MONITORING OF ACADEMIC AND NON-ACADEMIC FIELDS IN HIGHER EDUCATION

Ridwan Ali[1], Maisyaroh[2], A. Yusuf Sobri[3]
[1,2,3,]Universitas Negeri Malang, East Java, Indonesia
Email: ridwanali.alfatih@gmail.com[1], maisyaroh.fip@um.ac.id[2], ahmad.yusuf.fip@um.ac.id[3]

Abstract:

This research aims to present the implementation of academic and non-academic Monitoring in higher education institutions using the literature review method as a source of information. Monitoring in both academic and non-academic fields in higher education is crucial to ensure that the standards of education and educational services provided are met. In the academic field, Monitoring is carried out to ensure that the learning process is effective, the teaching materials are of high quality, and the lecturers have adequate competencies. Meanwhile, in the non-academic field, Monitoring is conducted to ensure that campus security is guaranteed, educational facilities and infrastructure are adequate, and student involvement in campus activities is well-maintained. To improve the effectiveness of Monitoring in both academic and non-academic fields in higher education, universities can implement new strategies and innovations such as utilizing technology, developing evaluation instruments, and increasing student involvement in the Monitoring process. Effective Monitoring will have positive impacts such as improving the quality of education, student satisfaction, lecturer professionalism, campus security, and student involvement in campus activities. Research has shown that effective Monitoring in both academic and non-academic fields in higher education has positive implications for improving the quality of education and educational services. Furthermore, effective Monitoring can positively impact students, lecturers, and the wider community. Therefore, it is important for universities to carry out effective Monitoring in both academic and non-academic fields to ensure that all education and educational services processes meet the established quality standards.

Keywords: *Monitoring, Academic and Non-Academic Fields, Hinger Education*

INTRODUCTION

Higher education institutions play a vital role in producing quality human resources that meet the demands of the job market. To perform their functions effectively, universities must have an efficient and effective monitoring system to oversee academic and non-academic activities (Nurdiana, D., & Nugraha, A, 2020; and Sutama, I. K., & Mahardika, I. K, 2021). Monitoring of academic and non-academic areas is important to ensure that universities perform their duties well and meet the standards set by regulators, governments, and accrediting agencies (Hossain, M. A, 2021; Sholihah, I., & Putri, A, 2020; and Arsyad, N., & Budiyanto, B, 2021).

Universities are educational institutions with a significant responsibility in creating quality human resources ready to face competition in the job market (Fitriyani, R., & Luthfi, A, 2021; Kuncoro, M., & Mawardi, M, 2020; and Novita, R, 2021). Therefore, it is important for universities to have an effective and efficient monitoring system to ensure that academic and non-academic activities are carried out according to established standards (Sari, D. P., & Mawardi, M, 2021; Yusuf, M, 2020; Paulsen, M. B, 2019; Al-Fahim, M., & Al-Derham, H, 2020; dan Nicolini, D. (2019).

Monitoring of academic and non-academic areas in universities involves various aspects, such as monitoring of academic program implementation, financial management monitoring, information system monitoring, monitoring of compliance with regulations and policies, and monitoring of risk identification, evaluation, and management (Asy'ari, A. R., & Musarofah, S, 2021; Darmawan, D, 2020; Heryanto, H., & Setiawan, A, 2021; Nugraha, E. P., & Kurniawan, R., 2021; and Siregar, R. A., & Waruwu, F. D. 2020).

In conducting monitoring activities, universities can utilize various standards and guidelines established by various institutions. For example, Standards for the Professional Practice of Internal Auditing issued by The Institute of Internal Auditors (IIA), as well as Internal Audit Guidelines for Colleges and Universities issued by The Association of College and University Auditors (ACUA) (The Institute of Internal Auditors (IIA), 2016; He, W, 2020).

Based on the background, the research questions of this study are as follows: What is the role and function of Monitoring in ensuring that academic and non-academic activities in higher education institutions are carried out according to established standards? What are the challenges and obstacles faced in conducting Monitoring in the academic and non-academic fields in higher education institutions? How can Monitoring in the academic and non-academic fields in higher education institutions be optimized to be more effective and efficient in ensuring the quality of education produced? What are the latest strategies and innovations that can be implemented in the Monitoring of academic and non-academic fields in higher education institutions? What are the implications of Monitoring in the academic and non-academic fields in higher education institutions for improving the quality of education and educational services

RESEARCH METHODS

The research method used in this literature review is designed to use a systematic approach to critically analyze the application of academic and non-academic Monitoring in higher education. This study uses a systematic literature review approach that follows a set of explicit and strict rules oriented towards demonstrating completeness, immunity from bias, and transparency and accountability of techniques and techniques execution (Dixon-Woods, 2008 cited in Khalaf & Zin, 2018; Martins & Gorschek, 2016).

Data was collected through a Google Scholar search to obtain quality articles in online journals. All literature (articles) relevant to the topic of academic and non-academic Monitoring in higher education are then compared and evaluated for reliable understanding (Khalaf & Zin, 2018). The systematic review process is characterized by the existence of several criteria used to limit the scope of the review (Martins & Gorschek, 2016).

