Stakeholder Engagement and Determination of Priority Strategies in Quality Improvement in Higher Education

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Abstract:

Stakeholder management is vital to the project's success because the strategies, plans, methods and processes for stakeholders determine the success of implementing sustainable construction. This study aims to analyze the quality improvement of tertiary institutions in optimizing stakeholder involvement and determining quality improvement priority strategies. The research method used is qualitative, with the NVivo 12 application analysis. This research was conducted at the Pacific University (UNIPAS) Morotai. The study results show that through stakeholder involvement, Pacific University Morotai is committed to developing the potential of Morotai's human resources for the development and progress of the Morotai Island Regency area. As well as the proposed quality improvement priority strategy is also inseparable from the proposed derivative strategy in quality improvement within the Pacific University of Morotai itself. This derivative strategy can be effective, assuming the priority strategy can be implemented effectively.

Keywords: *Continuous Quality Improvement, Higher Education, Stakeholder Involvement*

Abstrak:

Manajemen pemangku kepentingan memiliki peran penting dalam keberhasilan proyek karena strategi, rencana, metode, dan proses bagi pemangku kepentingan sangat menentukan keberhasilan pelaksanaan konstruksi berkelanjutan. Penelitian ini bertujuan untuk menganalisis tentang perbaikan mutu perguruan tinggi dalam mengoptimalkan keterlibatan stakeholder dan penetapan strategi prioritas perbaikan mutu. Metode penelitian yang digunakan adalah metode kualitatif dengan analisis menggunakan aplikasi NVivo 12. Adapun penelitian ini dilaksanakan di Universitas Pasifik (UNIPAS) Morotai. Hasil penelitian menunjukkan bahwa melalui keterlibatan stakeholder Universitas Pasifik Morotai berkomitmen untuk mengembangkan potensi SDM Morotai demi perkembangan dan kemanjuan daerah Kabupaten Pulau Morotai. Serta Usulan strategi prioritas perbaikan mutu ini juga tidak terlepas dari usulan strategi turunan dalam perbaikan mutu di lingkungan Universitas Pasifik Morotai itu sendiri. Strategi turunan ini dapat efektif dengan asumsi bahwa strategi prioritas dapat diimplementasikan secara efektif.

Kata Kunci: *Perbaikan Mutu Berkelanjutan, Perguruan Tinggi, Keterlibatan Stakeholder*

INTRODUCTION

Stakeholders are people, organizations, or groups interested in influencing or being influenced by the choices, actions, or results of a project, program, or portfolio. Parties with "stakes" or engagement and interests in the project are called stakeholders. The success of the project will be significantly impacted by stakeholder management. Project failure may result from inadequate stakeholder management strategies, plans, techniques, and procedures. One of the solutions to social and environmental issues is sustainable construction. A strategy for performing building projects that satisfies present and future economic, social, and environmental needs is known as sustainable construction. The successful implementation of sustainable construction depends on project stakeholders. How sustainable construction is used on the project will depend on how interested stakeholders are in sustainability concepts.

However, stakeholder interest in putting sustainable construction into practice still needs to be improved. One of the most significant financial issues project owners deal with is the expensive initial cost of the infrastructure investment required. One of the obstacles to financing sustainable building is the lack of clarity regarding the sustainable components that should be applied to projects. Higher education plays a vital role in achieving progress, increasing competitiveness, and creating national excellence, through the development of science, scientific discovery, and technological innovation. In the Republic of Indonesia, Law Number 12. of 2012 states that higher education is closely related to economic progress because it can produce quality Human Resources (HR) who have knowledge and skills and master technology (Bhat, 2016). This statement provides clarity that higher education is the key to improving the quality of a country's human resources (Brown et al., 2019). It is explicitly explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2020 that the establishment of Private Higher Education (PTS) aims to increase access, equity, quality, and relevance of Higher Education in all regions of Indonesia; and increasing the quality and relevance of scientific research and community service to support national development (Ariyani, 2021).

