

Evaluation of the foster program as an effort to accelerate the implementation of the quality assurance system in Indonesian private university

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Abstract

Higher Education Institution (HEI) is considered necessary to maintain quality based on the criteria of higher education quality in order to produce quality human resources. Standardization is a quality management practice that functions to monitor quality and measure the continuous improvements that have been made. To ensure that quality standards can be met systemically and sustainably, the government of Indonesia designed the Higher Education Quality Assurance System (SPM-Dikti). But in practice the level of application of SPMI especially in Private Universities (PTS) is still low. In an effort to improve the quality of higher education through the application of SPM Dikti, the Ministry of Research and Technology of Higher Education (Kemristekdikti) through the Directorate of Quality Assurance invites Universities that have A accreditation to foster PTS that is still accredited C (Upbringing University) through "Foster Program". This research was conducted at 5 Upbringing University where 3 of them are in disadvantaged areas. Data were collected through questionnaires and direct interviews at the respondent's location. The data is processed statistically using the Confirmatory Factor Analysis and Structural Equation Model methods. The findings of this study that the readiness of Upbringing University has a statistically significant effect on the implementation of SPMI, although the effect is still small (less than 20%). Another cause is the readiness of Upbringing University not yet supported by an effective quality assurance unit.

Keywords

Upbringing University, Higher Education, Foster Program, Quality Assurance System.

Περίληψη

Τα ιδρύματα ανώτατης εκπαίδευσης θεωρείται απαραίτητο να διασφαλίζουν την ποιότητα με βάση τα κριτήρια της ανώτατης εκπαίδευσης και στόχο την παραγωγή ποιοτικών ανθρώπινων πόρων. Η τυποποίηση είναι πρακτική διαχείρισης της ποιότητας που λειτουργεί για την παρακολούθηση της ποιότητας και τη μέτρηση των συνεχών βελτιώσεων που έχουν γίνει. Για να διασφαλιστεί ότι τα ποιοτικά πρότυπα μπορούν να ικανοποιηθούν συστηματικά και με βιώσιμο τρόπο, η κυβέρνηση της Ινδονησίας σχεδίασε το Σύστημα

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Διασφάλισης Ποιότητας της Ανώτατης Εκπαίδευσης (SPM-Dikti). Ωστόσο, στην πράξη το επίπεδο εφαρμογής της SPMI, ιδίως στα ιδιωτικά πανεπιστήμια (PTS), εξακολουθεί να είναι χαμηλό. Σε μια προσπάθεια βελτίωσης της ποιότητας της ανώτατης εκπαίδευσης μέσω της εφαρμογής της SPM Dikti, το Υπουργείο Έρευνας και Τεχνολογίας της Ανώτατης Εκπαίδευσης (Kemendikdik) μέσω της Διεύθυνσης Διασφάλισης Ποιότητας καλεί Πανεπιστήμια που έχουν Πιστοποίηση «Α» να υιοθετήσουν πανεπιστήμια με πιστοποίηση «C» («υιοθετημένα πανεπιστήμια») μέσω του προγράμματος "Foster". Η έρευνα διεξήχθη σε πέντε «υιοθετημένα πανεπιστήμια», όπου 3 από αυτά βρίσκονται σε μειονεκτούσες περιοχές. Τα δεδομένα συγκεντρώθηκαν μέσω ερωτηματολογίων και συνεντεύξεων στον τόπο του συνεντευξιαζόμενου. Τα δεδομένα υποβλήθηκαν σε στατιστική επεξεργασία χρησιμοποιώντας τις μεθόδους Παραγοντική Ανάλυση Επιβεβαίωσης και Μοντέλο Δομικής Εξίσωσης (Confirmatory Factor Analysis and Structural Equation Model methods). Τα πορίσματα της μελέτης δείχνουν ότι η ετοιμότητα (readiness) του «υιοθετημένου» Πανεπιστημίου έχει στατιστικά σημαντική επίδραση στην εφαρμογή του SPMI, αν και το αποτέλεσμα είναι ακόμη μικρό (κάτω από 20%). Μια άλλη αιτία είναι ότι η ετοιμότητα του «υιοθετημένου» Πανεπιστημίου δεν υποστηρίζεται ακόμη από μια αποτελεσματική μονάδα διασφάλισης ποιότητας.

Λέξεις κλειδιά

«Υιοθετημένα» Πανεπιστήμια, Ανώτατη Εκπαίδευση, Foster Program, Σύστημα Ανώτατης Εκπαίδευσης..

Introduction

A systematic and comprehensive quality management approach has been widely adopted by the Higher Education Institution (HEI). HEI needs to provide and maintain quality for higher education learning environments based on the higher education quality standards. Standardization is a quality management practice that is a quality monitor and serves to measure the improvements that have been made (Bendermacher et al., 2017). The quality of higher education services, especially in developing countries should be seen as a strategic problem for social development, technology and economic growth (Nkiruka & Ayodele, 2014). HEI needs to evaluate the quality of higher education programs and HEI needs to have higher education quality standards, therefore HEI requires setting quality standards (Noaman et al., 2015).

To ensure that systemic quality standards are met continuously improved, the Indonesian government designed the Higher Education Quality Assurance System (SPM-Dikti), which consists of the Internal Quality Assurance System (SPMI), the External Quality Assurance System (SPME), and the Higher Education Database (PD Dikti). SPMI is planned, implemented, evaluated, controlled, and developed by each HEI. The output of the application of SPMI is used by the National Accreditation Board of Higher Education (BAN-PT) or the Independent Accreditation Institute (LAM) to determine the status and ranking of HEI accreditation or study programs. The level of SPMI implementation especially in private university (PTS) is still considered low

(Prabowo et al., 2017). In order to improve the implementation of SPMI, the Indonesian government through the Ministry of Research and Technology of Higher Education (Kemenristek Dikti) through the Directorate of Quality Assurance held a 'Foster Program' by facilitating university that has been 'A' accredited to carry out the assistance of SPMI implementation to PTS that is still 'C' accredited. SPM Dikti is a modern quality management system that has a strategy in the form of new change initiatives developed to improve the effectiveness and competitiveness of organizations. In order to successfully make changes, organizations must always be ready to change, and organizational readiness to change must be supported by employees who are open, well prepared, and ready to change (Eby, 2000). Evaluating the success of the 'Foster Program' can be measured by evaluating the readiness of Upbringing University in implementing SPM Dikti. The focus of this research is how the readiness of organizations and employees of Upbringing University in implementing SPMI after undergoing the Foster Program. The main objective of this research is to evaluate the readiness of Upbringing University in implementing SPMI and evaluate how it affects the implementation of SPMI.

