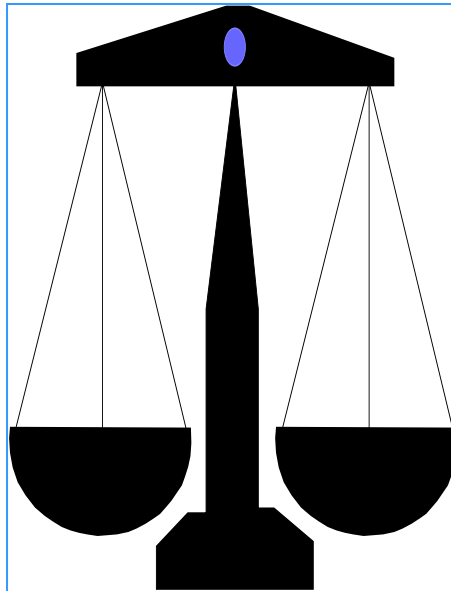
Implementaion in national policy

- Shifting roles of DGHE
- Social responsibility

Otonomi (3)

GOVERNMENT

Public welfare
Ideological and
political priorities
Corrective policies
Accountability
Protecting vital
interests



UNIVERSITY

Academic freedom
Management
Moral force
Creativity and
innovation

**Balance between the role of
government and university**

Otonomi (4)

Concept of Corporatisation: (Universiti Kebangsaan Malaysia)

Reforms in university management via:

- *restructuring of university governance*
- *increase in autonomy & accountability*
- *reduce dependency on government funding*

Corporatisation principles: PT_BHMN

- Korporatisasi (dikelola dengan prinsip korporat) dan tetap berprinsip nirlaba
- **Bukan privatisasi**
- Komitmen pemerintah utk tetap memenuhi tanggung jawab konstitusi
- **Lewat Dana Rutin (DIK-S)**
- Pembiayaan investasi: kompetisi
- **Lewat Dana Pembangunan (DIP)**

Akuntabilitas (1)

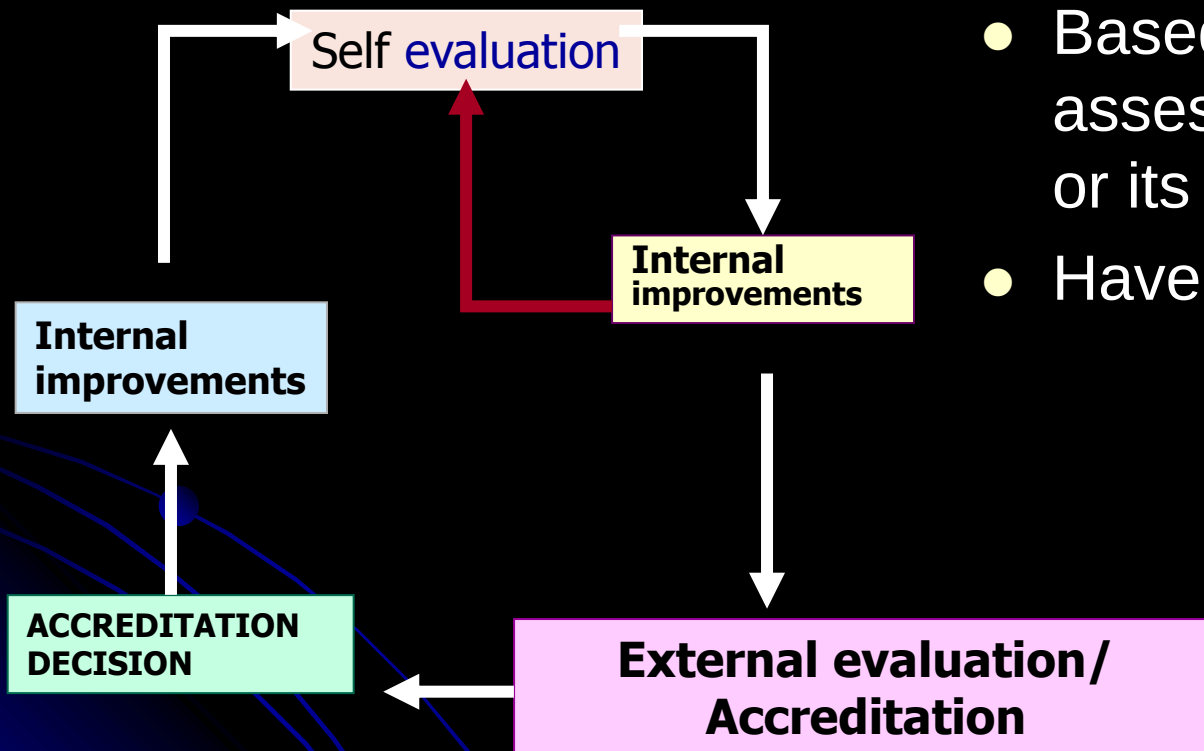
- A university is always linked to and dependent on its environment, that value system, norms, and regulations that regulate its surrounding community should always be taken into account and referred in university management.
- The concept of autonomy implemented, therefore, should be bundled with **accountability**