Talking about quality at the national and international levels, it turns out that, in general, both are still faced with quality problems at every level, including in tertiary institutions (Firdianti, 2018). According to Suryana (in Hickman & Akdere, 2017), in his research, quality issues in higher education and improving the quality and qualifications of lecturers significantly affect the educational process. In 2020, out of 58,664 people at state universities (PTN), the proportion of lecturers with the highest Master/S3 education has only reached 54.50%. Whereas in PTS, of the 88,865 existing lecturers, the proportion of lecturers with the highest Masters/S3 education was only 34.50%. This means that the qualifications of lecturers at tertiary institutions in Indonesia are still very minimal in terms of Masters's and Doctoral qualifications (Juniarni et al., 2020).

One of the private tertiary institutions located in North Maluku, especially in Morotai Island Regency, is Morotai Pacific University (UNIPAS) which was

established to meet the needs of the community in the development of science and technology and the preparation of Human Resources (HR) both in Morotai Island Regency in particular and the people of North Maluku in generally (Pratiwi, 2019). The Morotai UNIPAS operational permit is legally valid based on the Ministry of Education and Culture Decree number 08/E/O/2013 concerning the operational permit for the Morotai College Foundation (Niedlich et al., 2020). UNIPAS Morotai aims to produce graduates who are superior and competitive in science and technology and can be accepted by the business world, government and industry according to their field of knowledge (Supardi, 2018). UNIPAS Morotai's Vision, Mission, Goals and Targets illustrate that the goal is to become a tertiary institution that excels in science, technology and arts based on local potential towards a national standard university in 2026.

As a private tertiary institution in Morotai Island Regency, North Maluku Province which is a 3T Region (Foremost, Outermost and Disadvantaged), it is demanded that it be able to prepare itself and increase its competitiveness to achieve the best position in the implementation of the Tri Dharma of Higher Education is a challenging task that must be realized so that UNIPAS not left behind by other universities and the community (Pittman et al., 2022). Being a university that has national competitiveness by applying the university's vision and mission certainly has its challenges for UNIPAS Morotai to maximize the potential of its resources (Ferrero-Ferrero et al., 2018). On the other hand, various national policies in tertiary institutions, such as independent learning on an independent campus, can be seen as an opportunity and a challenge for universities; this is no exception for UNIPAS Morotai (Medne et al., 2020).

Several issues, global development trends, and programs initiated by the government require the adaptability of universities to become partners for the progress of the nation and the State (Mendoza et al., 2019). On a macro level, the existence of UNIPAS Morotai is demanded to continue to adapt to increasingly complex external conditions (Bahadorestani et al., 2020). On a micro level, UNIPAS Morotai's existence is required to advance intellectual human resources in Morotai. So to keep abreast of global trends and developments, UNIPAS needs to continuously improve quality with various strategies (Bischoff et al., 2018).

Efforts to improve the quality of educational institutions are focused on providing input factors for educational institutions but also need to pay more attention to educational process factors (Haerizadeh & Sunder M, 2019). In principle, a good contribution is not a guarantee of improving the quality of an educational institution (Sunder M & Antony, 2018). Not only entry and process factors but also various elements that need attention, such as the diversity of students, environmental conditions, and stakeholder involvement (Fleacă et al., 2018). Improving the quality of education cannot be achieved without providing access to opportunities for education units that are active and independent in making educational decisions (Falqueto et al., 2020).

