DEVELOPING IMAGE OF
HIGHER EDUCATION PERFORMANCE

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This study aimed at acquiring actual profile and relationship of basic elements of educational institution performance in developing the image of Parahyangan university performance and implication to policy on quality assurance. A mixed methodology design covering quantitative and qualitative approaches was used. The qualitative approach aimed at 1) investigating the actual profile of Unpar performance and its relevance to the Performance Excellence for Education Criteria, and 2) investigating the alternative model of policy strategies in developing the image of excellent higher education performance in the future. While the quantitative approach aimed at testing hypothesis which specifically relates to the four aspects, namely, leadership, strategic planning, student and stakeholders and their influence to staff and faculty members focus and management process. Besides, it also investigated the relative contribution of brain center to the driver triad, work core, and outcomes in developing the image of Unpar performance. Results of the study consist of three main points, namely: 1) the description of Unpar performance; 2) the influence of leadership, strategic planning, student and stakeholder focus, staff and faculty focus, and management process on Unpar's organizational performance results and the correlation between the brain center and driver triad, work core, and outcomes in Unpar, 3) the alternative model of development policy on the image of higher education performance.

A. Background

A competitive advantage is a strategic issue in a global market. Every organization, including a higher education, is demanded to have sustainable competitive advantage resources in order to survive and possess high competitiveness. The most vital resource of organizational competitive excellence has to be based on high quality of human resources (Peffer, 1996).

The quality of Indonesian human resources in the last two decades was very concerning. The human development report studied by UNDP in 2000 indicated that the index of Indonesian human development was relatively low compared not only with the developed countries but also with the Southeast Asian countries, such as Vietnam possessing in the 108th, the Philippines in the 77th, and Thailand in the 74th, while Indonesia was in the

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109th out of 174 countries (Supriyoko, 2001a). In 2001, the report of UNDP indicated that Indonesia possessed in the 102nd out of 162 countries to be observed and it decreased in 2002 from 102nd to 110th out of 173 countries to be observed (Pikiran Rakyat, 2002).

Without underestimating the importance of the other determining factors and reducing the quality of human resources to be obtained from the previous educational level, the low quality and competitiveness of the Indonesian human resources is closely related with the quality of higher education. It is based on the consideration that the essence of the establishment of the higher education institutions since 23 centuries ago, as initiated by Plato who established an academia which was then popularly known as a higher education institution, is to improve the quality of human resources in order to play concrete and contributive roles in the society (Supriyoko, 2001a).

The idea of improving the quality of human resources through higher education is considered up to date and effective up to now. Through an empiric observation, a country with an advanced higher education is, in general, found to have an advanced life in its society, for instances, America, Japan, and Australia. The population in these three countries is considered to have an advanced life since they have advanced universities. The United States of America, for instance, has Harvard University, Iowa University, and University of Syracus. Japan has Tokyo University, Kyoto University, and Tohoku University, whereas,

Australia has Australian National University, University of Melbourne, and University of New South Wales.

The indication of the close relationship between the low of human resource quality, as indicated by the low quality of the university, is also seen in Indonesia. Sayed, et al. assisted by tens experts and the experts for the World Bank explicitly report the failure of education in Indonesia in *"Education in Indonesia: From Crisis to Recovery"*. The indications such as high drop-out level, low level for continuing study, low participation level, and low achievement level are the indicators found in the national education which have not been satisfying yet. The report which consists of 174 pages and seven chapters has only shown one key word "unsatisfactory" in relation to the implementation and the results of education (Supriyoko, 2001a).

In accordance with the observation and research done by the World Bank in Indonesia, Makmun (2001) concludes that there are at least three main factors which have caused the low quality of education in Indonesia. *First,* the policy which tends to emphasize on the educational production function or input-output analysis approach ignoring the process of the educational implementation. *Second,* the implementation of education tends to be centralistic which is positioning the educational institution as the front-liner in the educational field as the technical implementation unit which is very much depended on the complex bureaucratic decisions which are not relevant with the objective conditions

of the local educational institutions. *Third,* the participation of the society, especially parents, in the educational implementation is very restricted on input endorsement such as financial support which has not touched the aspect of educational process, the decision making, monitoring, controlling, and accountability. As the consequence, the management of education does not seem to have any responsibility to report on the educational results to parents and the related parties.

Referring to the explanation above, in order to find out the solution of the low quality of higher education in Indonesia which directly impacts the quality and competitiveness of human resources as the consequences of the educational system, a total reformation of paradigm of the overall management subsystems is needed in the higher education which make it possible to do some innovations and healthy competitions (Tilaar, 1999). The new paradigm covers basic reformation in philosophical nature, vision, mission, and strategic development in order to be more adaptive in responding the strategic higher education environment which influences the institutional processes to run their functions and roles. The reformation should be arranged in a policy of higher education development that focuses on academic, human resources, learning facility, research and development, public services, organization and management, students, national and international cooperation, communication and culture, belief and faithful, postgraduate studies, and

financial expenses. According to Gaffar (2001) such a policy on the higher education development is known as an image development. The image itself is actually a representation of all information about a higher education that has been processed, organized, and saved in an individual memory.