Akuntabilitas (2)

- Institusi pendidikan tinggi berbentuk PT-BHMN merupakan bagian dari institusi publik yang dalam penyelenggaraannya tidak lepas dari penggunaan dana dari pemerintah dan masyarakat.
- UU Keuangan Negara No. 17 Tahun 2003 (UU No. 17/2003), pasal 3 (1): Keuangan negara dikelola secara tertib, taat pada peraturan perundang-undangan, efisien, ekonomis, efektif, transparan, dan bertanggung jawab dengan memperhatikan rasa keadilan dan kepatutan.
- Sebagai pertanggung jawaban PT-BHMN yang menggunakan dana pemerintah dan masyarakat maka sistem pengawasannya berbasis pada kinerja (*performance based system*).
- Bentuk: kinerja akademis, kinerja ketenagakerjaan pendidikan dan kinerja keuangan.

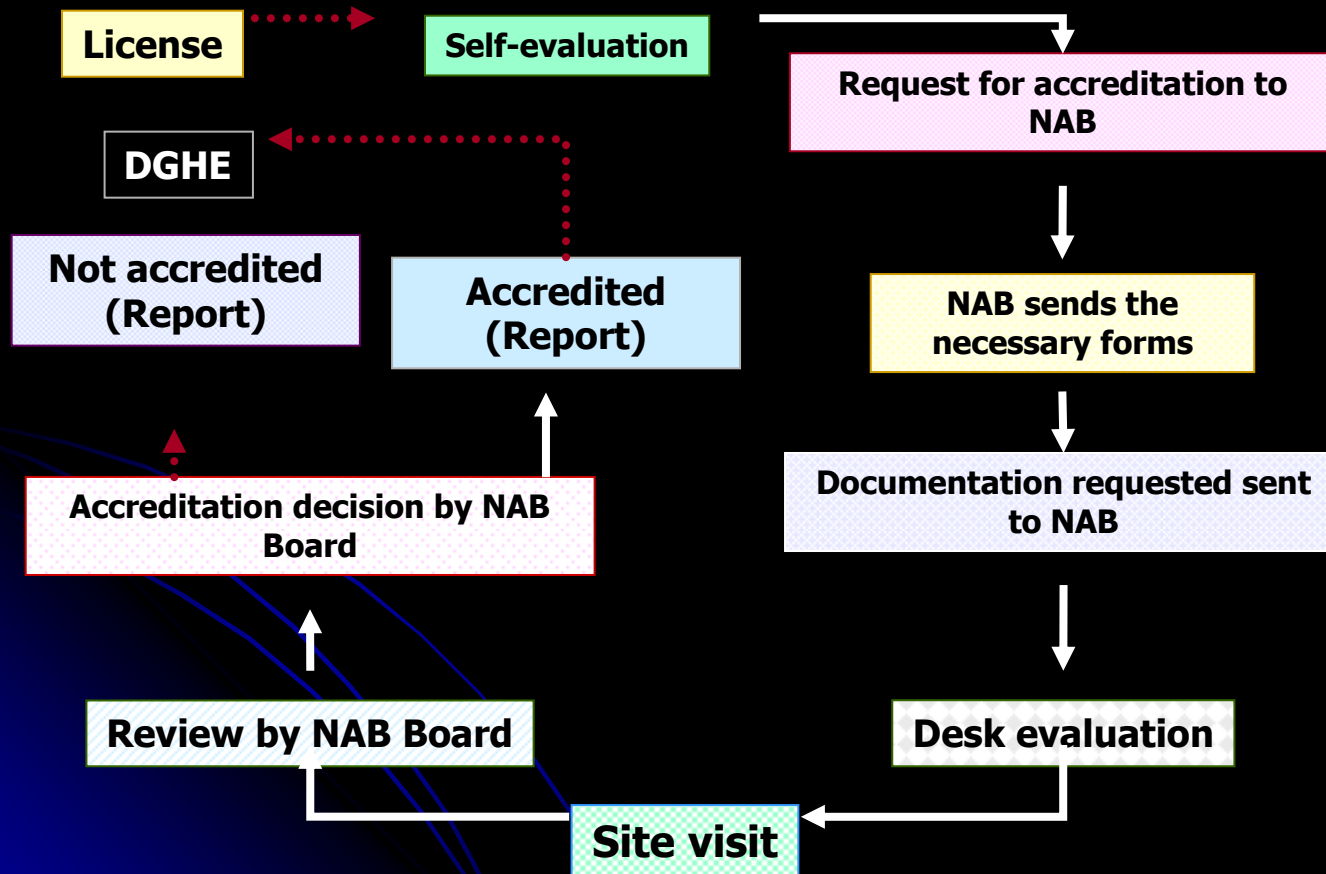
ACCREDITATION (1)