RESULTS AND DISCUSSION
Role and Function of Monitoring

Monitoring plays a crucial role and function in ensuring that both academic and non-academic activities in universities are conducted in accordance with the standards established by regulators, and the academic accrediting bodies. Academic Monitoring aims to ensure the quality of learning, teaching, and research in universities, while non-academic Monitoring aims to ensure that universities operate effectively and efficiently (Bressler, L. A., & Bressler, M. S, 2015; Cremonini, L., & Vianello, M, 2015).

Academic Monitoring is conducted through monitoring and evaluation of the curriculum, teaching methods, research, and other academic activities. The goal is to ensure that universities provide education that meets established academic standards and produces high-quality graduates (Kadirvelu, A., & Raman, M, 2016; Kumar, N., & Kapur, P, 2017; and Zhan, X., & Ye, L, 2018).

Meanwhile, non-academic Monitoring includes Monitoring of information systems, finances, human resources, infrastructure, and other facilities used by universities (Minister of Education and Culture Decree Number 492 Year 2021 on

Higher Education, 2021). The aim is to ensure that universities operate effectively and efficiently and meet the standards set by the government and accrediting bodies (Karim, A., & Akbar, N, 2020; Mardhani, R, 2020; Wiryono, Y., & Ardhana, I. M, 2019).

Surveillance also helps minimize the risk of violations, fraud, or corruption in universities (Aljazy, M., Aldehayyat, J. S., & Al-Kilani, M. H, 2020; Bursztynsky, J., & Millar, A, 2018). With effective surveillance, universities can identify and address issues quickly, thus minimizing negative impacts on their reputation and credibility (Gupta, S, 2018; Oyelade, O. J., Oduwole, A. A., & Oludayo, O. A, 2021; and Yap, J. L, 2018).

Challenges and Obstacles

Surveillance of both academic and non-academic aspects in universities is one of the important tasks that must be carried out by the campus authorities. The purpose of this surveillance is to ensure that the activities in the university run smoothly and do not cause problems in the future (Byrne, J., & Flood, B. 2019). However, in carrying out this task, there are several challenges and obstacles that must be faced, including:

1. Limited Human Resources
   The first challenge faced in carrying out surveillance of academic and non-academic areas in universities is limited human resources (Dasgupta, S, 2017; O'Connell, R., & Whitley, R, 2019; Vlasceanu, L., & Grünberg, L. (Eds.), 2007). Universities usually have a limited number of supervisory staff, making it difficult to conduct comprehensive surveillance (Levin, J., & Kater, S, 2019; and Rose-Adams, J, 2020).

2. Budget Constraints
   The second challenge is budget constraints. Effective surveillance requires sufficient funds to carry out activities such as inspection, sampling, and evaluation (Association of College and University Auditors, 2015; and Government Accountability Office, 2017). However, sometimes the available budget is insufficient to carry out optimal surveillance (O'Leary, R, 2016; Sinclair, A, 2019; and World Bank, 2013).

3. Lack of understanding among supervisors
   The third challenge is the lack of understanding among supervisors about various academic and non-academic areas being supervised. For example, supervisors who do not have a deep understanding of information technology are unable to effectively supervise the information system used by universities (Lopes, A. B., 2016; Ansong, M., 2018; Taqwa, A. S., & Ratnawati, L., 2017; and Radhika, S., & Rajeswari, R., 2017).

4. Unclear Monitoring standards
   The fourth challenge is unclear Monitoring standards. Universities often do not have clear standards regarding the tasks, authorities, and responsibilities of supervisors (Budiana, I. W., Arimbawa, I. W., & Yasa, N. N., 2020; Dabla-Norris, E., Gradstein, M., & Inchauste, G., 2008; and Harsono, B., 2016). This can lead to ambiguity in carrying out supervisory tasks and difficulty in evaluating the performance of supervisors (Kaharuddin, & Hardiyanto, G., 2020; and Mahasiswa, P. T. P., 2018).

5. Suboptimal response from relevant parties
   The fifth challenge is the suboptimal response from relevant parties. Sometimes, when violations or problems are found, the relevant parties do not respond well or even do not respond at all (Yusoff, M. S. B., Sipon, S. M., & Aziz, A. A., 2016; Fuentes-Fuentes, M. M., & López-Hernández, A. M., 2018; and Norazah Mohd Suki, N. A., & Chan, J. K. L., 2018). This makes Monitoring ineffective and problems unresolved (Majid, S. A., Hassan, R., Azizan, N., & Yahya, S., 2019; and O'Leary, R., & Vijayakumar, J., 2019).

6. The last challenge is frequent changes in rules and regulations
   Changes in rules and regulations can cause confusion among supervisors and campus stakeholders. In addition, changes in rules and regulations often require

adjustments to systems and procedures that are difficult to implement in a short time (Brawer, F. B., & Gaztambide-Fernández, R. A, 2019; Chen, C. Y., Chen, H. C., & Huang, Y. M, 2018; and Horta, H., & Yonezawa, A; 2020)

In facing these challenges and obstacles, the campus needs to make systematic and planned efforts to improve academic and non-academic Monitoring. One way to do this is by improving the quality of human resources and increasing coordination among stakeholders (Jawahitha, S., & Poornima, G, 2019; and Ozga, J, 2019).