The researcher is therefore interested in doing a research on the higher educational performance as the representation of its quality, efficiency, relevance and implementation to the policy in developing the image of higher education performance.

B. Problems Formulation

Considering the importance of its potencies in developing the intellectual community, a comprehensive review on the overall management of the higher education is completely required. The most strategic effort to improve the quality higher education is through developing the image of institutional performance. It can be implemented through intensive studies on the implementation of the educational standard of the excellence performance known as Performance Excellence for Education Criteria framework (PEEC) (Blazey, et al., 2001).

Blazey's research report entitled "Insight to Performance Excellence in Education 2001: An Inside Look at the 2001 Baldrige Award Criteria for Education" published by *The American Society for Quality* (ASQ) explains the excellence performance of higher education which has the basic criteria that can be classified into four categories: driver triad, work core, brain center,

and outcomes. Driver triad consists of leadership, strategic planning, and student and stakeholders focus. Work core focuses on administrative staff and lecturer (staff and faculty focus) and management process. Brain center consists of information and analysis, while outcomes refers to organizational performance results.

In relation to what have been explored above, the research problem is then formulated as in the following: "How is the relationship between the basic elements of excellence of the educational institution in developing the image of Katolik Parahyangan University (Unpar) performance and its implication for the policy making of quality assurance?" The research problem is then broken down into the following research questions:

1) How is the actual profile of the basic elements of excellence of the educational institution in developing the image of Unpar performance in accordance with the Performance Excellence for Education Criteria?

2) How do the leadership, strategic planning, student and stakeholders focus influence the staff and faculty focus in developing the image of Unpar performance?

3) How do the leadership, strategic planning, student and stakeholders focus influence the management process in developing the image of Unpar performance?

4) How do the leadership, strategic planning, student and stakeholders focus, staff and faculty focus, and management process influence the

organizational performance results in developing the image of Unpar performance?

5) How does the brain center contribute to the driver triad, work core, and outcomes in developing the image of Unpar performance?

6) How does the alternative model of policy strategies develop the image of higher education performance excellence which is responsive to any changes and needs of the market based on the following considerations: experts of education, experts of educational management, Association of Indonesian Private Higher Education (APTISI), users, academic and staff members (management at the faculty level, faculty members, students, alumni, and parents) of Unpar and public figures of the society?

C. Aims of Research

In accordance with the research problems that have been identified, the research aims to:

1) Investigate and study the actual profile of basic elements of educational institution excellence in developing the image of Unpar performance based on the Performance Excellence for Education Criteria.

2) Investiage and study the influences of leadership, strategic planning, student and stakeholders focus on the staff and faculty focus in developing the image of Unpar performance.

3) Investigate and study the influences of leadership, strategic planning, student and stakeholders focus on the management process in developing the image of Unpar performance.

4) Investigate and study the influences of leadership, strategic planning, student and stakeholders focus on the staff and faculty focus in developing the image of Unpar performance.

5) Investigate and study the relative contribution of brain center to the driver triad, work core, and outcomes in developing the image of Unpar performance.

6) Investigate and study the alternative model of policy strategies in developing the image of excellence higher education performance in the future which is responsive to any changes and market needs based on the consideration of educational experts and educational management experts, the Association of Indonesian Private Higher Education (APTISI), users of the university graduates, the management in faculty level, lecturers, students, alumni, parents, and public figures in the society.

Based on the aims of research, the purpose of this research in general is to get the actual profile and the relationships between strategic planning, student and stakeholders focus, staff and faculty focus, management process, and organizational performance results in developing the image of Unpar performance and its implications to the strategies of private higher education development in general. Specifically, the purposes of this research are indicated below:

1) To obtain the actual profile description of basic elements of educational institution excellence in developing the image of Unpar performance based on the Performance Excellence for Education Criteria.

2) To obtain the explanation about the influences of leadership, strategic planning, student and stakeholders focus on the staff and faculty focus in developing the image of Unpar performance.

3) To obtain the explanation about the influences of leadership, strategic planning, student and stakeholders focus on the management process in developing the image of Unpar performance.

4) To obtain the explanation about the influences of leadership, strategic planning, student and stakeholders focus on the staff and faculty focus in developing the image of Unpar performance.

5) To obtain the explanation about the relative contribution of brain center to the driver triad, work core, and outcomes in developing the image of Unpar performance.

