

The Influence of Quality Assurance and Knowledge Management on Higher Education Accreditation Performance

Bayu Febriadi¹, Pandu Pratama Putra², Febrizal Alfarasy Syam³
^{1,3}Sistem Informasi, Universitas Lancang Kuning, Pekanbaru, Indonesia
²Teknik Informatika, Universitas Lancang Kuning, Pekanbaru, Indonesia
Email: bayufebriadi9@gmail.com¹, pandupratamaputra@unilak.ac.id²,
febrizal@unilak.ac.id³

Abstract

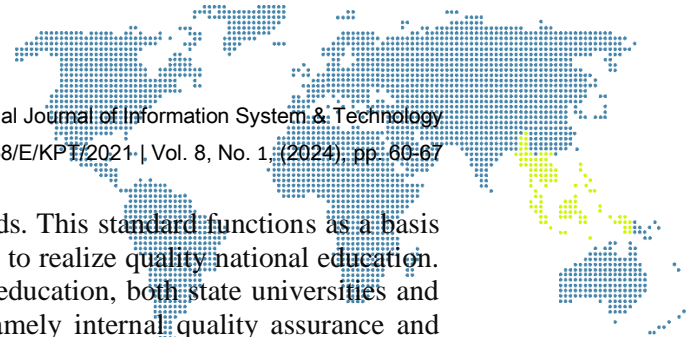
With the issuance of Permendikbud No 53 Tahun 2023 concerning the accreditation transformation mechanism and Quality Assurance System for higher education, it is hoped that existing study programs at state universities and private universities can adjust the direction of accreditation performance policies and Higher Education Performance Indicators. Lancang Kuning University currently has 32 study programs consisting of 11 new study programs that still have accreditation with minimum scores. So it is hoped that the study program will respond well to higher education accreditation performance. This is in line with the expectations of Lancang Kuning University to ensure a culture of quality in achieving the vision and mission of higher education. The method used in this research is quantitative by determining Quality Assurance and Knowledge Management variables in influencing the accreditation performance of universities and study programs. Quality Assurance 0.790 coefficient influences accreditation performance and Knowledge Management influence 0.778 coefficient influences the accreditation performance of Lancang Kuning University.

Keywords: Quality Assurance, Knowledge Management, Accreditation Performance, Lancang Kuning University

I. Introduction

Accreditation is something that must be fulfilled or obtained by a university, this is because accreditation status is a reflection of the performance of the university concerned and describes the quality, efficiency, and relevance of a study program being held. Then the government determines that for the implementation of accreditation of a private higher education institution, as long as it has never been evaluated (accredited) by or through the National Accreditation Board for Higher Education (BAN-PT), then the implementation of accreditation for the relevant higher education institution is carried out based on the criteria or Accreditation Form from BAN-PT. In carrying out the entire higher education accreditation process, several aspects need to be paid attention to by related parties. These aspects are the accreditation standards for higher education institutions and study programs which are used as benchmarks in evaluating and assessing the quality of performance. The next aspect is that demands for accountability and responsibility require universities to provide quality assurance to the community. In line with the implementation of quality management in higher education institutions, the government through the Directorate General of Higher Education (Dikti) has issued a guideline, namely the Quality Assurance Guidelines for higher education, which explicitly requires that the quality assurance process in higher education is a mandatory requirement. can be negotiated again.

Quality assurance is expected to be carried out in all tertiary institutions with quality points implemented including study program curriculum, human resources, students, learning process, facilities and infrastructure, academic atmosphere, finance, research and publications, community service, governance, institutional management, information systems, as well as domestic and international cooperation. The quality points mentioned



above must refer to the National Education Standards. This standard functions as a basis for the implementation and supervision of education to realize quality national education. The implementation of quality assurance in higher education, both state universities and private universities, is carried out in two ways, namely internal quality assurance and external quality assurance. The problem of quality assurance in higher education concerns its implementation. So far, quality assurance for private universities refers to PermenristekDikti No. 44 of 2015 concerning National Higher Education Standards. This means that the higher education quality assurance system which includes the Higher Education Database (PD Dikti), Internal Quality Assurance System (SPMI), and External Quality Assurance System (SPME) is implemented by the established National Higher Education Standards (SNPT). However, PTS are given the authority to set their quality assurance policies according to their capabilities so that there is no uniform standard at PTS. This gives rise to different understandings in the implementation of policies applied to each PTS.