1. Literature Review

1.1. The Higher Education Quality Assurance System and Readiness to Execute It

Quality has changed from a contentious and controversial concept to everyday issues in HE (Saarinen, 2010). Accreditation assessment and quality assessment procedures are important contributors to a strong tendency towards institutional homogeneity in HE in Romania (Andreescu et al., 2012). Improving the quality of education and professional training carried out to respond to community needs and professional practice is the aim of the accreditation process (David & Abreu, 2014). Higher education is always global, national and local at the same time (Marginson, 2018). Like other sectors, higher education is increasingly subject to regulations by institutions that function to set standards, monitor activities and implement law enforcement to ensure behavior modification if needed Jarvis, D.S.L (2014) said. Most countries in the world have a quality assurance system or quality assurance agency for higher education. Higher education sector regulation is a political oversight in which quality assurance functions as an accreditation instrument and mechanism to meet demands (Lucas, 2014). Many

new change initiatives as a management strategy were developed to increase the effectiveness and competitiveness of organizations. Without making changes, organizations will lose their ability to compete, organizations will face difficulties and in the long run will reduce their survival (Sadler & Sadler, 2017). The role of employees in providing the best performance is a catalyst of efforts to offer the best service quality in the field of higher education, so that a good relationship between university management and employees will increase employee satisfaction and loyalty (Rahman et al., 2016). Eby (2000) said that an organization's readiness to change is related to employees' perceptions of the organization's ability to accommodate changing situations by changing policies and procedures. Quality management is a philosophy, management approach and organizational management culture that emphasizes mutual cooperation, involving everyone in the organization at every level and improvement in all aspects of the organization (Haffar et al., 2015). According to Weiner, (2009) the readiness of organizations to change is the shared determination of members of the organization to implement change and mutual trust in the collective abilities they have in making these changes. When organizational readiness is high, members of the organization are interested in initiating change, and displaying more cooperative behavior towards change that will ultimately help the successful implementation of change. Low organizational readiness to change will make employees view change as unnecessary, even refusing to participate in the planning process of implementing change (Shea, et al, 2014). Cheng, (2017) found a significant negative correlation between readiness to change and rejection of change, meaning that the low readiness to change has a role in the emergence of rejection of change. Therefore it is necessary to assess the readiness for change so that the organization is able to identify gaps between initiatives regarding proposed changes and expectations of employees (Holt et al., 2007). Munawaroh, L and IJKS Meiyanto (2017) argue that perceptions of support from organizations are factors that can influence one's readiness to change. Perception of organizational support is very depend on the employee's assessment of the organizational intentions they receive from the organization, both beneficial and detrimental (Kurtessis et al., 2016). Lameei (2005) developed 20 questions to measure employee perceptions of organizational readiness in implementing TQM in the medical education system in Iran. Whereas Holt et al., (2007) explained that the readiness of individuals in implementing TQM in manufacturing organizations in Algeria is valid formed by 4 indicators, namely management benefits, management support, change efficacy, and appropriateness. The

Quality Assurance System for Indonesian HE (SPM Dikti) can be said to be a modern quality management system because it has adopted the principles of TQM as well as ISO 9001-2008. Therefore, in order for HEI to be able to improve their effectiveness and competitiveness, it is necessary to apply the SPM Dikti as a modern quality management system. The purpose of the SPM-Dikti is to ensure the fulfillment of The National Standards of Indonesian Higher Education (SN Dikti) systemically and continuously, thereby growing and developing a quality culture. There is a fundamental issue that must be in the SPMI (paragraph (2) of article 2, article 52 of the Education Act No. 12 of 2012 that quality assurance in Indonesia should do the process of continuous improvement through 5 (five) main steps abbreviated as PPEPP, namely Determination (P: Penetapan), Implementation (P: Pelaksanaan), Evaluation (E: Evaluasi), Control (P: Pengendalian) and Improvement (P: Peningkatan) of SN Dikti.

1.2 Foster Program

At the beginning of January 2018 there were 4,598 HEI in Indonesia, of which 9% were State Universities (PTN) and 91% were private tertiary institutions (PTS). The large number of HEI is actually a big potential to be able to improve the quality of Indonesian human resources. Data from the National-Higher Education Accreditation Agency (BAN-PT) shows that 1.44% of HEI has 'A' accreditation, 11.6% has 'B' accreditation, and 20.75% has 'C' accreditation, and 66.21% has not been accredited. Whereas based on the study program accreditation, there are 11.14% accredited A, 41% accredited B, 25.25%, accredited C, and 22.61% not accredited (BAN-PT and PD Dikti data as of January 31, 2018). The data shows that the quality of most of the study programs and related HEI very urged to be improved.

Improving the quality of HEI cannot be done alone by Kemeristekdikti due to limited resources owned. Therefore the involvement of other resources is needed by Kemeristekdikti which has structured and systematic fostering abilities. The 'Foster Program' is a program of the Indonesian government through Kemeristekdikti to improve the quality of HEI through the implementation of a quality assurance system with the achievement of set standards to establish a quality culture. This program is carried out through assistance in developing, institutionalizing and functioning of the quality assurance system in a sustainable manner by a university that has an 'A'

accreditation (Caregiver university) to the Upbringing University. Key Performance Indicators of this program consist of

- a. The formulation of the internal quality assurance system (SPMI) as outlined in the SPMI document in accordance with the Minister of Higher Education Research and Technology Regulation Number 62 Year 2016 (Permenristekdikti No. 62 Year 2016) concerning the Higher Education Quality Assurance System, and has been tested and is ready to be implemented according to the PPEPP cycle in the study program at Upbringing University.
- b. The formation of a quality assurance unit or the integration of SPMI in management to the level of study programs.
- c. The completion of Upbringing University's SPMI implementation data through the SPMI Implementation Mapping page. (spmi.ristekdikti.go.id/mapping).

