

## The Accountability of Academic Quality STIM Boalemo, Gorontalo Province

Ellys Rachman, Juanda Nawawi, Arismunandar and Andi Kasmawaty  
Department of Public Administration, Universitas Negeri Makassar,  
Jln. Bonto Langkasa Kampus Gunung Sari Baru, 90222 Makassar, Indonesia

**Abstract:** This research was aimed to determine how quality management and its development runs in the private university of STIM Boalemo. Research approach is qualitative with the type of descriptive research. Data collected through in-depth interview techniques, documentation and observation. Research results show that STIM Boalemo as a private university has commitments in developing the academic quality by implementing innovative and strategic recruitments of new students, developing curriculum and learning process, developing major programs regularly and the institution with its recognized programmatic and institutional accreditation.

**Key words:** Accountability, academic quality, autonomy, programmatic, accreditation, documentation

---

### INTRODUCTION

Many efforts to achieve the ideal role of a good university in Indonesia still meet some barriers that is institutional policy, implementation, supervision or even evaluation. Those are involving with the quality access, cost and financing, the relevance internal management and so on. The organization and governance of a university is classified as good if it fits the indicators or parameter as standards of work capacity assessment which conducted by the government or another authorized institutes in assessing and evaluating work capacity. Good or bad organization is determined by its management pattern and how it adapts or accelerates with various policies and challenges in regional, national, even international level.

To confront great competition and the changing of the organization following the global change, it needs preparation. In accordance with the provisions of the Government Rules No. 19 Year 2005 which has been modified to number 32 Year 2013 concerning National Standard for Education that an education institute should have eight minimal standards of the education system in the whole jurisdiction of Republic of Indonesia: content standard; process standard; graduates competency standards; educators standards and education workforce; infrastructure standards; management standards; financial standards and evaluation standards. To acquire those standards, it needs accreditation and certification from the authorized agency of the National Accreditation Board for Higher Education (BAN-PT) as planned and continually (Anonim, n.d).

Comparable with the eight standards, there are also policies from Indonesia's Directorate General of Higher

Education in the oversight of the implementation of the tasks by issuing Ministerial Decree of Ministry of Education and Culture No. 1207E.E2/HM/2013 which orders six standards for higher education: owning institute's official document legalised by Ministry of Law and Human Rights; owning operational license from Ministry of Education; not providing online class; completing the report of Higher Education Database (PDPT/pangkalan data perguruan tinggi); accredited by the National Accreditation Board for Higher Education (BAN-PT); having no internal conflict relating to rights of possession (Anonim, n.d).

Under the Education Act No.20, Year 2003 regarding National Education System, there are no dichotomies between private and public university including the implementation of good management principles. Therefore, financial source of private university as the non-profit comes from the citizens while the public university comes from the government.

A perception of higher education management is varying by demands and competition such as the management of institutional administration which supports the smoothness of tasks regarding the higher education implementation to develop the capability of the university or higher education.

Suyanto (2005) stated that the implementation process of Tridharma of higher education known as governance and good governance for its practices. According to UNDP (United Nation Development Program), good governance consists of: participation; transparency; accountability; effectiveness and efficiency; rule of law; responsiveness; consensus oriented; equity; and strategic vision.

Department of National Education of Indonesia (Depdiknas) classified the accountabilities of education into: policy of accountability which covers the selected accountability to be implemented; work accountability related to the goal achieving; process accountability regarding the process, procedures, rules of the game, conditions and its orientation; financial accountability related to cash in and cash out. Added by Nugroho (2008a, b) that the accountability in public service is the main point or the principle of good governance.

In performing good governance, an institution or a university needs autonomy: policy, academic and administration. To achieve a good governance, it demands a strong commitment between institutional internals (director, lecturers and students) and externals (government, private companies and citizens).