6) To obtain the alternative model of policy strategies in developing the image of excellence higher education performance which is responsive to any changes and market needs in the future based on the consideration of the educational experts and educational

management experts, the Association of Indonesian Private Higher Education (APTISI), users of university graduates, management at the faculty level, lecturers, students, alumni, parents, and public figures of the society.

D. Literature Review

The low quality and competitiveness of the Indonesian human resources is believed to have a close relationship with the quality of Indonesian higher education which is, in general, considered to be low. The factors which cause the condition are: (1) the policy on the implementation of education tends to emphasize on the input-output analysis approach which ignores the educational processes, (2) the implementation of education so far tends to be centralistic in which its policy is not relevant with the objective condition of the local educational institutions, and (3) the participation of society in the implementation of education is very limited, especially in providing the input and not in the aspect of educational processes, such as decision making, monitoring, supervision, and accountability (Makmun, 2001). As the consequence, the management of education does not seem to have any responsibility on the results of the education to parents and other related parties.

In order to find the solution on the low quality of the Indonesian higher education which directly impacts the quality and competitiveness of human resources, according to Tilaar (1999), requires comprehensive and fundamental change of paradigm of higher education management in terms of philosophy, vision, mission, and development strategy to be more adaptive to the strategic environment of the higher education which is changing and impacts the overall institutional processes in implementing the primary functions and roles. This kind of fundamental change should be made through a policy on the higher education development, according to Gaffar (2001), known as image development. Such a condition is also applied in a private higher education.

The tracer study on the websites about the excellence performance of higher education in the international context, many countries have formed a reliable agency as the quality assurance for higher education, e.g. European Foundation for Quality Management (EFQM) in Europe, Quality Assurance Agency (QAA) in the United Kingdom, Australian University Quality Agency (AUQA) in Australia, *Akkreditieringstrat* in Germany, National Quality Assurance and Accreditation Agency (NQAAC) in Cairo, International Model of Quality Assurance and Accreditation (IMQAA) in New Zealand, and International Network for Quality Assurance Agency (INQAA). Since 1987, the United States of America (USA) has even launched the Baldrige Award Criteria for Education under The American Society for Quality (ASQ) management.

Among the existing model of strategies in developing the quality performance of higher education, this

research has decided to rely on the Performance Excellence in Education developed by Baldrige Award Criteria for Education (Blazey, et al., 2001). According to these criteria, the excellence performance of higher education has a series of basic criteria which can be classified into four categories: driver triad, work core, brain center, and outcomes. Driver triad consists of leadership, strategic planning, and students and stakeholders focus. Work core covers staff and faculty focus and management process. Brain center consists of information and analysis, while outcomes refer to the organizational performance results.

As a higher education subsystem, private higher education institutions are expected to play important role in developing quality human resources. Therefore, private higher education institutions are demanded to provide quality international standard services. However, Suhendro (1996) reminds that structural change is not the main concern of the implementation of this conceptual framework but the quality outputs and outcomes.

The sustainability of an organization depends on the availability of human resources and the chosen strategy in empowering internal human resources to respond the external threats and opportunities (Barney in Campbell, 1997; Hit, et al., 1999). In the higher educational institutions, likewise, the disability in adapting with both external and internal environment and in understanding the excellent resources in the organization will come up with inappropriate marketing strategies. In their study, Wincip and Susan (1996) explain that external and internal conditions of an institution are used to evaluate the strategic plans of the higher education in order to improve their performance.

Higher educational resources are classified into three categories: physical, human, and organizational resources. Collin and Montgomery (1998: 27-28) share that there are three categories of organizational resources: tangible asset, intangible asset and organizational capability. These resources should be managed in such a way to be more reliable and continuous resources. Competitive and excellent resources are complex relationships of accumulated skills and sciences which are trained through organizational processes that may cause the institution to coordinate activities and make their assets to be meaningful. The competitive excellent resources include superior skills, covering the superior resources and controll, which will then give impacts to the image and positional excellence.

The competitiveness of an organization is determined by its managerial capability and customer value, while positional excellence is shown by its superior customer value compared with its competitors or the average value of industries (Best, 2000). D'Aveni (1998) argues that it is difficult to sustain the competitive excellence for a long term. The market stability is challenged by a short product life cycle, product design

cycle, new technology, unexpected new comers, the existing organizational reposition, and the tactical redefinition in the market scope in many industries. Therefore, private higher educational institutions have to increase their competitive excellence by improving the value added services offered to the students.

The positional excellence of private higher education is very important in creating the image of quality performance which then influence the achievement of its marketing performance. Amri (2005) approves his research that the positional excellence directly influences on the performance achievement. Meanwhile, Yulius (2004) states that the image of quality performance of private higher education significantly influences on the active number of total students (marketing performance). Furthermore, Karnadi (2005) shows his research that the image of institution influences on the loyalty of the students.