Kemeristekdikti appoints several accredited HEI as Caregiver Universities to provide guidance to Upbringing Universities whose quality still needs to be improved. The facilities provided in this program are funding for Caregivers university to facilitate fostering. Caregiver university is a university that has implemented SPMI by submitting a proposal and passing the selection. The objectives of this program consist of:

- a. Building, institutionalizing and functioning of a quality assurance system in an ongoing manner at an upbringing university.
- b. Encourage the process of improving the quality of HEI and study programs.
- c. Building a culture of quality Upbringing University.

To be a caregiver university must meet the following requirements

1. Accredited A or Superior and still valid, and has implemented SPMI in accordance with Permenristekdikti No 62 of 2016.
2. Willing to foster PTS that in cluster 3 and 4 with a minimum total number of 20 (twenty) study programs with 'C' accredited from various regions of Indonesia. Preferably include PTS from special regions according to Presidential Regulation Number 131 of 2015 (Perpres no 131 of 2015) concerning Determination of Disadvantaged Regions in 2015-2019.
3. Caregiver universities must submit the initial conditions of Upbringing University in the proposal submitted to see the quality improvement index at the end of the program.

The requirements to become an Upbring University are:

1. PTS that is in clusters 3 and 4 with the requirements of study programs 'C' accredited.
2. Not being imposed sanctions by the Directorate General of Institution of Science and Technology and Higher Education in accordance with Permenristekdikti Number 100 of 2016 concerning Establishment, Amendment, Dissolution of State Universities and Establishment, Amendment, Revocation of PTS Permits.
3. Not in the process of submitting changes in the form of HE and changes in legal entity.
4. Has no internal problems and is not in a legal dispute.
5. Not PTS that has ever received this program except PTS affected by the disaster in 2018.

In year 2019 is the third year of the foster program. In the first and second year (2017 and 2018) this program has involved 26 Caregiver Universities which have 'A' accreditation, and 91 Upbringing Universities with a total of 637 'C' accredited study programs. Activities in this program include

1. Workshops, which are small scientific meetings to solve a problem in the context of fostering, development of a quality assurance system,
2. Internships aimed at supporting the enhancement of the capability of Upbringing University' quality assurance team through sending staff to followed an apprenticeship at caregiver university for approximately 1 week.

2. Methodology

This research was conducted from May to July 2019 at 5 PTS that are under the care of Mercu Buana University (UMB), namely 2 PTS located in Sumbawa, South West Nusa Tenggara, namely Cordova University (UNDOVA) and the Institute of Social and Cultural Sciences Samawa Rea (IISBUD SAREA), 2 PTS located in Banten, West Java, namely Mathla'ul Amal Pandeglang University and Serang Raya University, and 1 PTS located in Jakarta, Eresha University. 3 of the 5 Upbringing Universities are located in disadvantaged areas, namely West Nusa Tenggara and Pandeglang Banten. The unit of analysis of this research is structural/non-structural lecturers and education staff from Upbringing University. Data was collected by distributing questionnaires containing respondents' opinions about the Upbringing University's readiness research variables in implementing SPMI and the level of SPMI implementation that had been carried out.

The questionnaire was distributed to all lecturers and education staff directly or through WA groups in the Google doc format. The number of lecturers and education staff who gave answers was 70 people.

Measurement of variable indicators of the level of SPMI implementation by Upbringing University refers to the stages of the implementation of SN Dikti from the Ministry of Research, Technology and Higher Education and is measured using a likert scale, with a scale of 1 - 5 (1 = Standard Determination Stage, 2 = Standard Implementation Stage, 3 = Evaluation Stage of Standard Implementation, 4 = Standard Implementation Control Stage, and 5 = Standard Improvement Stage). Details of the SPMI implementation variable indicators can be seen in the table 1.

Table 1. The indicators of the SPMI Implementation Variables

Learning Standards	Research Standards	Community Service Standards
1. Standard of graduate competence (LS1)	1. Standard of research results (RS1)	1. Standard of community service results (CSS1)
2. Standard of content of learning (LS2)	2. Standard of research content (RS2)	2. Standard of community service content (CSS2)
3. Standard of learning process (LS3)	3. Standard of research process (RS3)	3. Standard of community service process (CSS3)
4. Standard of learning assessment (LS4)	4. Standard of research assessment (RS4)	4. Standard of community service assessment (CSS4)
5. Standard of lecturers and education staff (LS5)	5. Standard of researcher (RS5)	5. Standard of community service implementer (CSS5)
6. Standard of learning facilities and infrastructure (LS6)	6. Standard of research facilities and infrastructure (RS6)	6. Standard of community service facilities and infrastructure (CSS6)
7. Standard of learning management (LS7)	7. Standard of research management (RS7)	7. Standard of community service management (CSS7)
8. Standard of learning financing (LS8).	8. Standard of research funding and financing (RS8).	8. Standard of community service funding and financing (CSS8).

Indicators of the Upbringing University readiness variable in implementing SPMI are taken and modified from the organizational readiness variable in implementing TQM developed by A Lameei, (2005) and measured using a Likert scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). This study uses 17

indicators of organizational readiness from Lameei (2005). The Upbringing University readiness variable indicators are,

1. Opportunity for lectures and education staff to get SPMI training (URIS1),
2. Time for lecturers and education staff to learn SPMI (URIS2),
3. Changes perceived by lectues and education staff as an effect of the application of SPMI (URIS3),
4. Lecturers and education staff confidence that spmi can be applied properly (URIS4),
5. Lecturers and education staff involvement in the introduction of SPMI (URIS5),
6. Commitment of lecturers and education staff in implementing SPMI (URIS6),
7. Issues related to SPMI are always discussed at the meeting (URIS7),
8. Existence of QA institutions (URIS8),
9. Continuity of SPMI training for lecturers and education staff (URIS9),
10. Have general language about the concept, principle, and method of SPMI (URIS10),
11. Allocation of resources for the success of SPMI (URIS11),
12. Focus on customers (URIS12),
13. Emphasis on quality culture (URIS13),
14. Involvement of lecturers and education staff in an effort to improve quality through SPMI (URIS14),
15. The appreciation to the functional team working (URIS15),
16. The implementation and realization of continuous improvement (URIS16),
and
17. Recognition of top management in achieving quality improvements (URIS17).