Tjokronegoro declared that the essence of university autonomy is a system which guarantees the use of it in order to accomplish the duties and functions. The autonomy attached to the essence are program's policy organization system, management system, resources and financial management policies. The managing autonomy of university divided into four: academical autonomy, financial autonomy, resources autonomy and organizational autonomy. Those are relating each other. For the academical autonomy, it is meant to assist academical policies in compliance with Tridharma of higher education. In the area of non academic such as finance and human resources, Tridharma will be successfully implemented if a university have an authority. The financial autonomy of a university aims to authorize in planning and utilizing assets. The incomes from the financing surplus must be invested to repair and develop education's quality in academic or non academic area. On the other hand, universities are forced to guarantee the accountability of financial data to stakeholders.

**Literature review:** The university management is known as governance. The word "governance" came from ancient French of "Gouvernance" means control or a situation which under control. In its development, the concept of good governance is expanded in different terms of various organizations such as Good Corporate Governance (GCG), Good Public Governance (GPG), Good University Governance (GUG) and so on.

If good governance is to take the role, we should understand that the concept and main purpose of higher education is to be an institution which produces smart and intellect graduates with morality. Later they are expected to bring innovations and thoughts to deal with national issues. The use of university as higher education is focusing on knowledge transferring by firmly holding state's ideal values. Moreover, an institute of higher education has freedom and independency which supports

the critical thinking and applied knowledge. It appears that the management of an institution cannot be treated like a state's or corporation's. There are certain areas of values including academic or non academic social value which must be preserved.

The concept of Good University Governance (GUG) in an institution or a university becomes a must in managing and implementing its organizational programs. An educational institution is an organization which conducts education's implementation that needs to be separated from the non educational institution. Relating to the purpose of advancing the intellectual life of the people, an institution must act as a public institution which prioritizes service quality and satisfactory of stakeholders. To achieve that, an institution is expected to regularly develop its management based on good university governance.

The autonomy of an institution, especially, private institutions, needs a good management in academic and financial management. It expects to give solution from appearing problems and stimulate its management development effectively and efficiently. The autonomy of an institution does not mean to stand independently without any help from state or government. It still cooperates but not in micro organizational matters. The central government from education field only forms the state in advancing intellectual life of the people. But that is not the full responsibility of the government. A country or state is completely impossible to give fair education to whole 200 millions of Indonesia's citizens. If it is crystallized, the government will be regarded as unfair. In fact, the government only cares to 83 public universities and hardly regards 3.068 private universities. By looking from this condition, it forces the government to treat both public and private universities proportionally. It is because that private universities also have big contributions in developing human resources in Indonesia. With the total of 3068 private institutions/universities, it is expected to reach the frontier, outermost and disadvantaged regions.

By doing so, private universities are forced to strengthen and repair its management to become more comprehensive in giving services and developing management. It is based on five basic principles of good university governance: transparency, accountability, responsibility independency and fairness.

Hamijoyo in Hasbullah (2010) stated that the autonomy of universities becomes one model of education's decentralization as the following described: management pattern and implementation must be democratic; citizen empowerment should be the main purpose; the role of citizens becomes as an absolute part in management system; the services must be quick, efficient and effective; the diversity of aspirations, values and local norms must be respected to strengthen national education system.

In some ways, the autonomy of an institution aims to take independent decisions by looking the potency and the advanced science and technology to increase innovations and social activities as the implementation of Tridharma of higher education (Hasbullah 2010).

The authorization of institution's autonomy includes the following aspects: external autonomy in giving status as reechtsperson or legal entity. Organizational autonomy where an institution independently defines its organizational structures including the structure of major programs, academic activities and its sources. Institutional autonomy where an institution independently defines its functions and contributions in developing, preserving, transitioning and using the science. The autonomy rights also gives authority to decide what research needs to be focused and how to conduct with any others.

The management of private institutions/universities becomes as important part in conducting autonomy or governance in it. This related to a decision when making expectation, giving power or verifying organizational performance. It is a directing process or organizational setting to build both internal and external relation and produces outputs to the organization or stakeholders itself. Aristo in Muhi's article expressed the similar concept of an institution/a university as higher education that is good university governance. Both concepts of Good Corporate Governance (GCG) and good university governance are deriving from the general governmental management called as good governance. In conducting a good management, a private institution needs the principles of good university governance. It needs to show some responsibility of the academic or non academic matters to the stakeholders. The clarity of stakeholders includes the internal (students, lecturers and citizens) and external stakeholders (regional/local government institution/foundation and citizens) pays clear attentions to the existing strategic policy: from the perspective of government, the legal entity of the implementers and global perspective, quality and output relevance, the system of internal and external quality assurance, database of higher education and transparent, efficient and effective financial management. There are eight principles of good university governance: transparency, accountability, responsibility independency, fairness, quality assurance or relevance, effectiveness, efficiency and non profit.