An image is formed based on someone's impression and experience which can develop it into a mental attitude (Alma, 1998: 303). Alma (1998) further explains that there are eleven variables which can create the positive image of a higher education: lecturer, library, educational technology, consultant bureau, sport activity, art activity, religious activity, parents' visit to campus, distribution of graduates to work market, campus publication, and alumni. Among the eleven variables, the quality lecturer is admitted to be the key resource in creating the image.

Based on the explanation above, it is concluded that the development of institutional quality performance is very important to improve the image of institution. There are many ways to develop the image of higher education performance. One of the most strategic ways to develop the image is through benchmarking and franchise to the national and international higher education institutions showing their excellent performance, e.g. the Performance Excellence in Education developed by Baldrige Award Criteria for Education (Blazey, et al., 2001) to empirically study the influences of the criteria of institutional excellence on its performance. It is expected that this way can create a holistic and adaptive model appropriate with the institutional environment. This model can also be implemented to the private higher education institutions.

Blazey, et al. (2001: 47) indicates four basic elements of excellence in a higher education institution: Driver Triad, Work Core, Brain Center, Outcomes. The theoretical framework is visually presented in figure 1.

The driver triad includes leadership, strategic planning and student and stakeholders focus. The leader uses this process to design purpose, evaluate progress, make decision related to resources, and do corrective actions. The work core refers to main organizational duties in developing staff, lecturer and management processes.
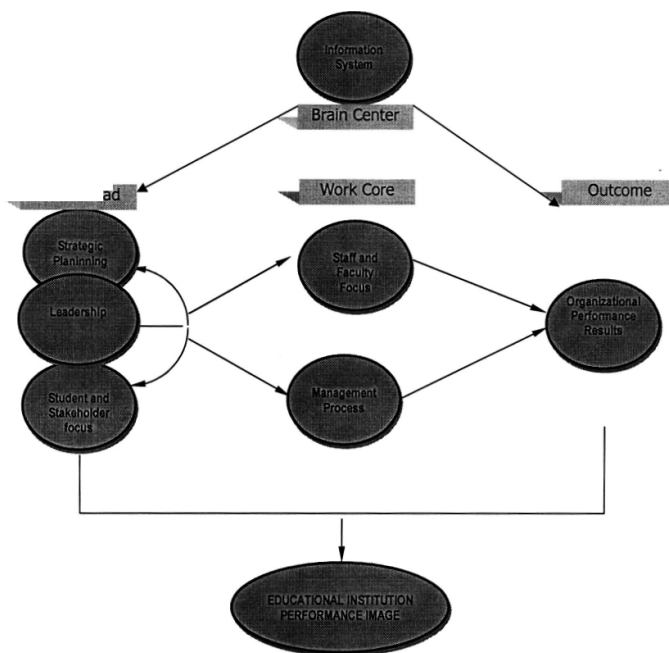
Figure 1 Research Theoretical Framework

This category focuses on the acknowledgement that everyone in the organization is responsible for his/her own roles. Outcomes are the results of organizational performance as the configuration of students' learning achievement, student and stakeholder satisfaction, lecturer partnership, and effective internal operation. The information and analysis (brain center) covers the collection, analysis, reproduction of information and data about the effectiveness of organizational management and system on the improvement of the organizational performance based on the fact and competitiveness. Fast and trustworthy access on data and information system are very important to strengthen the decision making to anticipate the competitive environment. Blazey, et al. (2001: 59-173) indicate that the details of the four basic elements of the higher educational institution performance excellence are classified into seven categories: leadership, strategic planning, student, stakeholder, market focus, information and analysis, faculty and staff focus, process management, and organization performance results. The seven categories are then classified into 18 aspects: (1) leadership which consists of organizational leadership, public responsibility and citizenship; (2) strategic planning which consists of strategy development and strategy deployment; (3) student, stakeholder, market focus which consists of knowledge of student, stakeholder, market needs and expectations,

student and stakeholder, and satisfaction; (4) information and analysis include measurement and analysis of organizational performance and information management; (5) faculty and staff focus consist of work systems, faculty and staff education, training, and development; (6) process management consists of education design and delivery processes, student service, and support processes; and (7) organizational performance results cover student learning results, student-and stakeholderfocused results, budgetary, financial, market results, faculty and staff results, and organizational effectiveness results.

Leadership relates to how the top leader responses to value, purpose, expected performance, student and stakeholder orientation, empowerment, innovation, and learning organization. In addition, the leader also measures the public accountability of the organization.

Strategic plans refer to how the organization develops, chooses, and evaluates the strategic purposes and action planning. Strategic plans also determine how the organizational process manages the strategic plans and their operations together to arrive in the same destination.

The student, stakeholder, and market orientations are aimed at examining how the organization determines requirements, expectation, choice of students, stakeholders, and market. In addition, this category also finds out how the organization communicates with students and stakeholders and determines the main factors which attract the interest of students.