The Internal Quality Assurance System has been implemented by Lancang Kuning University with the SPMI Book established as a document for the standard determination, implementation, evaluation, control, and Improvement (PPEPP) cycle and is also supported by the implementation of information technology-based Accreditation Management Information System to support the need for management accreditation as a simulation of accreditation assessment at UNILAK, but this is not by what is happening at the Faculty level as a Study Program Management Unit (UPPS) where of the 32 existing study programs, to date no study program has carried out re-accreditation using Study Program Accreditation Instrument (IAPS 4.0). This is because the SPMI that has been implemented at Lancang Kuning University has not gone well between the university and faculties, so the SPMI that has been established at the University does not have a good impact on managing quality culture at the faculty and study program level. To overcome this, Lancang Kuning University implements an accreditation management information system to manage accreditation simulations in fulfilling SPMI so that it can run following the vision and mission that has been aspired to be able to improve the performance of higher education accreditation.

2. Research Methodology

Research methodology and research framework used in completing this research. This framework is the steps that will be taken to solve the problem that will be discussed. The stages in modeling used are Waterfall modeling and can be seen in the image below:

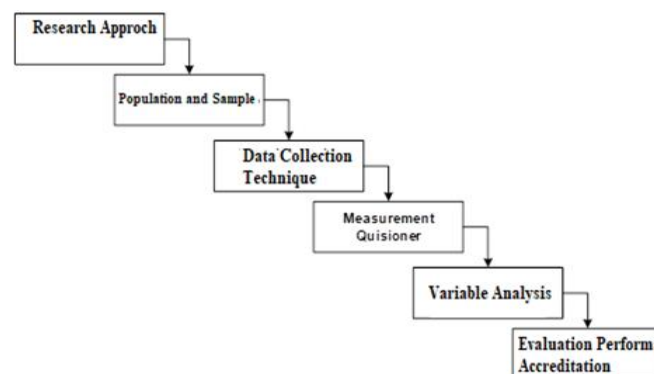
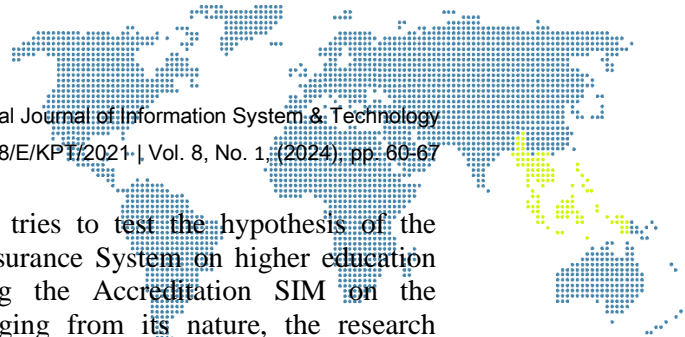


Figure 1. Research Methods

2.1. Research Approach

Based on the method used, this research is survey research. Survey research is research that takes samples from a population using a questionnaire as a data collection



tool (Singarimbun, 2012). In addition, the author tries to test the hypothesis of the influence of implementing the Internal Quality Assurance System on higher education performance and the influence of implementing the Accreditation SIM on the performance of Lancang Kuning University. Judging from its nature, the research conducted is descriptive explanatory, namely research that describes and explains the influence of the Internal Quality Assurance System and accreditation SIM on higher education accreditation performance through hypothesis testing carried out through data collection in the field. Nazir (2011) stated that descriptive research studies problems in society in certain situations, including relationships, activities, attitudes and views as well as ongoing processes and the influence of a phenomenon. The research paradigm used in this research is a quantitative approach paradigm. The quantitative approach is represented by collecting data through distributing questionnaires.