A private institution has three embodiment pillars known as Tridharma of higher education: education and teaching, research and pendidikan dan pengajaran, penelitian dan dedication to the people or citizens. In order to achieve Tridharma, an institution needs regulation and supervision for its organizational management. This is very important to keep the activities'

continuity in an institution. To conduct education, it cannot be separated with the concerns of the stakeholders who take care the finance and its implementation as the program's purpose.

According to Mantja; Harsono (2008), education is an interaction process in a management approach. There is an interaction between a lecturer with students. Atmodiwirio in Harsono regarded management as a process of a cooperative group in stimulating others to act (lecturers and staff) to achieve general purposes.

Private institution is a non profit institution which managed by the people in a form of education foundation. Under the Law No. 13 of 2001 on Foundations (Yayasan) as legal entity. A private institution is under the auspices of a foundation managed by the people. Various researches have been conducted relating to models of organizational management in universities of Indonesia. Till now on, there is only one applied organizational management theory in Indonesia that is bureaucratic organizational structures.

Kalobs by Abbas (2009) confirmed that the determining factors of an institution's quality lies in its management. By seeing it, we can measure an institution's ability to completely and integrally manage an institution by optimizing all sources of its facilities and human resources. A well-applied management of an institution will result in qualified outputs.

Shafritz and Russel by Pasolong (2007) stated that the concept of management related to a personal responsibility in managing and utilizing the resources of an organization such as human and machines resources to accomplish the purposes.

Furthermore, Trow (1996) defined an accountability as an obligation to make reports, justify, ask the questions on how the resources are utilized and its impact to others. The organization of private institutions, its accountability by Campbell and Rozsnyai (2002) are meant as a unit assurance to its stakeholders in providing a qualified education.

Literally, accountability in English means to be responsible of something. As an adjective, it is called accountable. Similar to it, here are the following statements from the experts regarding the accountability. Suharto stated the concept of accountability came from two words that is account and ability. Thereupon, the accountability can be defined as an ability to show reliable reports or records. While Salusu stated that the main point of accountability is the obligation to answer for its responsibility.

National Development Planning Agency of Indonesia (Bappenas) defined that accountability is a measuring standard of how much the compatibility of the implementation of public policy with the law and

constitutions to the relating public organizations. Here are the indicators of accountability: compatibility between the implementation and its procedural standards; sanctions rule for the errors/negligence in an activity; the availability of measured output and outcome.

Clearly, the accountability means being responsible, accounted and explainable. The accountability of private institutions not only addressed for the government but mostly to the people or citizens or stakeholders as product users of the institutions/universities, graduates beneficiaries, association and profession.

Kumrotomo (2005) regarded the accountability in a government as a measurement of the appropriateness of bureaucracy activities or services by the government to the implemented norms or values in citizens or the ability to accommodate people's needs for real.

The education accountability is a form of institutional obligation to be responsible of success or failure of the implementation. Hence, two functions of accountability to the government regarding the appropriateness of the educational implementation of an institution by the terms from the government. Also with the work field which becomes as product's responsibility. The government gives the autonomy to an institution as its activities to manage and organize independently.

Hasbullah (2010) stated that the accountability of private institution is how meaningful of them to the shareholder or citizens. It means that the private institution does not possess the accountability value if it is separated by the needs of the people. An institution reigns over the ivory tower has no accountability value. So in order to achieve the accountability, it needs participation from the people in its management. An institution is not only a place for acquiring and increasing but as a service industry.

The accountability of private institution can change people's pragmatic mindset of the skepticism regarding graduates's fate after completing their study in a university. If the institution or university cannot give assurance, automatically it will decrease its interest.