To test the effect of Upbringing University's readiness in implementing SPMI, it was carried out using a structural equation (Structural Equation Model), with the SmartPLS program the P value test with a cut-off value of C.R. of 0.05.

3. Result and Discussion

3.1. Description of Respondents, Level of Implementation of SPMI and Level of Readiness in Implementing SPMI

The general description of the respondents is explained based on the average age of the respondent, work experience, employment status, position, and whether / never attended the Foster Program. The average age of respondents is 36 years and the average of work experience is 7 years. Most respondents were permanent lecturers (82%), did not have structural positions (56%), and had participated in the Foster Program. Table 2 explains the general description of the respondents in this study.

Table 2 General Description Of Respondents

Average age	36 years
Work experience	7 years
Lecturer Status	
Permanent lecturer	82%
Non-permanent Lecturer	18%
Total	100%
Position Status	
Structural officials	44%
Non structural officials	56%
Total	100%
Join The Foster Program	
Take part in SPMI training	74%
Not taking SPMI training	26%
Total	100%

Source: primary data collected

The stages of the application of SPMI through the implementation of Education Standards in detail can be seen in Figure 1, where in the picture shows that the application of SPMI in all standards still has an average value below 3. This means that the average implementation phase of all Education Standards conducted by the Upbringing University only reaches P stage 2 or the implementation phase in the PPEPP cycle. So in general Upbringing University can be said to have not done the Evaluation (E) stage on the application of Learning Standards.

The implementation stage of the Research Standards in Figure 2 shows an average value below 3. This value indicates that the implementation of the Research Standards that

have been carried out by Upbringing University is still at stage 2 or the Implementation stage (P) in the PPEPP cycle. The average value of the implementation of the Research Standards is still below the average value of the implementation of Education Standards (most of the values are still below 2.5). Implementation of Research Standards also has not carried out the Evaluation (E) stage of the implementation of Research Standards. The average value of implementation of Community Service Standards is lower than the average implementation value of Education Standards and Research Standards, all values are below 2.5. Like the Learning Standards and Research Standards, the implementation of Community Service Standards has not yet reached the Evaluation (E) stage in the PPEPP cycle. The average value of Upbringing University's readiness in implementing SPMI is still below 4 (see Figure 4). This means that lecturers and education staff still do not agree that their institutions have good readiness in implementing SPMI.

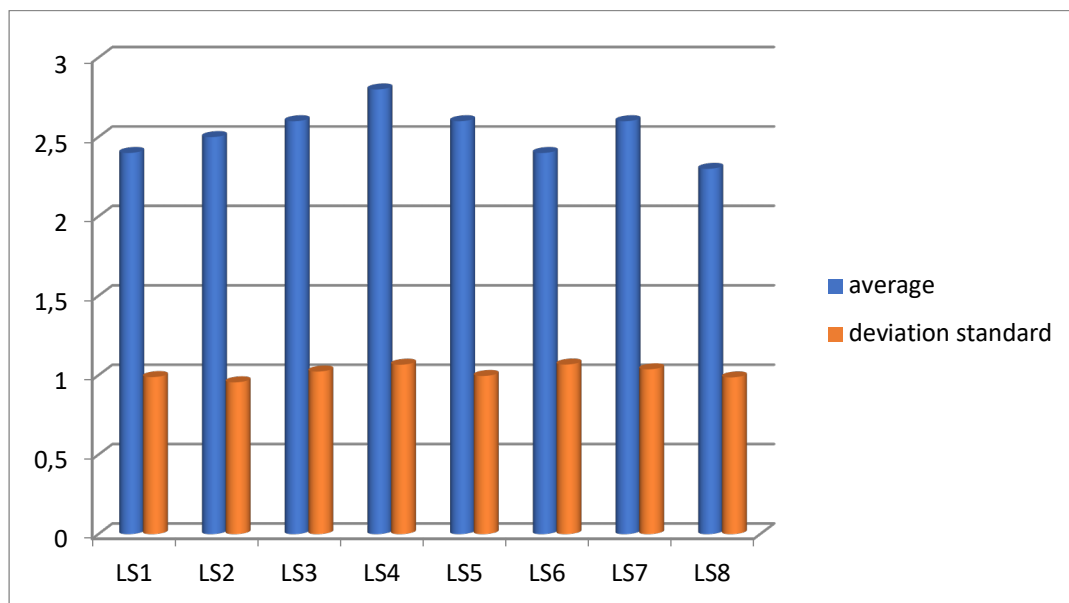


Figure 1 The Level of Implementation of Learning Standards (LS)