2.2. Research Population and Sample

The population of this research is lecturers at Lancang Kuning University which consists of 12 study programs in 8 faculties and postgraduate studies as study program management units at Lancang Kuning University, totaling 201 people with details can be seen in Table 1 as follows.

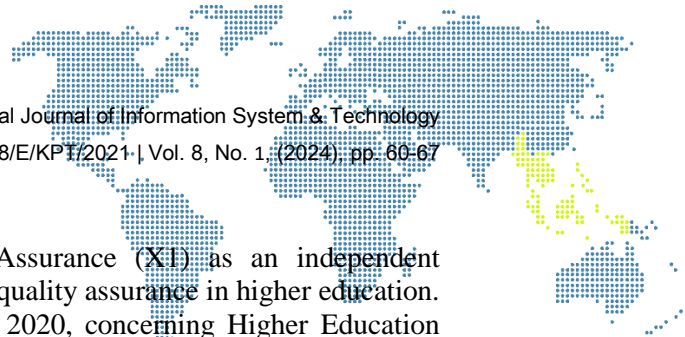
Table 1. Research Population

No	Subject	Amount	%
1	Ilmu Akuntansi	32	15,92
2	PG PAUD	22	10,95
3	Magister Ilmu Lingkungan	20	9,95
4	Desain Interior	12	5,97
5	Teknologi hasil Pertanian	16	7,96
6	Bisnis Digital	18	8,96
7	Pendidikan Khusus	28	13,93
8	Pendidikan Vokasi Teknologi Automotif	10	4,98
9	Teknik Mekatronika	10	4,98
10	Pendidikan Bahasa Melayu	9	4,48
11	Biologi	12	5,97
12	Kimia	12	5,97
Amount		201	100

2.3. Data Collection Technique

Based on the data source, this research uses primary and secondary data. Primary data was obtained using questionnaire techniques, while secondary data was obtained using documentation techniques. Primary data is data obtained by the researcher himself. Primary data was obtained by distributing questionnaires, and a written statement with several question items that had to be answered by respondents. The respondent then responds to the statement given. This questionnaire is closed because all answers are already available. The questionnaire was designed to answer questions regarding respondents' understanding of the Internal Quality Assurance System, Knowledge Management, and Higher Education Accreditation Performance.

To operationalize variables, research instruments are needed that refer to the indicators of each variable. Indicators of the Internal Quality Assurance System variable, the Knowledge Management variable, and also the Lancang Kuning University Accreditation Performance variable are measured using an ordinal scale according to Likert with answer choices of "very unimportant", "not important", "quite important", "important", and "very important". Furthermore, this answer choice in the questionnaire is given a score for the five alternative answers.



2.4. Measurement for each variable

- a) Measurement for each variable Quality Assurance (X1) as an independent variable is defined as the implementation of quality assurance in higher education. Based on PerBAN-PT Regulation No. 3 of 2020, concerning Higher Education Standards, related to Quality Assurance: SPMI variables are described in 5 indicators, namely: Determination, Implementation, Evaluation, Control, and Improvement, and are measured using 15 questions using a scale of 1-5.
- b) Knowledge management (X2) as an independent variable is defined as the implementation of the higher education tridharma which is inherent and developed to be implemented as a guide for the head of study program, lecturers, and students to face internal and external problems of the higher education institution. In this case, according to Beccera in 2015 in his research The Influence of Knowledge Management on Organizational Leadership and Performance, there are 4 indicators in the use of Knowledge Management; People, Process, Product, and Accreditation Performance are 8 questions using a scale of 1-5.
- c) Accreditation Performance (Y) as a dependent variable is interpreted as the results of work functions or management activities in each study program which are assessed based on assessment elements that are by the BAN-PT assessment element standards. Organizational performance variables are described in 9 indicators and measured using 18 questions using a scale of 1-5.