PPEPP is a quality assurance cycle by every higher education organization to achieve continuous quality improvement. PPEPP is a tool for improving the quality of higher education (Mendoza et al., 2019). In implementing the PPEPP cycle, UNIPAS Morotai has four quality assurance strategy formulations that have

been used from 2018 to 2021. The four UNIPAS Morotai strategy formulations are: (1) actively involve all academics in developing an internal quality management system (SPMI); (2) involving stakeholders, namely professional organizations, alums, the business world and government as users of graduates, at the stage of setting SPMI priority strategies ; (3) conducting structured and planned training for lecturers and administrative staff on SPMI, and specifically training as internal auditors; (4) periodically socialize the functions and objectives of SPMI to stakeholders (Yanez et al., 2019). According to the previous study by Adhi & Muslim (2023), project stakeholders in the UK lack favourable attitudes, awareness of, and expertise with lean techniques. A similar issue also exists in Indonesia, where contractors must still be prepared to execute lean construction, particularly in lowering cycle time and variability. Lean construction tools may be less effective and efficient due to this. A lack of positive attitudes may hamper other stakeholders' adoption of lean construction. Because they are viewed as excessively sophisticated in the construction sector, such barriers as propagating unfavourable rumours about lean tools and even advocating the rejection of their usage can arise (Maskuriy et al., 2019; Walid et al., 2019). The application of value management and risk management on sustainability-related performance is the topic of a prior study on techniques for sustainable construction (Zengin, 2022). By developing lean performance indicators linked to sustainable building, further study explores how lean construction might enhance the implementation of sustainable construction. Research on stakeholder awareness, benefits, and problems also provide light on how project stakeholders view and accept various drivers and impediments. Most research, however, concentrates on creating a conceptual framework for lean and sustainable building that all parties can use. Toll roads are one example of a road infrastructure project with various parties and interests (Newman et al., 2021). Lean construction, sustainable building, and stakeholder engagement initiatives must all work together to help enhance sustainable lean building. In order to choose the best course of action for implementing sustainable building, it is vital to examine the level of stakeholder engagement and impact (Bahadorestani et al., 2020).

Referring to the quality improvement strategy at UNIPAS Morotai, the second point regarding stakeholder involvement in determining the quality improvement strategy will be the focus of the study in this article (Kaur & Lodhia, 2018). In essence, the purpose of educational institutions is to create and maintain customer satisfaction, and in the management of quality improvement, customer satisfaction is determined by the educational institution's stakeholders. Because only by understanding customer processes and satisfaction can organizations realize and value quality (Venturell et al., 2018). All efforts/management in improving quality must be directed at a primary goal, namely customer satisfaction. The existence of cooperation in an educational institution as the principal capital in achieving quality and stakeholder satisfaction through a process of continuous quality improvement is very crucial to note. This study aims to analyze the level of influence and engagement through a stakeholder engagement assessment matrix in sustainable lean construction, analyze the

driving factors and barriers to implementing sustainable and lean construction, and develop strategies.

RESEARCH METHODS

This research is a qualitative research method in which the researcher intends to describe the quality assurance process implementation in higher education quality improvement strategies. This opinion is to the statement of Moleong (in Camilleri, 2021) that qualitative research intends to understand the phenomenon experienced by research subjects by describing it in the form of words and language by utilizing the scientific method. Creswell (in Sihite & Saleh, 2019) mentions several characteristics of qualitative research, including 1) collecting data naturally, 2) researchers are key instruments who collect data themselves through documentation, observation, or interviews with participants, 3) qualitative data sources can use a variety of sources, such as interviews, observation, and documentation.

The approach used is a case study approach. Yin (2018) states that a case study is an inquiry activity that investigates phenomena in real-life contexts when phenomena are not visible. Qualitative research intends to understand the phenomenon experienced by research subjects, such as behaviour, perception, motivation, and action, holistically using descriptions in words and language in a unique natural context and utilizing various scientific methods.