- Formal decision
- Based on an overall assessment of the HEI or its core activities
- Have consequences



ACCREDITATION (2)

The process



Aspects reviewed

Appropriateness
Adequacy
Relevance
Efficiency
Sustainability
Selectivity
Productivity
Effectiveness
Academic atmosphere

Evaluasi (1)

- Undang-undang Sistem Pendidikan Nasional (UU Sisdiknas) No. 20 tahun 2003 mengandung dua hal penting yang berkaitan dengan aspek sistem pengawasan pendidikan, yaitu: **aspek evaluasi dan aspek pengawasan**
- Dalam UU tersebut, aspek evaluasi pendidikan secara eksplisit telah tertuang dalam Bab XVI, pasal 57 sampai pasal 59, sedangkan dari aspek pengawasan pendidikan secara eksplisit pula telah tertuang dalam Bab XIX pasal 66 ayat (1) dan ayat (2).

Evaluasi (2)

- (i) Evaluasi dilakukan dalam rangka pengendalian mutu pendidikan nasional -- termasuk pendidikan tinggi --- sebagai bentuk akuntabilitas penyelenggara pendidikan kepada pihak-pihak yang berkepentingan, termasuk masyarakat pengguna hasil didik
- (ii) Evaluasi dilakukan terhadap peserta didik, lembaga (satuan penyelenggara pendidikan) dan program pendidikan, yang dalam prosesnya perlu dilakukan dengan prosedur dan dengan ukuran hasil yang baku pula
- (iii) Evaluasi seperti dimaksud dalam butir (ii) dilakukan oleh lembaga mandiri secara berkala, menyeluruh, transparan dan sistematis agar dapat dicapai standar nasional pendidikan tinggi
- (iv) Pengawasan terhadap penyelenggaraan pendidikan tinggi dilakukan dengan prinsip transparansi dan akuntabilitas publik
- (v) Pemerintah berwenang secara legal melakukan evaluasi dan pengawasan terhadap satuan penyelenggaraan pendidikan tinggi atas sejumlah dana yang diterima dari publik baik yang datangnya dari pemerintah maupun langsung dari masyarakat

Evaluasi (3)

- The external evaluation through **accreditation**, a widely accepted good practice in management is decision making based on facts, data, and information, that are gathered, processed, and presented through an **evaluation** process
- Self-evaluation (Evaluasi diri)
 - memberikan uraian lengkap secara menyeluruh berikut analisisnya yang dijustifikasi dengan data hingga dapat menemukan akar permasalahan dan potensi utama/unggulan yang dimiliki oleh jurusan/program studi dikaitkan dengan aspek-aspek pengembangan kapasitas dan kualitas penyelenggaraan pendidikan
 - Salah satu metode: SWOT analysis

Evaluasi (4)

ASPECTS CONSIDERED IN EVALUATION (1)

GENERAL

- Integrity, mission, vision
- Strategic plan, medium and short term plans and its indicators of achievement
- Leadership and its commitment to quality
- Internal quality assurance mechanisms (academic and non-academic)
- Linkages

INPUT

- Infrastructure
- Funding
- Human resources
- Information system
- Student selection

Evaluasi (5)

ASPECTS REVIEWED IN EVALUATION (2)

Process: General management

- Organization
- Documentation
- General administration
- System of contracts/outourcing
- Operation and maintenance of the facilities
- Staff development and training
- Reporting system
- Human resources management
- Internal audit

Process: Academic management

- Academic administration
- Student records
- Evaluation system and consistency in applying
- Guidance and counseling
- Curriculum development
- Learning-teaching methods
- Management of labs and teaching aids
- Academic audit

Evaluasi (5)

ASPECTS REVIEWED IN EVALUATION (3)

Output

- **Productivity**
- **Internal efficiency**
- **External efficiency**
- **Attainment of goals and targets according to performance indicators**
- **Graduates GPA**
- **Success of graduates in the society**
- **Relevance**
- **Research publications**
- **Patents and awards obtained**
- **Quality of public service**
- **Contracts with other organizations**