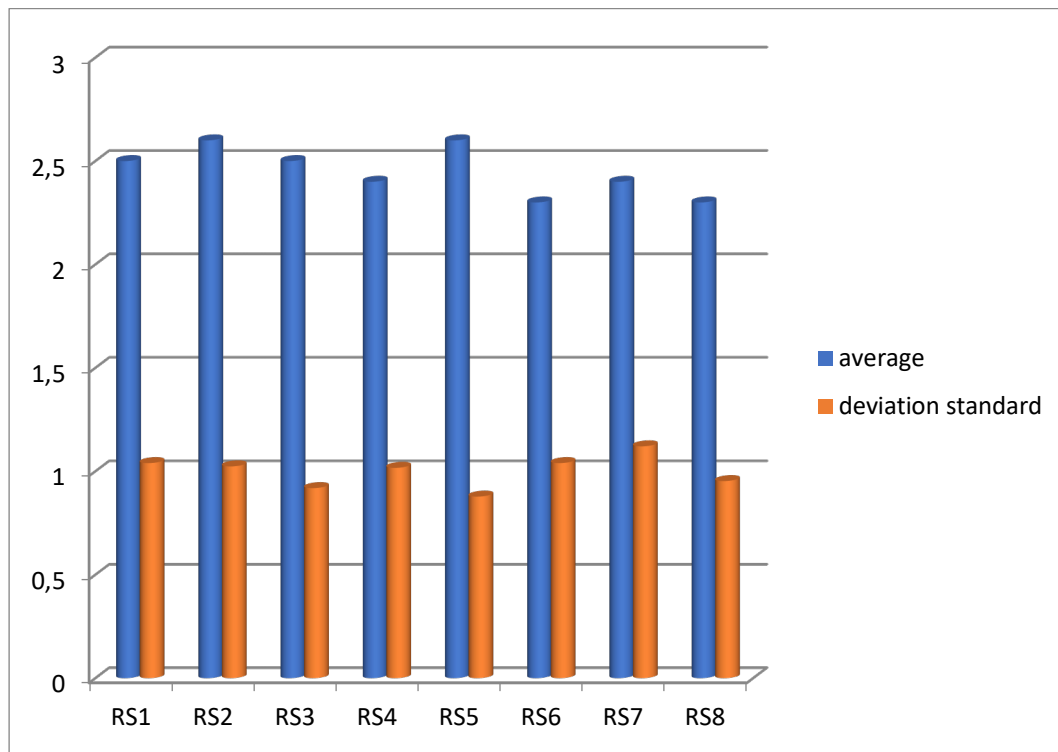


Figure 2 The Level of Implementation of Research Standards (RS)

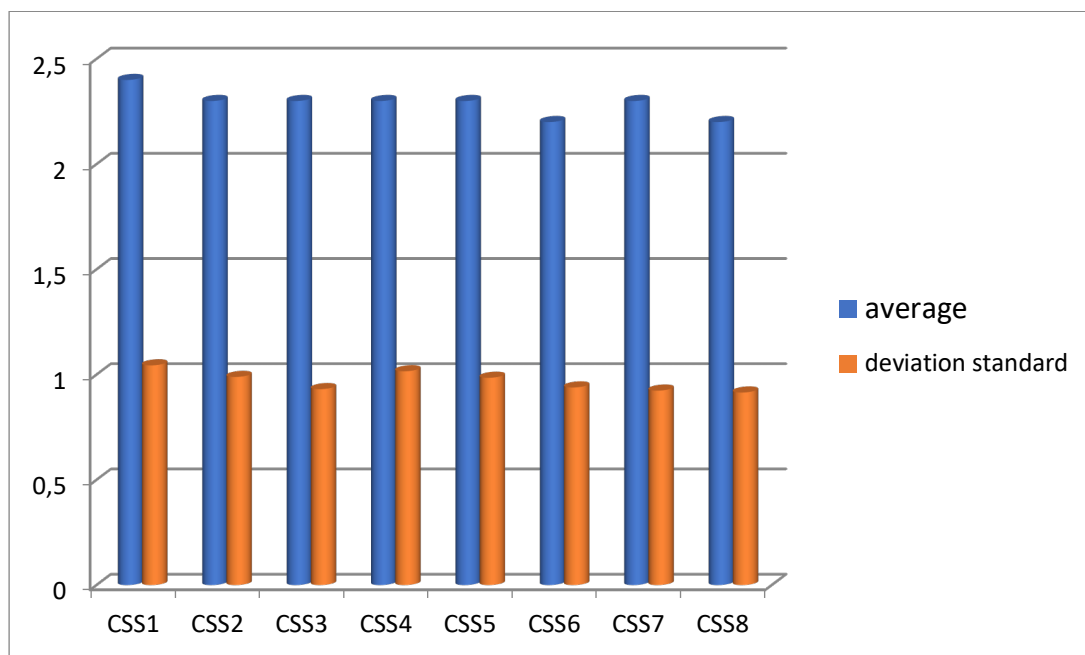


Figure 3 The Level of Implementation of Community Service Standards (CSS)

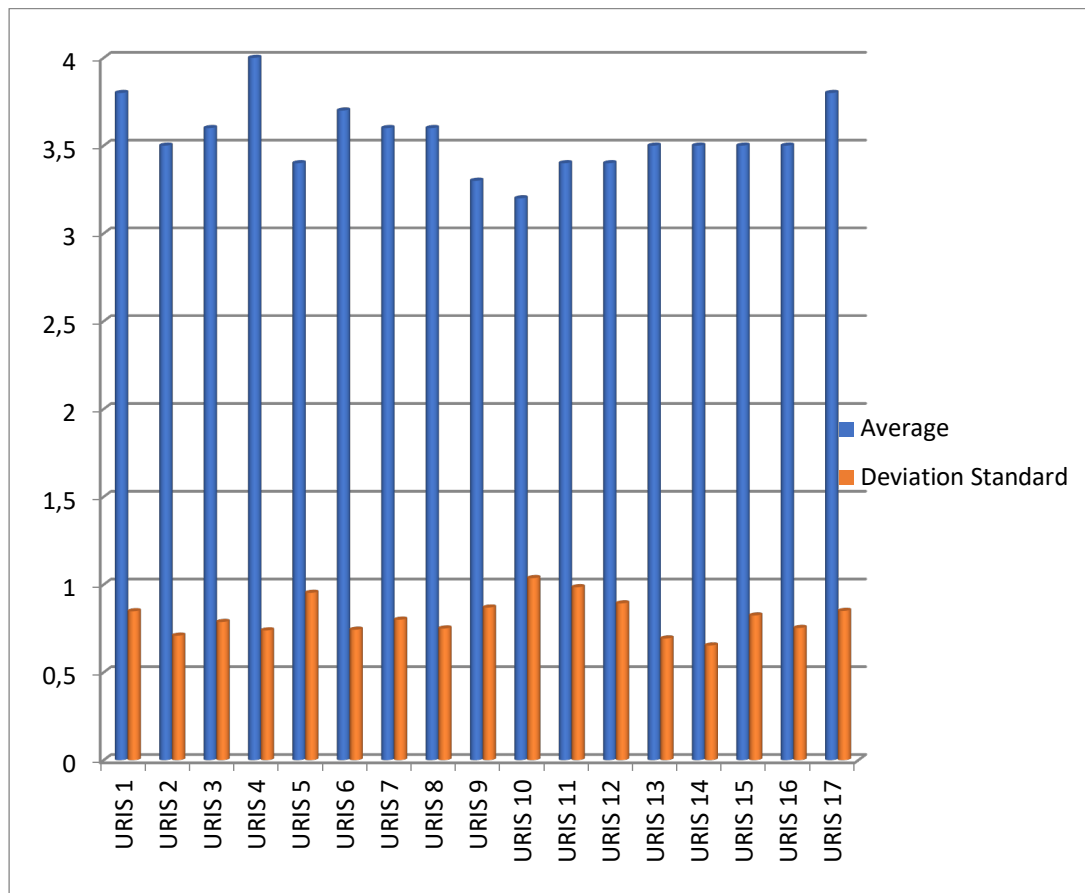


Figure 4 Readiness Upbringing University to Implementing SPMI (URIS)