Based on experts' opinions, it is hoped that this research will provide results regarding implementing quality assurance using cycles of establishing, implementing, evaluating, controlling, and improving higher education standards at Pacific Morotai University. Then researchers can recommend strategies for university quality improvement in the form of strategic models of quality improvement to carry out quality assurance, which can be used to improve the quality of tertiary institutions. The qualitative research design with the case study method that the researchers used in this study was developed from the Yin approach (2018), which is described as follows:
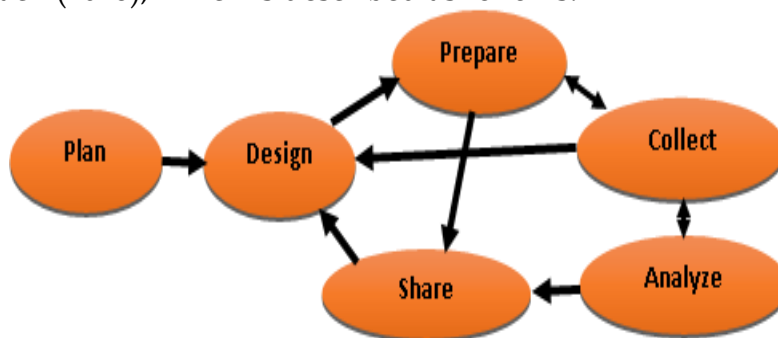

Figure 1. Case Study Procedure
Source: (Yin Robert K, 2018)

Data analysis in this study was processed using coding interview results through the Nvivo 12 plus qualitative data processing application, which in its presentation can be displayed in the form of diagrams, pictures and tables of the results of the interview coding. The use of NVivo is also supported by Wals (in

Kholili & Fajaruddin, 2020), who says that NVivo is software that works like maps in manual qualitative data analysis techniques, except that these maps are much more reliable.

RESULTS AND DISCUSSION

Measure the extent to which university stakeholders are involved in formulating, implementing, and evaluating university quality improvement strategies. In general, university stakeholders can be divided into two, namely internal stakeholders and external stakeholders. What can be called internal stakeholders here are management (the chancellor and his staff, deans, heads of study programs, and heads of other units), lecturers and education staff, and students. Other external stakeholders mentioned here are foundations, parents or guardians of students, local government, industry and the world of work, regional 12 higher education service institutions, relevant ministries, and the general public. Findings from interviews on indicators, researchers conducted interviews with regional secretaries of Morotai Island district, alums of the best graduates, and heads of education offices and public works offices in order to provide opinions on higher education providers in Morotai Island regency, which were processed using the NVivo 12 application, resulting in an overview as in Figure 1 below:
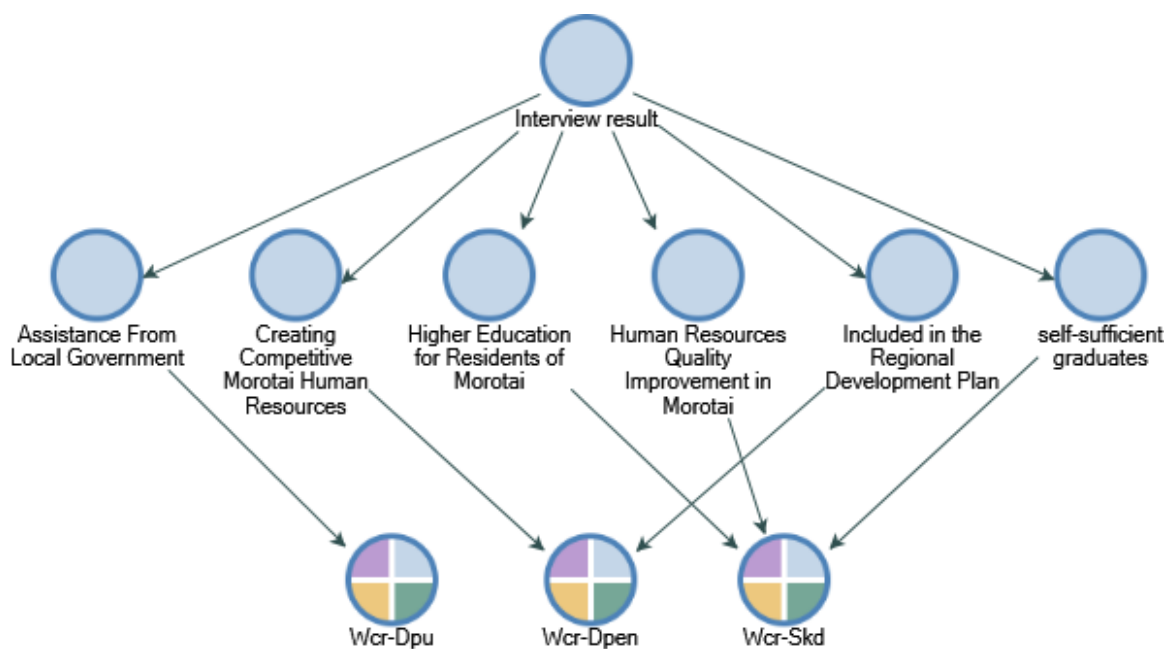
Figure 2. Stakeholder Involvement in Quality Improvement Strategy