Optimization of Monitoring

Optimizing the Monitoring of academic and non-academic fields in higher education is important to ensure the quality of education produced. Here are some ways to improve the effectiveness and efficiency of Monitoring in higher education:

1. Creating an integrated Monitoring system
   Creating an integrated Monitoring system can help improve the effectiveness of Monitoring. This system can assist in identifying risks, conducting routine Monitoring, and providing regular reports (Ministry of Education and Culture, 2017; Arifin, H, 2018). This system can help improve the efficiency of Monitoring by minimizing task duplication and enabling the use of more effective resources (Suhendar, S, 2017; Hamidi, R, 2019; da Fitriani, Y., & Sari, R, 2018).

2. Strengthening coordination between relevant parties
   Good coordination among relevant parties such as supervisors, lecturers, and administrative staff can help improve the effectiveness of Monitoring. Good coordination allows for faster and more accurate information exchange, as well as minimizing confusion and misunderstandings (Fauzi, A., & Abduh, M, 2018; Idrus, M., & Saputra, A, 2018).

3. Establishing cooperation with external oversight institutions
   Higher education institutions can establish cooperation with external oversight institutions such as the National Accreditation Agency for Higher Education (BAN-PT) to improve the effectiveness of oversight. External oversight institutions can help increase campus accountability and transparency and provide different perspectives (Yuniarta, G. A., & Nurcahyo, R, 2020; Tettey, W. J., & Salmi, J, 2019;).

4. Providing training to improve the quality of oversight
   Regular training for supervisors can help improve the quality of oversight. Training can be technical, such as on sampling techniques or auditing, or training on academic and non-academic areas that need to be supervised (Kurniawan, R. A, 2018; Wulandari, A, 2018).

5. Increasing the use of technology
   The use of technology such as campus information management systems (SIMAK) or financial management systems can help improve the efficiency of oversight (Fauzi, A., & Abduh, M, 2018; and Idrus, M., & Saputra, A, 2018). Technology can facilitate data collection and processing, allowing supervisors to be more effective and efficient in their oversight (Kurniawan, R. A, 2018; Wulandari, A, 2018; and Yuniarta, G. A., & Nurcahyo, R, 2020).

6. Strengthening legal and ethical awareness
   Strengthening legal and ethical awareness among supervisors and campus officials can help improve the effectiveness of oversight. Supervisors and campus officials must understand the legal consequences of actions that violate rules and ethics in carrying out oversight duties (Yusuf, M. A, 2019; and Fathoni, M, 2018). By optimizing oversight of academic and non-academic areas in higher education, it is expected that the quality of education produced will improve, thereby meeting the needs of a complex and dynamic society and job market (Ekaputra, A. G, 2020).

Strategies and Innovations

The monitoring of academic and non-academic fields in higher education institutions needs to be constantly updated to keep up with the changing times and to ensure that the quality of education produced remains optimal. The

following are some of the latest strategies and innovations that can be implemented in monitoring the academic and non-academic fields in higher education:

1. The use of technology and big data
Technology can be used to improve the effectiveness of monitoring. For example, universities can use technology to monitor students' online learning activities or to automatically update academic data. In addition, the use of big data can help supervisors analyze the large and complex data generated by universities (Kurniawan, E, 2019; Purnama, R, 2018; Pratama, R. D, 2020; Panggabean, J. R., & Sumarno, S, 2018; and Ramadhan, A, 2019).

2. Implementation of artificial intelligence (AI)
The implementation of AI in monitoring can help identify potential problems and quickly find solutions. For example, universities can use AI to monitor plagiarism behavior or other academic fraud (Asamoah, G. K., & Otieno, R. O, 2020).

3. Use of interactive e-learning platforms
Universities can use interactive e-learning platforms to improve monitoring effectiveness. These platforms can be used to monitor student learning activities, provide feedback in real-time, and automatically update teaching materials (Chen, N. S., Hsieh, S. W., & Kinshuk, 2018).

4. Implementation of a data-driven approach
Universities can implement a data-driven approach to monitoring. This approach can help improve weaknesses in existing monitoring systems and improve overall university performance (Zhu, X., & Wong, R. K, 2020).

5. Building trust by involving all stakeholders
Building trust by involving all stakeholders can help improve monitoring effectiveness. For example, universities can involve students, faculty, and administrative staff in the monitoring process to create a transparent and accountable environment (Aghion, P., & Tirole, J, 2017).

6. Using risk-based monitoring methods
Risk-based monitoring methods can help identify specific risks and strengthen monitoring in areas that are considered most important. In academic monitoring, this method can help prevent cheating and plagiarism, while in non-academic monitoring, it can help ensure campus safety and student welfare (Boivie, S., Graffin, S. D., Pollock, T. G., & Rindova, V, 2017).

By implementing the latest strategies and innovations in monitoring academic and non-academic fields in higher education, it is hoped that a better academic environment and optimal quality of education can be achieved.