Evaluation Model of Measurement (Outer Model) is conducted to test the validity of the indicators of each research variable (Upbringing University Readiness, learning standard implementation, research standard implementation, and community service standard implementation) and test the validity and reliability of all research variables. Figure 5 shows the validity value of each indicator shown by the loading factor value of each indicator.

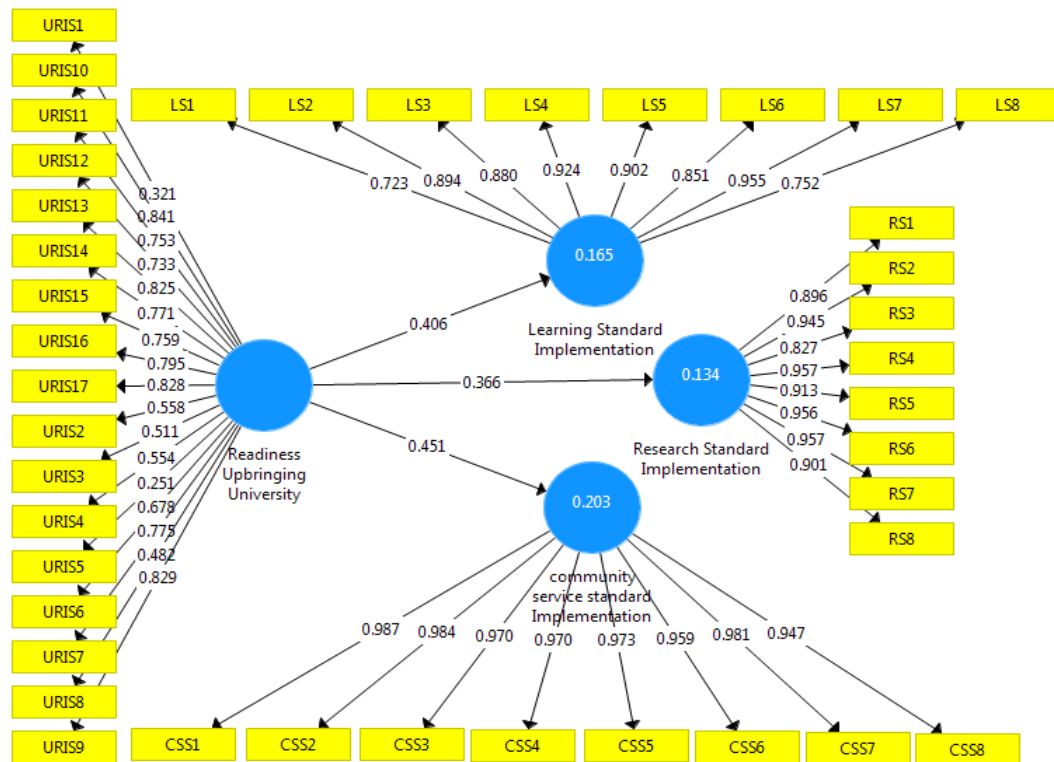


Figure 5 The Influence of Upbringing University Readiness on SPMI Implementation (Model 1)

According to Chin and Hair et al in Ghozali & Latan, (2015) and Adesta & Prabowo (2018) indicators that have a loading factor value ≥ 0.7 , can be said to be valid forming research variables. From Figure 5 above it can be seen that all indicators of the Learning, Research and Community Service standards have a loading factor value ≥ 0.7 so that it can be said that all of these indicators are valid forming the implementation variables of the Learning, Research and Community Service standards. There are 8 invalid indicators that form Upbringing University Readiness to Implement SPMI, these indicators are Opportunity for lectures and education staff to get SPMI training (URIS1), Time for lecturers and education staff to learn SPMI (URIS2), Changes perceived by lectues and education staff as an effect of the application of SPMI (URIS3), Lecturers and education staff confidence that spmi can be applied properly (URIS4), Lecturers and education staff involvement in the introduction of SPMI (URIS5), Commitment of lecturers and education staff in implementing SPMI (URIS6), Issues related to SPMI are always discussed at the meeting (URIS7), and Existence of QA institutions in HE (URIS8). While valid indicators form Upbringing University Readiness to Implement SPMI are Continuity of SPMI training for lecturers and education staff (URIS9), Have general language about the concept, principle, and

method of SPMI (URIS10), Allocation of resources for the success of SPMI (URIS11), Focus on customers (URIS12), Emphasis on quality culture (URIS13), Involvement of lecturers and education staff in an effort to improve quality through SPMI (URIS14), The appreciation to the functional team working (URIS15), The implementation and realization of continuous improvement (URIS16), and Recognition of top management in achieving quality improvements (URIS17). Invalid indicators are excluded from the model, so the model becomes like in Figure 6 below.