3. Results and Discussion

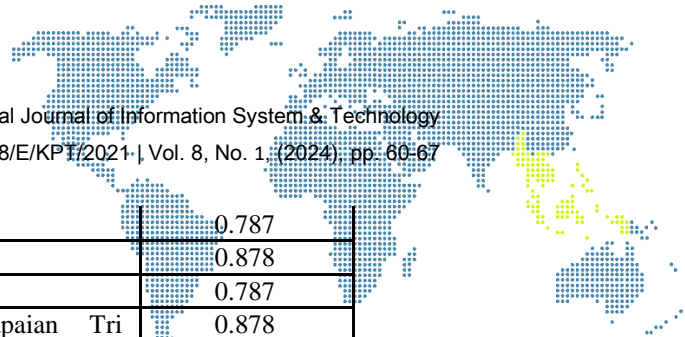
Tabel 2. Analisis Deskriptif

Indicator	Min	Max	Mean	Category
Quality Assurance	1	5	4.18	Agree
Knowledge Management	1	5	4.11	Strongly Agree
Accreditation Performance	1	5	4.48	Agree

Table 2. Descriptive analysis shows that SPMI, Knowledge Management, and Higher Education Accreditation Performance shown by study programs at Lancang Kuning University College which is the research sample can be categorized as good or important.

Table 3. Convergent validity

Quality Assurance (X1)	Penetapan SPMI	0.812
	Pelaksanaan SPMI	0.862
	Evaluasi	0.886
	Pengendalian	0.807
	Peningkatan	0.842
Knowledge Management (X2)	People	0.878
	Proses	0.812
	Produk	0.862
	Kinerja Organisasi	0.877
Accreditation Performance (Y)	Visi, misi, tujuan dan sasaran, serta strategi pencapaian	0.886
	Tata pamong, kepemimpinan, sistem pengelolaan dan penjaminan mutu	0.807
	Mahasiswa dan lulusan	0.842
	Sumber daya manusia	0.777
	Keuangan, sarana dan prasarana	0.833



	Pendidikan	0.787
	Penelitian	0.878
	Pengabdian.	0.787
	Luaran dan Capaian Tri Dharma	0.878

Table 3 shows that the indicators for each research variable, namely Quality Assurance Knowledge Management, and Higher Education Performance, have an outer loading value above 0.7, so it can be said that these indicators have met the criteria for convergent validity.

Table 4. Cross Loading

Indicator	Quality Assurance	Knowledge Management	Accreditation Performance
Penetapan	0.812	0.807	0.833
Pelaksanaan	0.862	0.842	0.787
Evaluasi	0.886	0.777	0.878
Pengendalian	0.807	0.833	0.787
Peningkatan;	0.842	0.787	0.878
People	0.777	0.878	0.878
Proses	0.833	0.812	0.787
Produk	0.787	0.862	0.878
Kinerja Organisasi	0.878	0.886	0.842
Visi, misi, tujuan dan sasaran, serta strategi pencapaian	0.886	0.777	0.787
Tata pamong, kepemimpinan, sistem pengelolaan dan penjaminan mutu	0.807	0.833	0.878
Mahasiswa dan lulusan	0.842	0.787	0.812
Sumber daya manusia	0.777	0.878	0.862
Keuangan, sarana dan prasarana	0.833	0.787	0.886
Pendidikan	0.787	0.878	0.807
Penelitian	0.878	0.878	0.842
Pengabdian.	0.787	0.787	0.777
Luaran dan Capaian Tri Dharma	0.878	0.878	0.833

Table 4 shows that each indicator has the highest outer loading for each variable it contains when compared to other variables. These results indicate that discriminant validity has also been fulfilled.

Table 5. AVE dan Akar AVE

Variable	AVE	AKAR AVE	Quality Assurance	Knowledge Management	Accreditation Performance
Quality Assurance	0.726	0.688	1		
Knowledge Management	0.688	0.644	0.500	1	
Accreditation Performance	0.644	0.555	0.408	0.618	1

Based on Table 5, it can be seen that the AVE root value for each research variable is generally still greater than the correlation that occurs in each variable so the variables used in this research have met the criteria for discriminant validity.