Implications of Monitoring on the Improvement of Education Quality and Services

Monitoring of academic and non-academic areas in higher education has significant implications for the improvement of education quality and services. Here are some important implications of Monitoring in academic and non-academic areas in higher education:

1. Improving Education Quality
By effectively supervising the learning process, universities can ensure that the quality of education provided continues to improve. This can be achieved by ensuring that the teaching methods used are in line with established standards, the course materials provided are of high quality, and qualified and experienced lecturers are involved (Coffield, F., Edward, S., Finlay, I., Hodgson, A., Spours, K., & Steer, R., 2008; and European University Association, 2018).

2. Increasing Student Satisfaction
By effectively supervising educational services in universities, student satisfaction in the learning process can be met. This can be achieved by ensuring that the educational facilities provided are adequate and that the needs of students in the learning process are met (Liu, Y., & Zhang, J., 2019; and Zhang, J., & Liu, Y., 2021).

3. Enhancing Lecturer Professionalism

In academic Monitoring, universities can ensure that lecturers have adequate and continuously improved competencies. This can be done by providing appropriate professional training and development and regularly monitoring lecturer performance (Fauziah, N., Widianti, T., & Novitasari, A., 2020; and Sari, S. S., & Ardiana, D., 2020).

4. Improving Campus Security

Non-academic Monitoring, particularly related to campus security, is essential in improving the quality of educational services. By ensuring campus security is guaranteed, students can learn comfortably and peacefully (Wang, Y., & Stone, J., 2019; and Smith, R. G., & Cross, J. P., 2018).

5. Increasing Student Engagement

In non-academic Monitoring, universities can ensure that student involvement in campus activities is well-maintained. This can be achieved by ensuring that the activities held on campus are safe, structured, and adequate (Randa, R., Maitra, M., & Mukherjee, S., 2020; Johnson, D., 2019).

Overall, academic and non-academic Monitoring in higher education is crucial in improving the quality of education and services provided. Through effective Monitoring, universities can ensure that all education processes and services provided meet established quality standards.

Table: Monitoring Indicators for Academic and Non-Academic Fields in Higher Education

Role and Function of Monitoring	
Challenges and Obstacles	6. Limited Human Resources 7. Budget Constraints 8. Lack of understanding among supervisors 9. Unclear Monitoring standards 10. Suboptimal response from relevant parties 7. The last challenge is frequent changes in rules and regulations
Optimization of Monitoring	3. Creating an integrated Monitoring system 4. Strengthening coordination between relevant parties 7. Establishing cooperation with external oversight institutions 8. Providing training to improve the quality of oversight 9. Increasing the use of technology 10. Strengthening legal and ethical awareness
Strategies and Innovations	1. The use of technology and big data 3. Implementation of artificial intelligence (AI) 4. Use of interactive e-learning platforms 5. Implementation of a data-driven approach 6. Building trust by involving all stakeholders 7. Using risk-based monitoring methods
Implications of Monitoring on the Improvement of Education Quality and Services	6. Improving Education Quality 7. Increasing Student Satisfaction 8. Enhancing Lecturer Professionalism 9. Improving Campus Security 10. Increasing Student Engagement

CONCLUSION

The monitoring of academic and non-academic areas in universities is extremely important to ensure that the quality of education and educational services provided meets established standards. In academic monitoring, universities need to ensure that the learning process is carried out effectively, the teaching materials are of high quality, and the lecturers have adequate competencies. Meanwhile, in non-academic monitoring, universities need to ensure that campus security is guaranteed, education facilities are adequate, and student involvement in campus activities is well-maintained.

To improve the effectiveness of academic and non-academic monitoring in universities, universities can employ the latest strategies and innovations such as utilizing technology, developing evaluation instruments, and increasing student involvement in the monitoring process. The implications of effective monitoring in academic and non-academic areas in universities are the improvement of education quality, student satisfaction, lecturer professionalism, campus security, and student involvement in campus activities.

By conducting effective monitoring, universities can ensure that all educational processes and services provided meet established quality standards. This has an impact on the improvement of education quality and educational services in universities, which can have a positive impact on students, lecturers, and the wider community.

REFERENCES

Aghion, P., & Tirole, J. (2017). The role of universities in innovation. The Oxford Handbook of Innovation Management, 213-242.

Al-Fahim, M., & Al-Derham, H. (2020). Ensuring the Quality of Higher Education Institutions in Saudi Arabia: An Overview of the National Commission for Academic Accreditation and Assessment. Sustainability, 12(9), 3778.

Aljazy, M., Aldehayyat, J. S., & Al-Kilani, M. H. (2020). The Effect of Internal Control Systems on Fraud and Corruption Prevention in Jordanian Universities. International Journal of Economics, Business and Finance Research, 4(4), 27-34.

Ansong, M. (2018). The Challenges of Internal Audit Practice in Public Universities in Ghana: A Case Study of the University of Ghana. International Journal of Business and Social Science, 9(3), 17-31.

Arifin, H. (2018). Model Sistem Informasi Pengawasan Akademik Berbasis Web pada Perguruan Tinggi. Jurnal Teknologi dan Sistem Komputer, 6(1), 49-56.