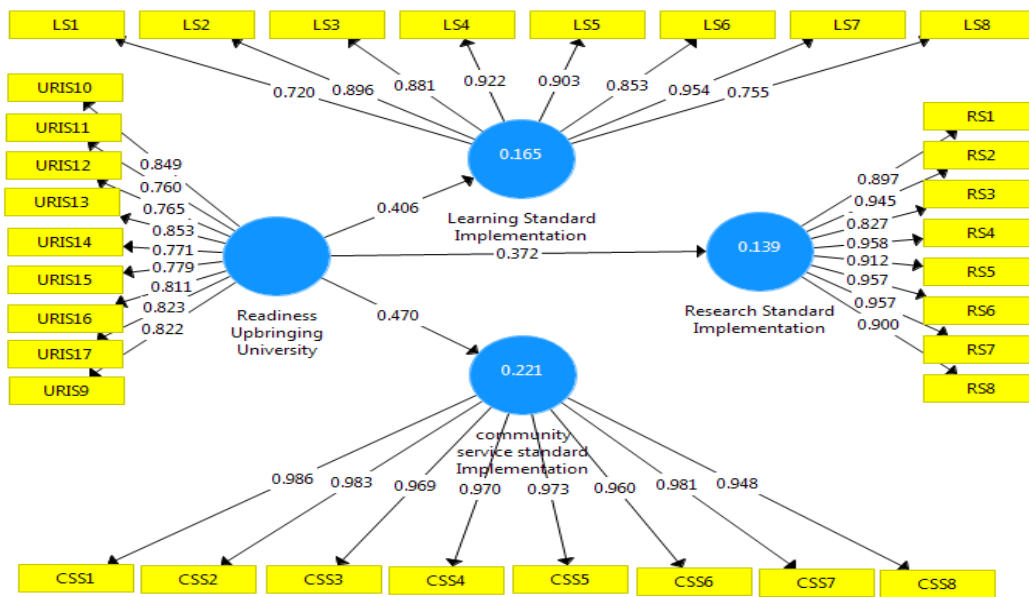


Figure 6. The Influence of Upbringing University Readiness on SPMI Implementation (Model 2a)

In Model 2 (figure 6) all indicators have a loading factor value ≥ 0.7 so that all indicators are valid forming each variable. The next step is to test the validity and reliability of all research variables. According to Ghozali & Latan (2015) and Adesta & Prabowo (2018), a variable is said to be valid if it has an Average Variance Extracted value > 0.5 and Composite Reliability value > 0.6 . Table 3 shows that all research variables (Upbringing University Readiness, Learning Standards Implementation, Research Standards Implementation, Community Service Standards Implementation) are valid and reliable.

Table 3. The Construct Validity and Reliability (Model 2)

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Upbringing University Readiness to Implement SPMI (URIS)	0.934	0.943	0.649
Learning Standard Implementation (LS)	0.950	0.959	0.746
Research Standard Implementation (RS)	0.975	0.978	0.847
Community Service Standard Implementation (CSS)	0.991	0.993	0.944

3.2 Structural Model Evaluation (Inner Model)

The evaluation of the structural model (inner model) at PLS consist of a significance test and an endogenous R2 variable calculation. Figure 7 and Table 4 show the results of the significance tests of the existing model, where the implementation of all national standards (Learning Standards Implementation, Research Standards Implementation, Community Service Standards Implementation) is significantly influenced by Upbringing University's Readiness to Implement SPMI with a confidence level above 95%. The value of R2 is used to assess how far the influence of independent variables on the dependent variable. Figure 6 shows the effect of Upbringing University Readiness to Implement SPMI to Learning Standards Implementation, Research Standards Implementation, Community Service Standards Implementation shown with R2 values of 0.165 (16.5%), 0.139 (13.9%), and 0.221 (22.1%). This means that 16.5% Learning Standard Implementation, 13.9% Research Standard Implementation and 22.1% Community Service Standard Implementation are influenced by Upbringing University Readiness to Implement SPMI.

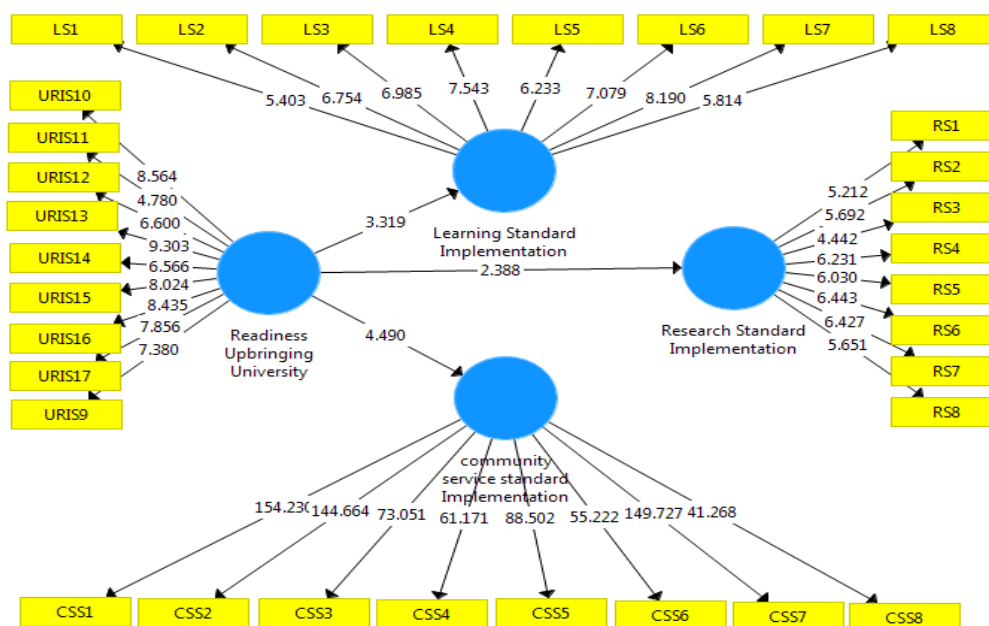


Figure 7 Model 2: Significance Test

Table 4 Model 2: Significance Test

Variable	Standar deviation	t-statistics	P-values
URIS → Learning Standard Implementation	0.095	4.288	0.000
URIS → Research Standard Implementation	0.156	2.383	0.018
URIS → Community Service Standard Implementation	0.098	4.808	0.000

The goodness of fit test in this model using values SRMR, d_ULS, Chi-Square, and NFI with criteria of critical limits determined by Dijkstra et al., (2015). It can be seen that the model can be accepted as good model (Table 5).