Information and analysis measures the organizational information management and performance evaluation system as well as data and information analysis on the performance. Information and analysis are the main conceptual framework in the context of performance evaluation and organizational management which trigger the improvement of performance and competitiveness. In short, this category is the brain center to improve the organization performance and its strategic directions.

Faculty and staff focus measures how the organization motivates staff and lecturer to implement and develop all of their potencies which are relevant with the organizational plans. Besides, this category also finds out how the organization develops and sustains the conducive work climate to improve the excellence performance and self-development.

Process management measures the key aspects of organizational management process, such as design and services of education, student services and support processes in all units and processes. Effective management process includes effective service design, preventive orientation, student service, operational performance, process cycle, and continuous evaluation.

Organizational performance results measure student achievement, student and stakeholder satisfaction, budgetary, financial, lecturer and staff performance, effectiveness of operation, and competitor performance. This category covers

five elements: student learning, student and stakeholder satisfaction and dissatisfaction, budgetary, financial, market performance, faculty and staff performance, and organizational effectiveness.

E. Research Assumptions

Assumptions used as the bases for this research problem are indicated in the following:

1) The performance of a higher educational institution is a collective product resulted from the synergy of various sub-systems performance.

2) In general, the higher education system in Indonesia has identical principles with that of overseas higher education so that the standard of the Performance Excellence for Education Criteria framework (PEEC) can be used as a reference to evaluate the performance of higher education in Indonesia.

3) The basic elements of educational institution excellence in developing the image of education performance which refer to the Performance Excellence for Education Criteria, in a certain extend, have been implemented in the higher education system in Indonesia.

4) An image is an individual internal evaluation based on an understanding and comprehension of any stimulus which has been processed and saved in the memory. Thus, the image can be measured through responses of people to an object on how to understand the object and what they like or dislike from the object.

5) The formulation of policy strategy to grow up and improve the image is frequently forgotten in developing the quality higher education. The policy to improve the image of higher education performance involves all components from the senate of university as the normative institution in the higher education to the lowest level of the organization. In other words, it includes the policy level, organizational level, and operational level (Bromley, 1989). Each level of public policy is stated on the hierarchical institutional arrangement. The institutional arrangement will individually or collectively influence on the pattern of interaction in the society as the target of the policy. The pattern of interaction will then influence on the outcomes. The outcomes are the expected results from the policy.

6) The image of a higher education is resulted from someone's belief, idea, and impression on a certain higher educational institution. Therefore, a higher education has to get a good impression and reputation since it closely related with the decision of service users and public acknowledgement.

7) The consumers buy a product not only because of their need but also because of the other expected services. The expected services are appropriate with the image that has been shaped in their minds. So, it is important for the organization to provide information to public in order to build a good image (Alma, 2005: 301-302). This is

also applied in the higher educational institution.

8) The image to a certain higher education is formed through various collective components. The components consist of academic reputation, campus performance, budgetary, location, distance from residence, future career expectation, career position, social activity and scope of study program (Huddleston in Alma, 2005: 303).

9) The variables of lecturer, library, educational technology, consultant bureau, sport activity, art activity, religious activity, parents' visit to campus, and alumni may grow up the positive image of the higher education (Alma, 1991; Alma, 2005).

F. Research Hypotheses

Referring to the research problems, research assumptions, conceptual framework and research problems numbers two, three, and four, the research hypotheses are then formulated as follows:

1) Driver triad which consists of leadership, strategic planning, student and stakeholders focus positively influence on the staff and faculty focus in developing the image of Unpar performance.

2) Driver triad which consists of leadership, strategic planning, student and stakeholders focus positively influence on the management process in developing the image of Unpar performance.

3) Driver triad which consists of leadership, strategic planning, student and stakeholders focus; and work core which consists of staff and faculty focus and management process positively influence on the organizational performance results in developing the image of Unpar performance.

4) Brain center positively contributes to the driver triad, work core, and outcomes in developing the image of Unpar performance.

5) The hypotheses of the other research questions are not formulated since they are only aimed at formulating the actual profile of the image of Unpar performance descriptively and formulating the alternative of strategic hipotetical model to develop the image of higher education performance.

G. Research Methodology

The research implements both qualitative and quantitative approaches. Cresswell (1994) indicates that there are three models of the use of qualitativequantitative approach: two-phase design, dominant-less dominant design, and mixed methodology design. This research applied a mixed methodology design since both of the qualitative and quantitative approaches are integratedly used and are supporting from one to another. The implementation of such an approach is methodologically correct (Cresswell, 1994). Sugiyono (2006:29) states that qualitative and quantitative approaches can be applied together to do a research on the same objects with different purposes. The quanlitative approach was applied to find the hypothesis, while the quantitative

approach was applied to examine the hypothesis.