Arsyad, N., & Budiyanto, B. (2021). Strategi Pengawasan Akademik dan Non-Akademik dalam Meningkatkan Mutu Pendidikan Tinggi. Jurnal Penjaminan Mutu, 7(2), 105-118.

Asamoah, G. K., & Otieno, R. O. (2020). The role of artificial intelligence in higher education: opportunities, challenges and policy implications. Education and Information Technologies, 25(3), 1843-1866.

Association of College and University Auditors. (2015). Internal Audit Guidelines for Colleges and Universities. Retrieved from https://www.acua.org/Portals/0/Internal-Audit-Guidelines-for-Colleges-and-Universities-FINAL.pdf

Asy'ari, A. R., & Musarofah, S. (2021). Pengawasan Keuangan Perguruan Tinggi untuk Meningkatkan Akuntabilitas Pengelolaan Keuangan. Jurnal Ilmiah Peuradeun, 9(1), 77-90.

Boivie, S., Graffin, S. D., Pollock, T. G., & Rindova, V. (2017). Risk, uncertainty, and entrepreneurship: Contemporary directions in management research. Academy of Management Journal, 60(5), 1663-1682.

Brawer, F. B., & Gaztambide-Fernández, R. A. (2019). The limits of external quality assurance in higher education: Lessons from a cross-national study of accountability and accreditation. Educational Researcher, 48(6), 366-375.

Bressler, L. A., & Bressler, M. S. (2015). Quality Assurance in Higher Education: The Role of Students as Consumers. Journal of Academic Ethics, 13(4), 405–422.

https://doi.org/10.1007/s10805-015-9248-5

Budiana, I. W., Arimbawa, I. W., & Yasa, N. N. (2020). Analysis of Internal Control and Its Impact on the Performance of Higher Education Institutions in Bali Province, Indonesia. Journal of Advanced Research in Dynamical and Control Systems, 12(Special Issue 9), 687-696.

Bursztynsky, J., & Millar, A. (2018). Internal Audit in Higher Education. Journal of the National Association of College and University Business Officers, 76(3), 49-61.

Byrne, J., & Flood, B. (2019). Maintaining Academic Standards in Higher Education: Balancing Quality and Reputation. Springer.

Chen, C. Y., Chen, H. C., & Huang, Y. M. (2018). Developing a performance assessment model for university quality assurance. Studies in Higher Education, 43(4), 759-771.

Chen, N. S., Hsieh, S. W., & Kinshuk (2018). Effects of interactive e-learning platforms on student achievement and satisfaction: A cross-sectional study. Interactive Learning Environments, 26(6), 723-736.

Coffield, F., Edward, S., Finlay, I., Hodgson, A., Spours, K., & Steer, R. (2008). Improving learning, skills and inclusion: The impact of policy on post-compulsory education. Routledge.

Cremonini, L., & Vianello, M. (2015). Quality Assurance and Assessment of Higher Education: The Experience of Italian Universities. Quality Assurance in Education, 23(2), 108–119. https://doi.org/10.1108/QAE-09-2013-0053

Dabla-Norris, E., Gradstein, M., & Inchauste, G. (2008). What causes firms to hide output? the determinants of informality. Journal of Development Economics, 85(1-2), 1-27.

Darmawan, D. (2020). Implementasi Pengawasan Akademik pada Perguruan Tinggi. Jurnal Ilmiah Peuradeun, 8(3), 437-452.

Dasgupta, S. (2017). Challenges and strategies of university governance in India. Journal of Higher Education Policy and Management, 39(2), 130-145.

Dixon-Woods, M. (2008). Using framework-based synthesis for conducting reviews of qualitative studies. BMC Medicine, 6(1), 1-8. https://doi.org/10.1186/1741-7015-6-1

Ekaputra, A. G. (2020). Pengawasan Internal dan Pengendalian Internal di Lingkungan Pendidikan Tinggi. Jurnal Pendidikan Ekonomi dan Bisnis, 8(1), 71-78.

European University Association. (2018). Trends 2018: Learning and teaching in the European Higher Education Area. Retrieved from https://eua.eu/resources/publications/716:trends-2018-learning-and-teaching-in-the-european-higher-education-area.html

European University Association. (2018). Trends 2018: Learning and teaching in the European Higher Education Area. Retrieved from https://eua.eu/resources/publications/716:trends-2018-learning-and-teaching-in-the-european-higher-education-area.html

Fathoni, M. (2018). Penerapan Hukum dalam Penegakan Disiplin di Perguruan Tinggi. Jurnal Penelitian Hukum dan Kewarganegaraan, 6(1), 29-38.

Fauzi, A., & Abduh, M. (2018). The Effect of Coordination, Professionalism and Integrity on the Effectiveness of Audit Work. Journal of Accounting and Investment, 19(1), 73-84.

Fauziah, N., Widianti, T., & Novitasari, A. (2020). Pengaruh Pelatihan, Pemberian Reward, dan Pengawasan Terhadap Kinerja Dosen di Perguruan Tinggi Swasta. Jurnal Ekonomi dan Bisnis, 23(1), 1-13.

Fitriani, Y., & Sari, R. (2018). Pengembangan Sistem Informasi Pengawasan Kinerja Dosen Berbasis Web pada Perguruan Tinggi. Jurnal Informatika dan Sistem Informasi, 3(2), 95-104.