From Figure 2 above, based on the results of interviews with the Regional Secretary of Morotai Island Regency and the Head of the related service, "UNIPAS Morotai is very important in improving the quality of human resources in Morotai. The existence of UNIPAS Morotai is beneficial for Morotai children who continue their education to tertiary institutions in the region and are assisted free of tuition fees by granting local government scholarships" (Wcr-Skd) further "UNIPAS

Morotai is involved in regional development plans so that UNIPAS Morotai is one of the Universities The universities in Morotai Island Regency to form and create competitive Morotai human resources" (Wcr-Dpen). The regional government is proactive in developing infrastructure, as evidenced by providing lecture halls funded by the local government (Wcr-Dpu). The independence of UNIPAS Morotai graduates so that when they graduate, they do not only want to become civil servants or regional contract employees but can create jobs (Wcr-Skd). Overall, the local government has high hopes for UNIPAS Morotai. Meanwhile, based on reduced interviews with several alumni, the first was the best graduate student, stating, "I received a scholarship from the Pacific University of Morotai to continue as a Master and will return to serve at UNIPAS Morotai". This means that the Pacific University of Morotai is committed to developing the potential of Morotai's human resources for the development and progress of the Morotai Island Regency area (Rahmiati et al., 2018).

Apart from the involvement of stakeholders in improving the quality improvement strategy, it is necessary to determine the priority strategy for quality improvement. The leadership and governance components are critical in overall quality improvement. Effective leadership and governance can drive all improvement and quality improvement of the university. In this case, quality improvement in the leadership and governance components is related to (1) coordination, (2) delegation of authority, and (3) academic-collegial culture. The aspect of coordination is related to the relationship between horizontal and vertical functions. Until now, the delegation of authority appears to be "centralized" and only slightly delegates authority to lower levels (faculties or study programs). Effective coordination runs top-down and bottom-up in all aspects (Verhulst & Lambrechts, 2015), especially in ensuring the smooth implementation of quality improvements. This coordination can be an extension of the university leadership. In addition, this coordination can also facilitate the formulation, implementation, realization and evaluation of quality improvement.

Developing a more collegial academic culture is considered one of the strategies for improving the quality of leadership and governance (Mincu, 2022). The development and strengthening of this academic, cultural orientation in higher education institutions can, in turn, become the foundation for sustainable governance. This academic, cultural orientation can lead to an organizational learning orientation and a holistic orientation reinforcing one another. Implementing such governance is highly dependent on applying leadership styles and behaviours within the university environment. All of these represent essential components that need to be handled by universities in order to continue to adapt to various changes towards sustainable development.