In this research, the qualitative approach was aimed to: (1) investigate and study the actual profile of Unpar performance and its relevance to the Performance Excellence for Education Criteria, and (2) investigate and study the alternative model of policy strategies in developing the image of excellent higher education performance in the future which is responsible to any changes and market needs based on the considerations of Unpar educational experts, educational management experts, the Association of Indonesian Private Higher Education (APTISI), users of graduates, management in faculty level, lecturers, students, alumni, parents and public figures.

While the quantitative approach was aimed to test the hypothesis which specifically relates to the four aspects: (1) to investigate and study the influence of leadership, strategic planning, student and stakeholders focus influence on the staff and faculty focus in developing the image of Unpar performance; (2) to investigate and study the influence of leadership, strategic planning, student and stakeholders focus on the management process in developing the image of Unpar performance; (3) to investigate and study the influence of leadership, strategic planning, student and stakeholders focus on the staff and faculty focus in developing the image of Unpar performance; and (4) to investigate and study the relative contribution of brain center to the driver triad, work core, and outcomes in developing the image of Unpar

performance.

This research applied a descriptive method to study, describe, and estimate data and see the correlation among the data. Best (1982:93-94) clarifies that a descriptive method sees a relationship between variables, tests a hypothesis, or tests a theory. Furthermore, Best (1982) argues that this method is appropriate to be applied in the social science studies. This research did not only describe the phenomena but also test a hypothesis, therefore, it also applied an explanatory survey. As the consequence, the research variables need to be stated into measurable indicators to describe the needed data and information.

In order to obtain the required data, an in-depth interview and a nine scale questionnaire were applied. The interview data were analyzed qualitatively and data from the questionnaire were analyzed quantitatively through statistical technique of row analysis. The row coefficient is calculated and tested by using double regression approach. Then, the row coefficient is resulted from the standardized beta.

H. Research Findings

The research findings are classified into three main points: (1) the description of Unpar performance; (2) the influence of leadership, strategic planning, student and stakeholders focus, staff and faculty focus, and management process on Unpar's organizational performance results and the correlation between the brain center and driver triad, work core, and outcomes in Unpar, and (3) the alternative model of development

policy on the image of higher education performance.

The Description of Unpar Performance

Leadership; the organizational culture of Unpar is run based on the motto "Pursuing knowledge based on divinity to serve the society". In accordance with the organizational culture of Unpar, it indicates that the organization is formulated, implemented, and controlled by values of belief in God, truth, openness, and contribution. The leadership in Unpar is participative and puts priority on the reliability of system in the management of the organization. The leadership gives more emphasis on functional dimension than figures.

Strategic Panning: Unpar has primary development plans up to the year 2012 with its vision: "Becoming an International Academic Community to Improve the Fulfillment of Human Values". The development plans are classified into 15 points: (1) vision, mission, objective and target; (2) governance; (3) institutional management, (4) student and counseling service; (5) human resource; (6) finance; (7) infrastructure; (8) curriculum; (9) academic atmosphere; (10) learning process; (11) research and publication; (12) public service; (13) quality improvement and control system; (14) information system; and (15) sustainability. Each development plan is completed by an analysis of its strengths and weaknesses and clearly indicates its objectives and indicators of success in its projected time.

Student, Stakeholder, and Market Focus. Unpar concerns with quality, especially the quality of students who are going to study at the university. The university is very selective in recruiting new students assuming that the process and output of education will be better when its input has good quality. Open organizational culture in Unpar is shown through respecting different views, opinion, feeling, belief, ability, and skills in order to improve and maintain relationship between campus community and stakeholders.

Information and Analysis. Each decision made by the management of Unpar is based on data and information about the organizational performance derived from each unit and level and the information analysis is viewed as the primary instrument for the improvement of performance and competitiveness of the university. The primary principles that are held by Unpar in developing the information management are: (1) the data and information can be easily understood by students, stakeholders, and parents; (2) the data can be accessed and shared by students, stakeholders, and parents everywhere and anytime; (3) the data are kept their security and confidential; (4) post-service is provided for the students, stakeholders, and parents who encounter problems related to the available data.

Faculty and Staff Focus. The policies made by Unpar are: (1) giving authority to the lecturers to access data for making decisions related to their profession, including those related to curriculum, learning process, and responsibility; (2) appreciating every input from the

staff and lecturers for the revision of the work plans; (3) giving awards to the lecturers and staff who complete their duties faster and spend expenses lower than the estimated cost; (4) involving the lecturers and staff to participate in developing awarding system and evaluating the system periodically; (5) reinforcing the potential lecturers and staff for the bases of organizational values; and (6) recruiting the lecturers and staff who have clear vision to develop Unpar without being influenced by corruption, collusion, and nepotism. The quality development for lecturers has been implemented since 1970s by giving opportunity to the lecturers to continue studying in the country and overseas. The quality development of administrative staff, technician, laboratory assistant, librarian, and other supporting staff is done through in-house training, outside training, and formal education.