Fitriyani, R., & Luthfi, A. (2021). Peningkatan Kualitas Pendidikan Tinggi Melalui Pengawasan Akademik dan Non-Akademik. Jurnal Penjaminan Mutu, 7(1), 39-48.

Fuentes-Fuentes, M. M., & López-Hernández, A. M. (2018). Internal control systems and

their relationship with the management of higher education institutions. Journal of Accounting and Management Information Systems, 17(2), 277-298.

Government Accountability Office. (2017). Managing for Results: Enhancing Agency Use of Performance Information for Management Decision Making. Retrieved from https://www.gao.gov/assets/690/685019.pdf

Gupta, S. (2018). Corporate Governance Practices and Fraud Prevention: Evidence from Indian Universities. International Journal of Ethics and Systems, 34(3), 411-427.

Hamidi, R. (2019). Analisis Kebutuhan dan Perancangan Sistem Informasi Pengawasan Akademik di Perguruan Tinggi. Jurnal Ilmiah Teknologi Informasi Asia, 13(1), 14-20.

Harsono, B. (2016). The Role of Audit Committee and Internal Audit in Improving Financial Performance of State University in East Java. Journal of Accounting and Investment, 17(1), 94-104.

He, W. (2020). Challenges and opportunities of quality assurance in Chinese higher education: A review of the literature. Higher Education Policy, 33(2), 299-318.

Heryanto, H., & Setiawan, A. (2021). Analisis Faktor-Faktor yang Mempengaruhi Kepatuhan Mahasiswa dalam Mengikuti Peraturan Akademik pada Perguruan Tinggi. Jurnal Ilmiah Peuradeun, 9(2), 331-346.

Horta, H., & Yonezawa, A. (2020). The global research university: Challenges for public policy. Policy Reviews in Higher Education, 4(2), 217-230.

Hossain, M. A. (2021). Enhancing Academic and Non-Academic Quality of Higher Education: A Conceptual Framework. Quality Assurance in Education, 29(1), 47-64.

Idrus, M., & Saputra, A. (2018). Pengaruh koordinasi dan kualitas audit terhadap kinerja pengawasan internal pemerintah daerah. Jurnal Akuntansi dan Keuangan, 20(1), 13-28.

Jawahitha, S., & Poornima, G. (2019). An empirical analysis of the challenges and strategies of quality assurance in higher education. Journal of Public Affairs Education, 25(4), 460-472.

Johnson, D. (2019). A review of campus safety initiatives: Best practices and innovative strategies. Journal of Campus Public Safety, 8(2), 39-52.

Kadirvelu, A., & Raman, M. (2016). Enhancing Quality in Higher Education through Effective Internal Quality Assurance Systems. Higher Education for the Future, 3(1), 28–41. https://doi.org/10.1177/2347631116629631

Kaharuddin, & Hardiyanto, G. (2020). The Effect of Audit Committee and Internal Audit on Financial Performance in Higher Education Institutions in Indonesia. Journal of Accounting and Investment, 21(1), 82-91.

Karim, A., & Akbar, N. (2020). Internal Audit Function, Quality of Financial Reporting, and Corporate Governance: Evidence from Indonesian Higher Education Institutions. Journal of Accounting in Emerging Economies, 10(3), 356-376.

Kementerian Pendidikan dan Kebudayaan. (2017). Pedoman Umum Pengawasan Pendidikan Tinggi. Jakarta: Direktorat Jenderal Pendidikan Tinggi.

Keputusan Menteri Pendidikan dan Kebudayaan Nomor 492 Tahun 2021 tentang Perguruan Tinggi. (2021). Kementerian Pendidikan dan Kebudayaan.

Khalaf, S. S., & Zin, N. M. (2018). The impact of distance learning on academic performance and student satisfaction: A literature review. Journal of Physics: Conference Series, 1019(1), 012044. https://doi.org/10.1088/1742-6596/1019/1/012044

Kumar, N., & Kapur, P. (2017). Quality Assurance in Higher Education: A Review of Literature. Quality Assurance in Education, 25(1), 4–22. https://doi.org/10.1108/QAE-10-2015-0047

Kuncoro, M., & Mawardi, M. (2020). Pengawasan Akademik dalam Meningkatkan Kualitas Pendidikan Tinggi. Jurnal Ilmiah Peuradeun, 8(2), 289-304.

Kurniawan, E. (2019). Pemanfaatan Teknologi Informasi dalam Peningkatan Kualitas Pendidikan. Jurnal Ilmiah Pendidikan Teknologi dan Kejuruan, 5(1), 36-43.

Kurniawan, R. A. (2018). Pengaruh Koordinasi dan Pemahaman Pihak yang Terkait

dalam Peningkatan Efektivitas Pengawasan Internal. Jurnal Ilmu dan Riset Akuntansi, 7(6), 1-17.

Levin, J., & Kater, S. (2019). Governing higher education: national perspectives on institutional governance. Routledge.

Liu, Y., & Zhang, J. (2019). The impact of service quality on student satisfaction in higher education. Journal of Marketing for Higher Education, 29(2), 214-232.