On the other hand, the commitment of university leaders and their subordinates (lecturers and education staff) must be aligned even though the university is characterized by a high degree of centralized control (Ach & Firdianti, 2021). The success of the university's vision and mission comes from the success of the vision and mission of study programs, so the delegation of authority to faculties and study programs needs to run more smoothly. In essence, universities must be prepared to change the traditional conception of higher education

institutions towards those of higher education institutions that grow sustainably. Based on the identification of several components that require a quality priority strategy, based on the results of the analysis using NVivo 12, the quality improvement priorities at the Pacific University of Morotai are as shown in Figure 3.
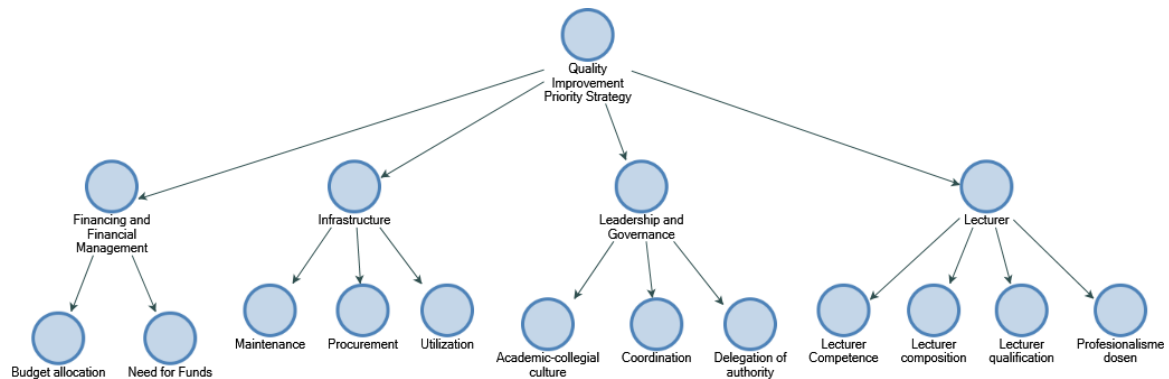
Figure 3. Identification of Quality Improvement Priority Strategies

The proposed quality improvement priority strategy is also inseparable from the proposed derivative strategy in quality improvement within the Pacific University of Morotai. This derivative strategy can be effective with the assumption that the priority strategy can also be implemented effectively. The derivative strategy includes quality improvement components in components (1) graduate competence, (2) learning content, (3) learning process, (4) Lecturers and Education Staff, and (5) financing. The description of the quality improvement derivative strategy using NVivo 12 is shown in Figure 4.
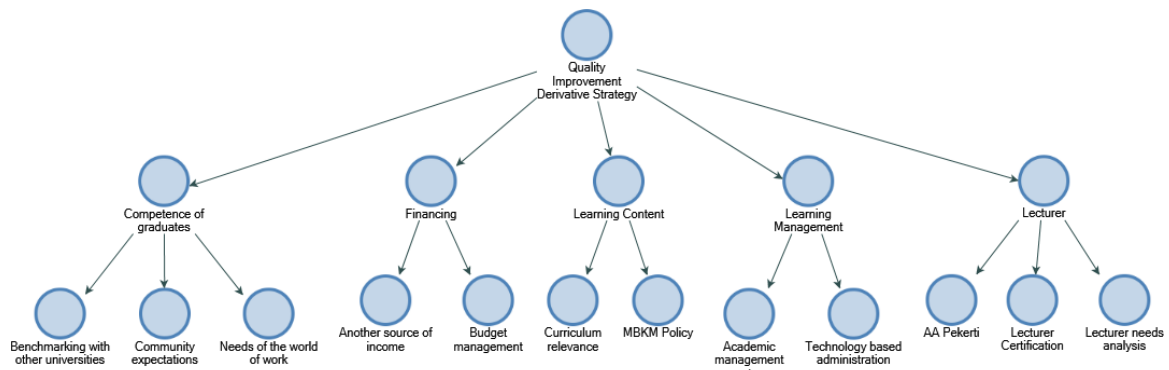
Figure 4. Quality Improvement Derivative Strategy

The overall quality improvement priority strategy emphasizes quality improvement priorities, namely on the components of lecturers, facilities and infrastructure, financing and financial management, coupled with leadership and governance components. The human resource component in tertiary institutions must be developed, including lecturers. Lecturers are the spearhead and motor of the institution to carry out tri-dharma activities. Lecturers can also participate in institutional governance and professional development. If you want to improve performance, then improving the quality of lecturers must be a top priority in a university (Shayery et al., 2022).