## **MATERIALS AND METHODS**

**Research method and data analysis:** Research approach is qualitative with the type of phenomenological research. The data obtained from primary and secondary data. The primary obtained by in-depth interviews to 14 interviewees: the foundation's chairman, foundation's treasurer, the president of STIM Boalemo, the vice president of STIM boalemo, treasurer of STIM Boalemo, quality assurer, director of P3M (community services), two lecturers, two students, 2 governmental staff, stakeholders and the alumnus. While the secondary data obtained by documentation relating to strategic planning (Renstra), statute, academical orientation, accreditation

data gathering (borang), self-evaluation, curriculum institution accreditation process and major program. This research discusses reviews relating to the accountability of academic quality in STIM Boalemo. The research location is in STIM Boalemo, Boalemo regency, Gorontalo province. The data analysis used in this research is descriptive analysis with qualitative technique. It is also interactive and continual till it reaches snowball point.

## **RESULTS AND DISCUSSION**

The accountability of academic quality is a responsibility and duty given by stakeholders to an institution/a university. It is a management ability and a form of institutional consistency in justifying a qualified academic process.

STIM Boalemo in its administrative management tends to be decentralistic where its parts divided into units but still under supervision of the chairman. The development of academic quality in STIM Boalemo has been through the management of academic process including strategies applied to new applicant or students. The curriculum reinforcement for each five years still needs repairment. It is because of the stakeholder's needs and science's advance which demands a curriculum review every 2 years minimal or suited with the real condition in the field. The next focus will be the development of major programs into a part of the accountability of academic quality which becomes selling price of an institution or a university. At STIM Boalemo, there are two newly-opened major programs in last year as the response to the stakeholder's needs. Then, the last focus is fulfilling the standard of accreditation. In fact, STIM Boalemo have upgraded its accreditation in management studies program into B along with institutional accreditation. This becomes the most important thing of STIM Boalemo's responsibility to the students as the graduates and the stakeholders as the utilizer in public government or private companies.

## **CONCLUSION**

In achieving a healthy, competitive and accountable institution or university, it needs a healthy management and commitments among the parts in its organization. STIM Boalemo is an institution under the auspices of Bina Mandiri Gorontalo Foundation as the implementer of decentralistic academic management by certain units but controlled by the chairman. Its role is not only as the implementer but also as the oversight board of institution/university where all academic activities are under control of the foundation. However, there is a clear distinction which needs to be comprehended by both foundation as the implementer and the chairman as the manager.

An accountable institution can be seen by its competitiveness extent in managing academic, finance and human resources. The financial responsibilities becomes as autonomy of the institution which held structurally, transparently and able to adjust any changes without stepping out from the norm and regulation by the government. After all, the autonomy of a high education cannot be separated from how it manages an effective, efficient, transparent and accountable financing.

#### REFERENCES

- Abbas, 2009. [Higher Education Management]. Kencana Prenada Media Grup, Jakarta, Indonesia, (in Indonesia).
- Campbell, C. and C. Rozsnyai, 2002. Quality assurance and the development of course programmes. UNESCO, Paris, France.
- Harsono, 2008. [Model Management Model College: Sosiopolitik Perspective]. Pustaka Belajar, Yogyakarta, Indonesia, (in Indonesia).
- Hasbullah, 2010. [Autonomy Education]. Raja Grafindo Persada, Jakarta, Indonesia, (in Indonesia).
- Kumorotomo, W., 2005. [Accountability of Public Bureaucracy]. Pustaka Pelajar, Yogyakarta, Indonesia, (in Indonesia).
- Nugroho, R., 2008a. [Gender and Public Administration]. Pustaka Pelajar, Yogyakarta, Indonesia, (in Indonesia).
- Nugroho, R., 2008b. [Six Strategic Dimension of Public Administration]. Penerbit Gava Media, Yogyakarta, Indonesia, (in Indonesia).
- Pasolong, 2007. [Public Administration Theory]. Alfabeta, Bandung, Indonesia, (in Indonesia).
- Trow, M., 1996. Trust, markets and accountability in higher education: A comparative perspective. Higher Educ. Policy, 9: 309-324.