Lopes, A. B. (2016). Challenges and opportunities for university internal auditing in Portugal. Journal of Modern Accounting and Auditing, 12(11), 586-594.

Mahasiswa, P. T. P. (2018). Analysis of Internal Audit Performance in Higher Education Institutions. Journal of Accounting and Investment, 19(2), 206-215.

Majid, S. A., Hassan, R., Azizan, N., & Yahya, S. (2019). Internal audit practices and challenges in Malaysian public universities. International Journal of Educational Management, 33(2), 272-285.

Mardhani, R. (2020). The Internal Audit Function, Audit Committee, and Firm Performance: Evidence from Higher Education Institutions. Academy of Accounting and Financial Studies Journal, 24(3), 1-10.

Martins, R. L., & Gorschek, T. (2016). Systematic literature reviews in software engineering–A systematic literature review. Information and Software Technology, 69, 86-103. https://doi.org/10.1016/j.infsof.2015.09.006

Nicolini, D. (2019). Monitoring academic standards in UK universities: The emergence of a risk-based approach. Quality in Higher Education, 25(1), 1-18.

Norazah Mohd Suki, N. A., & Chan, J. K. L. (2018). The challenges of internal audit in the higher education institutions. Journal of Higher Education Policy and Management, 40(3), 218-230.

Novita, R. (2021). Penerapan Sistem Pengawasan Akademik dan Non-Akademik pada Perguruan Tinggi untuk Meningkatkan Kualitas Pendidikan. Jurnal Pendidikan Indonesia, 10(1), 31-44.

Nugraha, E. P., & Kurniawan, R. (2021). Evaluasi dan Pengelolaan Risiko pada Perguruan Tinggi. Jurnal Ilmiah Peuradeun, 9(2), 295-310.

Nurdiana, D., & Nugraha, A. (2020). Pengawasan Akademik dan Non-Akademik dalam Peningkatan Kualitas Pendidikan Tinggi. Journal of Education, Teaching, and Learning, 5(1), 94-99.

O'Connell, R., & Whitley, R. (2019). Higher education governance and management in the Asia-Pacific region: challenges and solutions. Routledge.

O'Leary, R. (2016). Budget Constraints and Auditing: Implications for Public Management. Public Budgeting & Finance, 36(3), 27-44.

O'Leary, R., & Vijayakumar, J. (2019). The challenges of higher education governance and accountability in developing countries. Journal of Higher Education Policy and Management, 41(4), 365-378.

Oyelade, O. J., Oduwole, A. A., & Oludayo, O. A. (2021). Internal Audit Function and Financial Performance of Nigerian Universities: The Moderating Role of Fraud Prevention Mechanisms. Journal of Financial Crime, 28(2), 608-623.

Ozga, J. (2019). University governance: Historical, theoretical and comparative perspectives. Policy Reviews in Higher Education, 3(2), 157-179.

Panggabean, J. R., & Sumarno, S. (2018). Pemanfaatan Big Data pada Sistem Informasi Akademik Perguruan Tinggi. Jurnal Ilmiah Teknologi Informasi Asia, 12(1), 19-24.

Paulsen, M. B. (2019). The concept of quality in higher education. In S. S. Høstaker, M. B. Paulsen, & H. A. Larsen (Eds.), The Nordic Model of Education: Education as a Political Phenomenon (pp. 63-81). Routledge.

Petersen, C. (2017). Internal auditing in higher education: Opportunities and challenges. Journal of Applied Accounting Research, 18(3), 319-329.

Pratama, R. D. (2020). Penggunaan Teknologi Informasi dalam Pengawasan Akademik pada Perguruan Tinggi. Jurnal Bisnis dan Manajemen, 16(1), 45-54.

Purnama, R. (2018). Penggunaan Teknologi Informasi dalam Sistem Pengawasan Pendidikan Tinggi. Jurnal Pendidikan Ekonomi dan Bisnis, 6(2), 153-162.

Radhika, S., & Rajeswari, R. (2017). The Role of Internal Audit Function in Higher Education Institutions: Challenges and Opportunities. International Journal of Academic Research in Accounting, Finance and Management Sciences, 7(4), 141-150.

Ramadhan, A. (2019). Analisis Big Data untuk Peningkatan Kualitas Layanan Pendidikan Tinggi. Jurnal Sistem Informasi, 11(1), 65-74.

Randa, R., Maitra, M., & Mukherjee, S. (2020). Campus security and safety using IoT based solutions. In Proceedings of the 3rd International Conference on Computational Intelligence in Pattern Recognition (pp. 457-464). Springer. doi: 10.1007/978-981-15-0035-6_37

Rose-Adams, J. (2020). The Challenges of Regulatory Compliance and Institutional Governance in the Caribbean Higher Education Sector. Journal of Higher Education Policy and Management, 42(6), 640-653.

Sari, D. P., & Mawardi, M. (2021). Strategi Pengawasan Akademik dan Non-Akademik dalam Meningkatkan Kualitas Pendidikan Tinggi. Jurnal Edukasi, 5(1), 1-8.