Lecturers' better understanding of TQM will advance quality education. Lecturers at these institutions must be professional in supporting the improvement of higher education quality, which in turn will affect perceptions of teaching (Camilleri, 2021). The professionalism of a lecturer is related to the qualifications and performance that are actualized by mastering academic, personal, social and professional competencies integrally. Lecturer professionalism is one of the benchmarks in the academic quality assurance system. Lecturers always maintain and develop professionalism in their scientific fields and expertise while trying to understand and improve customer satisfaction. The main customers of lecturers are students.

Professionalism must be a cultural value possessed by lecturers to always present their best work in carrying out their duties and responsibilities in an academic atmosphere that allows for healthy relationships between students and lecturers, between lecturers and between students. A conducive atmosphere is needed to enable the maximum development of the potential of all parties, especially students and lecturers, in achieving superior academic quality standards. Success can be realized if these factors are prepared and implemented effectively. According to McBeath (in Yanez et al., 2019), to create conditions for successful learning and prepare lecture material, learning resources and teaching methods, it can also be assisted with study preparation, encouraging student activity and participation and controlling/regulating physical conditions. The academic culture within the Pacific University of Morotai needs to be adequately fostered and directed so that it does not cause conflict between lecturers or a decrease in the spirit of professionalism of lecturers (Mendoza et al., 2019b).

Facilities and infrastructure are equipment that formal educational institutions must own because facilities and infrastructure are urgent for the smooth running of teaching and learning activities. The existence and completeness, as well as optimal use of facilities and infrastructure, is a necessity in an educational institution. Educational institutions with a TQM perspective must provide adequate facilities and infrastructure to optimize the teaching and learning process (Pittman et al., 2022). Facilities and infrastructure are also a priority strategy that contributes to improving the quality of tertiary institutions, one of which is the use of technology and information systems. A focus on quality means a focus on new ways of providing learning opportunities in higher education, including technology, cooperative learning situations, internships, and better mentoring.

Furthermore, this focus on quality is also related to the adequacy of the number of books in the library, not only a collection of lecture notes from lecturers. Lecturers are also expected to be able to access various databases of journals from around the world to study with students. There needs to be more in the contractor's engagement. At the moment, contractors are supportive of using sustainable construction methods. Contractors have yet to attain the appropriate engagement because the owner is still at the centre of the decision-making process for implementing sustainable lean construction. Bahadorestani et al. (2020) research indicates that using lean tools will boost management commitment, stakeholder engagement, and workforce management quality. Contractors and

subcontractors should develop KPIs and productivity improvement plans in order to encourage stakeholder engagement in the execution of sustainable lean construction on road projects.

Funding is one of the resources that directly uphold the effectiveness and efficiency of education management. This requires the ability to plan, implement, evaluate, and be accountable for the transparent management of funds to the public and government. An institution's financial and financing component is a production component that determines the implementation of institutional activities along with other components. In other words, every activity carried out requires costs, both consciously and unconsciously. This financial and financing component needs to be managed as well as possible so that existing funds can be used optimally to support the achievement of educational goals. Quality awareness in the organization depends on top management's attitude towards quality. Achieving a quality level is not the result of implementing short-term instant ways to increase competitiveness, but implementing TQM requires continuous possibilities. The emphasis on managerial leadership roles place leaders as drivers and guiding blocks of the total quality model (Bhat, 2016). The leadership of the Pacific University of Morotai relatively emphasizes the transactional leadership style compared to the transformational leadership style, so it has more or less influenced the academic culture in the university environment. The solution to bridging this problem is to balance the two styles and approaches so that they are effective in increasing the morale and satisfaction of lecturers and education staff in all study programs while continuing to pay attention to the institutional infrastructure at the university, including its capacity and resources (Brown et al., 2019).