Process Management. Unpar avoids the implementation of expansive programs, such as the increase of student body or the number of study programs and concentrates more on the consolidative programs, such as formulation and improvement of management and regulations in various areas and threshold programs in terms of quantity, quality, and human resources in different fields. The process of management should be made effective and efficient and should not be bureaucratical as indicated in the organizational structure determined by the government which is considered to be inefficient. Therefore, the management is simplified in its structural positions

and uses its own terminology known as core and support and they are assisted by several directors. Such a simple organizational structure adopts the concept of business management which is proven to be effective.

Organizational Performance Result. The evaluation system for student's learning achievement, regulations on the evaluation of learning achievement and completion of study, and determination of judicium in Unpar is improved continuously. The system of learning evaluation is determined by comparing the competency of the graduates and the targeted competency, productivity of learning, data on learning achievement of the students and the completion of the students in their study, and the judicium of the graduates. The index of student achievement is increasing from year to year viewed from the data provided by the university to show the profile of the student achievement which is classified based on individual, study program, department, faculty, and university levels and its comparison to the other universities. Unpar always avoids "academic accident", e.g. giving score or rewards without any clear academic bases since it will hurt the values of education.

In accordance with the implementation of new service paradigm, Unpar pays attention more seriously on students and stakeholders satisfaction. Public accountability is shown on the level of student and stakeholder satisfaction taken from various resources and work period. The cashflow of Unpar is completed

by financial details from each unit and the projection of income and espenses within eight years to come. In general, each of the income and expense components is increasing every year. These data are supported by alternative programs offered to public.

In regard to the effectiveness of organization which refer to the principle of transparancy, it shows that the university performance is getting more and more satisfying. It is indicated by the increasing number of study programs or departments which get better accreditation, efficiency of time, energy, and other operational expenses, the fulfillment of legal aspect

from each policy of the university, and faster services provided to students and stakeholders. The data are collected through several methods without any parts of the data to be hidden and they are updated every year. The data are derived from day to day university operation and therefore the progress can be seen anytime.

Hypothesis Test Results

(1) The dimensions of leadership, strategic planning, student and stakeholders focus influence on the staff and faculty focus. The result of row analysis can be seen in the following table.

Table 1

Result of Raw Coefficient Test of Leadership, Strategic Planning, Student and Stakeholders Focus to Staff and Faculty Focus

Exogenous Variable	P	p-value	Interpretation
Leadership (X_1),	0.269	0.000	Significant
Strategic Planning (X_2),	0.185	0.017	Significant
Student and Stakeholders Focus (X_3)	0.433	0.037	Significant
Total	0.831	0.000	Significant

Notes: The Endogenous Variable in the model is Staff and Faculty Focus (X5). Critical value of HQ rejection in this research is a = 0.05.

Simultaneously, the influence of leadership, strategic planning, student and stakeholders focus on the staff and faculty focus is 69.06%. Among the three variables, the biggest influence on the staff and faculty focus is the student and stakeholders focus (18.74%), followed by leadership (7.24%), and strategic planning (3.42%).

(2) Dimensions of leadership, strategic planning and student and stakeholders focus, both individually and simultaneously, positively influence on the management process. The result of row analysis is presented in the following table.

Table 2
Result of Row Coefficient Test of Leadership, Strategic Planning, and Student
and Stakeholders Focus to Management Process

Exogenous Variable	P	p-value	Interpretation
Leadership (X_1),	0.249	0.000	Significant
Strategic Planning (X_2),	0.203	0.001	Significant
Student and Stakeholders Focus (X_3)	0.548	0.000	Significant
Total	0.939	0.000	Significant

Notes: The Endogenous Variable in the model is Management Process (X6).
Critical value of Ho rejection in this research is a = 0.05.

Simutaneously, the influence of leadership, strategic planning, student and stakeholders focus on the management process is 88.17%. Among the three variables, the biggest influence on the staff and faculty focus is the student and stakeholders focus (30.03%), then followed by leadership (6.20%), and strategic planning (4.12%).

(3) The dimensions of leadership, strategic planning, student and stakeholders focus, staff and faculty focus, and management process, both individually and simultaneously, positively influence on the organizational performance results. The result of row analysis can be seen in the following table.

Table 3
Result of Row Coefficient Test of Leadership, Strategic Planning, Student
and Stakeholders Focus, Staff and Faculty Focus, Management Process to
Organizational Performance Results

Exogenous Variable	P	p-value	Interpretation
Leadership (X_1),	0.252	0.000	Significant
Strategic Planning (X_2),	0.112	0.043	Significant
Student and Stakeholders Focus (X_3)	0.234	0.001	Significant
Staff and Faculty Focus (X_5)	0.188	0.003	Significant
Management Process (X_6)	0.237	0.022	Significant
Total	0.953	0.000	Significant

The influence of leadership, strategic planning, student and stakeholders focus, staff and faculty focus, and management process on the organizational performance results is 90.82%. Among the five variables, the biggest influence on the organizational performance results is leadership (6.35%), then followed by management process (5.62%) student and stakeholders focus (5.48%), staff and faculty focus (3.53%) and strategic planning (1.25%).