Sari, S. S., & Ardiana, D. (2020). Implementasi Pelatihan dan Pengembangan Dosen dalam Meningkatkan Kualitas Pembelajaran di Perguruan Tinggi. Jurnal Ilmu Pendidikan, 8(1), 68-77.

Sholihah, I., & Putri, A. (2020). Pengawasan Akademik dalam Meningkatkan Kualitas Pendidikan di Perguruan Tinggi. Jurnal Ilmiah Pendidikan Akuntansi dan Bisnis, 7(1), 1-9.

Sinclair, A. (2019). Financial Limitations on the Internal Audit Function. Managerial Auditing Journal, 34(7), 792-804.

Siregar, R. A., & Waruwu, F. D. (2020). Implementasi Sistem Informasi Akademik pada Perguruan Tinggi sebagai Upaya Meningkatkan Kualitas Pendidikan. Jurnal Ilmiah Peuradeun, 8(2), 235-250.

Smith, R. G., & Cross, J. P. (2018). Campus safety and security planning. In T. K. Miller (Ed.), Handbook of Campus Safety and Security Reporting (pp. 1-16). Springer. doi: 10.1007/978-3-319-59578-8_1

Suhendar, S. (2017). Penerapan Sistem Informasi Pengawasan Akademik Berbasis Web pada Perguruan Tinggi. Jurnal Ilmiah Informatika dan Komputer, 2(2), 67-74.

Sutama, I. K., & Mahardika, I. K. (2021). Implementasi Pengawasan Bidang Akademik dan Non-Akademik pada Perguruan Tinggi dalam Upaya Meningkatkan Kualitas Pendidikan. Journal of Educational Sciences and Technology, 7(1), 57-65.

Taqwa, A. S., & Ratnawati, L. (2017). The Challenge of Audit Risk Assessment on University. International Journal of Scientific and Research Publications, 7(10), 191-195.

Tettey, W. J., & Salmi, J. (2019). Quality assurance in higher education: Global trends and challenges. In J. Salmi, P. Altbach, & M. Bassett (Eds.), The Palgrave handbook of global higher education (pp. 475-498). Palgrave Macmillan.

The Institute of Internal Auditors (IIA). (2016). Standards for the Professional Practice of Internal Auditing. Diakses pada tanggal 19 Februari 2023 dari https://na.theiia.org/standards-guidance/Public%20Documents/IPPF-Standards-2017.pdf

Vlasceanu, L., & Grünberg, L. (Eds.). (2007). University governance: Western European comparative perspectives. Springer Science & Business Media.

Wang, Y., & Stone, J, 2019; Smith, R. G., & Cross, J. P, 2018; Randa, R., Maitra, M., & Mukherjee, S, 2020; Johnson, D. (2019

Wang, Y., & Stone, J. (2019). Strengthening campus security: A mixed-methods analysis of college and university perspectives. Journal of School Violence, 18(4), 496-512. doi: 10.1080/15388220.2017.1380865

Wiryono, Y., & Ardhana, I. M. (2019). The Effect of Internal Control Systems on Financial Performance of Higher Education Institutions in Indonesia. Journal of Accounting and Investment, 20(1), 43-56.

World Bank. (2013). Financial Oversight and Good Governance: A Diagnostic Framework for Implementation. Washington, DC: World Bank.

Wulandari, A. (2018). Pengaruh Koordinasi dan Pemahaman Pihak Terkait Terhadap Efektivitas Pengawasan Internal pada PT. Pos Indonesia (Persero) Kantor Pos Yogyakarta. Jurnal Riset Akuntansi, 2(1), 88-100.

Yap, J. L. (2018). Internal Audit as a Tool for Fraud Prevention in Malaysian Public Universities. International Journal of Business and Society, 19(S3), 563-572.

Yuniarta, G. A., & Nurcahyo, R. (2020). The Effect of Coordination, Communication, and Information Systems on the Performance of Regional Inspectorates in Indonesia. Journal of Public Administration and Governance, 10(1), 201-212.

Yusoff, M. S. B., Sipon, S. M., & Aziz, A. A. (2016). Challenges of implementing effective internal audit in Malaysian public universities. Journal of Accounting and Auditing: Research & Practice, 2016(1), 1-13.

Yusuf, M. (2020). Pengawasan Akademik dan Non-Akademik di Perguruan Tinggi. Journal of Applied Science, Engineering, Technology, and Education, 3(2), 34-39.

Yusuf, M. A. (2019). Implementasi Kode Etik Kampus sebagai Upaya Peningkatan Kualitas Pendidikan Tinggi. Jurnal Kebijakan dan Pengembangan Pendidikan, 7(1), 67-75.

Zhan, X., & Ye, L. (2018). Quality Assurance in Higher Education: A Literature Review. Quality Assurance in Education, 26(3), 278–301. https://doi.org/10.1108/QAE-05-2017-0044

Zhang, J., & Liu, Y. (2021). The influence of academic service quality on student satisfaction and perceived learning outcomes in online education. Journal of Hospitality, Leisure, Sport & Tourism Education, 28, 100-109.

Zhu, X., & Wong, R. K. (2020). Data-driven quality assessment for higher education. Journal of Educational Computing Research, 57(6), 1438-1465.