The successful implementation of TQM is not easy; it requires commitment and cooperation between leaders, lecturers, employees, and all stakeholders involved. Stakeholders are users of educational services. They consist of leaders and entrepreneurs. Their involvement helps students to acquire and develop careers (Brown et al., 2019). The relationship between the institution and the users of educational services will create a particular interest in entering the educational institution. The same thing is emphasized by Chan and Sam (in Rahmiati et al., 2018). The challenges of higher education are not only formal but also involve social sensitivity, attitudes and strong character. Therefore, the higher education system provides many alternatives to foster creativity and responsiveness. High resistance to change.

Student involvement and parental involvement in TQM must also be considered. Students are individuals who need maximum educational services. In improving the quality of education, it is necessary to have the participation of students because students are one of the benchmarks for the quality of education. In developing the quality of the results of the implementation of education in tertiary institutions, this cannot be separated from the involvement of stakeholders who work together and support each other in designing and implementing all higher education activities so that institutions can achieve various achievements, both in the academic and non-academic fields. This statement is also reinforced by Wahab (in Sunder M & Antony, 2018) stakeholder support for an organization is

a manifestation of 1) the success of its executives in running the organization efficiently, effectively and productively; 2) the ability to meet the needs of a group of consumers; 3) ability to compete healthily; 4) the ability to fulfil the social obligations of the wider community; and 5) the ability to maintain harmonious industrial relations between management and employees.

Stakeholders are a collection of several people who collaborate and interact with each other to achieve a common goal. Stakeholders are the key to the successful management of an educational institution; if stakeholders are vital, it will be easier for the institution to develop and even go backwards. Stakeholders are an essential component in planning and implementing educational activities and programs. According to Fahmi (in Camilleri, 2021) in his research stated that stakeholder involvement in the implementation of TQM in tertiary institutions can be seen from; (1) the participation of lecturers in implementing learning programs, (2) employee involvement in administrative processes and technical matters to support achieving institutional goals, and (3) involving committees and parents in decision making. The existence of a harmonious relationship between universities and various parties is expected to carry out the educational process in a productive, effective, and efficient manner so that it can produce productive and quality graduates (Sihite & Saleh, 2019). Stakeholder Engagement, the primary mission of integrated quality management is to meet the needs and demands of all customers. There are two kinds of education customers: 1) Internal customers: lecturers/teachers, librarians, laboratories, technicians and education staff; 2) External customers consist of: a) Primary customers: students/students, b) Secondary customers: parents, government and community, c) Tertiary customers: users/recipients of graduates.

CONCLUSION

The quality improvement strategy at Pacific Morotai University in establishing, implementing, evaluating, and monitoring has not gone smoothly, so it cannot be used as a benchmark for the stages of quality standard improvement. However, other quality improvement strategies are also measured based on the level of stakeholder involvement and the determination of university quality improvement priority strategies. The quality improvement strategy at Pacific Morotai University is through setting priority strategies and standard improvement derivatives, which are follow-up efforts from money results in determining whether the improvements to be made are in the form of minor or significant improvements so that they are immediately corrected and can continue to be improved. The follow-up to quality improvement at UNIPAS Morotai has not been fully implemented because the quality assurance activities only reach the evaluation and monitoring stage. The impact is that most parties subject to monitoring and evaluation need to know where the deficiencies are in implementing the set quality standards. Therefore, the stages of increasing higher education standards could not be increased due to a lack of coordination. From the whole PPEPP cycle process, a continuously repeating cycle, according to reality, is carried out in one direction as part of LPM's duties in carrying out quality assurance obligations.

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