Table 5. The Result of Goodness Test of Fit Model 2

Goodness of Fit Index	Saturated Model	Estimated Model	Cut off value
SRMR	0,094	0,094	0,08 - 0,1
d_ULS	0,250	0,250	> 0,05
Chi-Square	43.875	43.875	High value
NFI	0,773	0,773	0,7 – 1,0

3.3 Discussion

This study proves that the effect of URIS on the implementation of SPMI is statistically significant. This finding is consistent with the opinion of Eby (2000) which says that the readiness of organizations in dealing with changes relates to the organization's ability to accommodate changes by making or changing policies and procedures. The policies and procedures in this study lead to efforts to implement SPMI as a form of change. Upbringing University conducts or directs policies and procedures for implementing SPMI through the following method : plan and implementing SPMI training programs regularly (URIS9), try to have a common language about the SPMI concepts, principles and methods (URIS 10), allocate of resources for the success of SPMI (URIS 11), focus on customer striving (URIS 12), emphasizing the quality culture (URIS13), involving staff lecturers and education to improve quality through SPMI (URIS14), give appreciation to the functional team working (URIS15), practice widely the process of continuous improvement (URIS16), and appreciate the improvement efforts made by lecturers and students both team and individually (URIS17). This finding is proven by the validity of these indicators (URIS 9 through URIS17) forming the URIS constellation. This means that the Foster Program has succeeded and is able to arouse the enthusiasm of the leadership of Upbringing University to implement SPMI significantly. But despite being significant, the effect of URIS on the implementation of SPMI is still small. This can be seen from the small R2 value of only 16.5%, 13.9%, and 22.1% on the implementation of learning standards, research standards, and community service standards, which means that the effect of URIS on the implementation of the three standards is still 16.5%, 13.9%, and 22.1%.

This small influence is thought to be the cause of the low level of SPMI implementation stages both in the implementation of education standards, research standards and community service standards, where it is seen that the stages of SPMI implementation in general are still in the second stage in the PPEPP cycle, namely the Implementation stage. This also means that in general Upbringing University has not yet carried out the Evaluation stage in the implementation of SPMI. Furthermore, if examined deeper, of the 17 indicators of organizational readiness to change from Lameei (2005) can be divided into two parts, the first part namely URIS1 to URIS6 is more likely to be played by individuals in the organization, and the second part is the indicator URIS7 to URIS17 is more likely played by the organization or leadership. Referring to Holt et al

(2007), indicators of URIS1 through URIS6 can be explained as individual readiness consisting of personal benefits, management support, change efficacy, and appropriateness. This research proves that one of the indicators of URIS which is classified as readiness played by an invalid organization forms URIS as a construct, namely the indicator of the existence of Quality Assurance (QA) institutions in HEI (URIS8). Invalid URIS8 indicator is in line with invalid URIS7 as the constructor of the URIS construct. The results of this study indicate the loading factor value is below 0.7. The QA unit is the unit that determines the success or failure of the implementation of QA in HEI. Research Seyfried & Pohlenz, (2018) explained that the role of QA quality managers is significant as a driver of successful implementation of QA in a university, further explained that QA quality managers are agents of change in the HEI system. The QA unit should produce reports and recommendations on the sustainability of QA in an effort to continuously improve quality in HEI and coordinate efforts to improve quality. So that discussions on QA issues should always be conveyed in every coordination meeting.

Other findings from this study are that URIS as a construct is invalid formed by individual readiness (URIS1 through URIS6). The implementation of SPMI is more dominant determined by the readiness of the organization. The above findings can be understood considering that SPMI is a modern quality management system that they have just known and understood through this Foster Program. As a first step it is not surprising that the leader will play a more dominant role. This condition can also be interpreted that the Foster Program has succeeded in raising leadership awareness and commitment about the importance of SPMI, and this is a good first step for the successful implementation of SPMI further in accordance with the results of research from Mustafa & Bon, (2014) which states that the leadership role and top management commitment is a critical and vital role in establishing and using TQM systems and philosophies as modern quality management. But then Upbringing University must start increasing the role of individuals in the implementation of SPMI, because it is in accordance with the opinion of Bendermacher et al., (2017) that quality management instruments cannot function as they should if the implementation is always from the top down direction, and ignores the autonomy of individual staff members and view staff as passive recipients of policy rather than active contributors. Therefore according to Nguyen, Thu, & Ta, (2017) the development of human resources in quality assurance must always be a major concern and the development of human resources is always

needed for newly established systems. Chen et al., (2015) found that human resources are a weak quality dimension that requires attention. Human resource development in quality assurance must always be a major concern, staff working in institutional quality assurance units and lecturers carrying out quality assurance activities in their departments and each HEI's member is responsible for building and developing a quality culture (Nguyen, Thu, Ta, et al., 2017). Attention to individual members who carry out quality assurance activities in each unit where they work is expected to increase their sense of ownership. Because a sense of academic ownership is crucial to the successful implementation of quality assurance, these results can represent challenges for quality assurance institutions and institutions (Cardoso et al., 2018).

Conclusion

The findings of this study that the readiness of Upbringing University has a significant effect on the implementation of SPMI, although the effect is still small. The implementation of SPMI in Upbringing University is more dominant determined by the readiness of the organization which is played by the organization or leadership rather than individuals. This fact can be an indicator that the foster program is considered quite successful. Because, as an initial step, leaders are expected to play a more dominant role. The commitment of top management has a very important and vital role in building and using TQM systems and philosophies as modern quality management. The low effect of Upbringing University readiness on the implementation of SPMI is thought to be caused by the un-readiness of individuals in implementing SPMI. Therefore, the Upbringing University must start increasing the role of individuals in the implementation of SPMI, because quality management instruments cannot function as they should if the implementation is always from the top down direction ignores the autonomy of individual staff members and view staff as passive recipients of policy rather than active contributors. The development of human resources in QA must always be the main concern. It is always necessary for a newly established system to increase their sense of academic ownership which is crucial for the successful implementation of QA. Finally, the readiness of Upbringing University within the implementation of SPMI was good enough as long as supported by an effective quality assurance unit, because it is driver of successful implementation of QA in HEI and a quality managers are agents of change in the HEI system.

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