(4) The dimension of brain center positively correlates with the driver triad, work core, and outcomes. Result of the calculation of correlation coefficient can be presented in the following table.

Table 4
Result of Correlation Coefficient Test between Brain Center and
Driver Triad, Work Core, and Outcomes

Dependent Variable		Brain Center (X_4)			Interpretation
		r	r2	p-value	
Driver Triad	Leadership (X_1),	0.737	54.32	0.000	Significant
	Strategic Planning (X_2),	0.839	70.22	0.000	Significant
	Student and Stakeholders Focus (X_3)	0.883	77.97	0.000	Significant
Work Core	Staff and Faculty Focus (X_5)	0.869	75.52	0.000	Significant

Notes: Critical value of Ho rejection in this research is a = 0.05.

The research shows that brain center significantly has positive correlation with the driver triad, work core, and outcomes in Unpar. This result indicates that the better the brain center, the better the driver triad, work core, and outcomes. On the other hand, the less the condition of the brain center of a higher education institution, the less the driver triad, work core, and outcomes. The quality of brain center has the highest correlation with the outcomes and work core compared with that of the driver triad. The score of the outcomes determined by brain center is 81.00%. In the work core, the score of management process determined by the brain center is 85.75% and score of the staff and faculty focus determined by brain center is 75.52%. Meanwhile, in the driver triad, score of the student and stakeholders focus determined by the brain center is 77. 97% and scores of the strategic planning and leadership also determined by brain center respectively are 70.39% and 54.32%.

Alternative Model of Policy in Developing the Image of Higher Education Performance

In accordance with the considerations of educational experts, educational management experts, the Indonesian association of private universities, stakeholders, campus community, parents, students, and public figures on standard practices of excellence performance of higher education, it is identified that: (1) the driver triad which covers the leadership, strategic planning, student and stakeholders focus; (2) the work core covering the faculty and staff focus and the process; (3) brain center/ information and analysis, and (4) outcomes/organizational performance results should be implemented in the institutions of private higher education in order to make those institutions to have excellent performance.

In general, there are four quality development models of educational institution performance, they are: transformative model, engagement model of program quality, university learning model, and model for a responsive university. Baldridge model

is an example of transformative model. The result of analysis on the strengths and weaknesses of Balridge model shows that the direct adoption of Baldridge model in the implementation of policy strategies in improving the quality of higher education performance is not appropriate. Therefore, alternative models of quality policy development strategies which are relevant with the context and pedagogical values of the Indonesian higher education are needed.

I. Conclusions and Implications

The conclusions of the research can be formulated as follows:

(1) In many ways, the performance of Unpar has met the Performance Excellence for Education Criteria launched by The Baldrige National Quality Program.

(2) Leadership, strategic planning, student and stakeholders focus significantly has positive correlation with staff and faculty focus and management process in developing the image of Unpar performance. Simultaneously, leadership, strategic planning, student and stakeholders focus, staff and faculty focus, and management process significantly have positive correlation with organizational performance results in developing the image of Unpar performance. In addition, brain center relatively has significant positive contribution to driver triad, work core, and outcomes in developing the image of Unpar performance.

(3) Educational experts, educational management experts, association of the Indonesian private higher education, stakeholders, campus community (faculty management, lecturers, students, alumni, and parents) and public figures consider that the practices of leadership strategic planning; student and stakeholders focus; staff and faculty focus; management process; information and analysis; and organizational performance results which are explored by by Blazey, et al. (2001) are considered relevant and can be used as the bases for references in developing an excellent performance higher education in the future. Therefore, policies made by Unpar in developing an excellent performance higher education in the future should refer to these practices.

(4) A holistic model of policy strategies in developing the higher education performance is needed in order to develop an excellent performance of higher education which is responsive to any changes, appreciating the characteristics of higher education institutions, and building commitment to educational values.

The implications of research for the management and the implementation of higher education are: (1) the university has to maintain the existing conditions and continuously develop the university by referring to the leadership, management process, student and stakeholders focus, staff and faculty focus, and strategic planning

supported by reliable brain center; (2) the quality assurance institution in the higher education has to design a model of performance evaluation by adopting Baldrige model to diagnose the strengths and weaknesses and its efforts in the performance development; (3) the further researchers should conduct comparative study on the determining factors of excellent performance in various higher education which have different characteristics to see its adaptibility and feasibility in the implementation of a holistic model to improve the performance of a higher education institution.

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