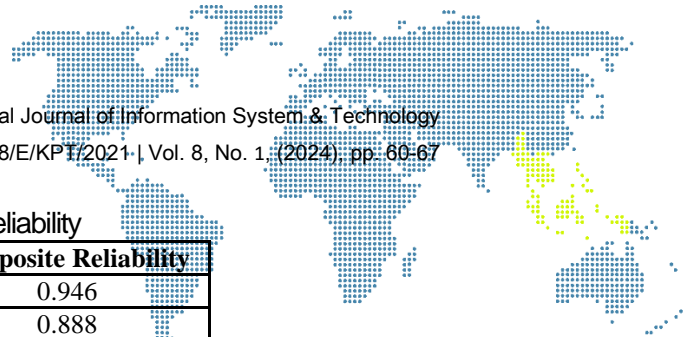


Table 6. Composite Reliability

Variable	Composite Reliability
Quality Assurance	0.946
Knowledge Management	0.888
Accreditation Performance	0.932

Table 6 shows that the composite reliability value for each research variable is greater than the 0.70 criterion so composite reliability has also been met.

Table 7. R Square

Variable	R Square
Accreditation Performance	0.576

The calculation results in Table 7 for R-Square are 0.576, indicating that the percentage influence of Quality Assurance and Knowledge Management on higher education accreditation performance is 82.6%, while the remaining 18.4% is explained by other factors outside the model, thus it can be concluded that The structural model in the research can be said to have fairly good goodness of fit.

Table 8. Inner Weight

No	Influence Relationships	Koefesien	T Statistic	Information
H1	Quality Assurance => Accreditation Performance	0.790	4.270	Significance
H2	Knowledge Management=> Accreditation Performance	0.778	4.110	Significance

Table 8 shows that Quality Assurance has a significant influence on the Accreditation Performance of the universities in the research sample, while it is concluded that Knowledge Management also has a significant influence on accreditation performance. Based on these results, the first research hypothesis is accepted while the second research hypothesis is accepted as true.

4. Conclusion

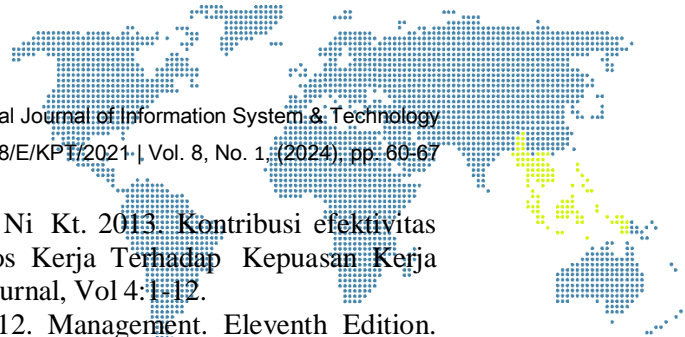
The results of testing the first hypothesis show that Quality Assurance at Lancang Kuning University has a positive and significant influence on the performance of higher education accreditation. The meaning of findings of this research shows that the SPMI that has been running has an effect of 0.790 on accreditation performance. This proves that the implementation of SPMI which is projected in the ability of Lancang Kuning University colleges to act as quality management is applied well in effectively increasing accreditation performance. This can be seen from the results of observations on all dimensions and indicators which have implications for the high results obtained in organizational performance dimensions and indicators. This finding also supports previous findings that the success of a university is very dependent on the implementation of SPMI. The results of testing the second hypothesis show that Knowledge Management at Lancang Kuning University has a positive and significant influence on the performance of higher education accreditation. The meaning of the findings of this research shows that knowledge management that has been running has an effect of 0.780 on accreditation performance. This proves that the implementation of Knowledge Management which is projected in the ability of Lancang Kuning University colleges in acting as Knowledge Management management is applied well in effectively increasing accreditation performance. This can be seen from the results of observations on all dimensions and indicators which have implications for the high results obtained in organizational



performance dimensions and indicators. This finding also supports previous findings that the success of a university is very dependent on the implementation of Knowledge Management.

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