

Revealing the Weakness of Leadership Power in Improving the Quality Audits Role of Higher Education in Maluku Region

Dwi Hariyanti¹, Jaelani La Masidonda²

¹Department of Accounting, Ambon State Polytechnic

²Department of Management, Darussalam University of Ambon

Abstract

The leader power of Higher Education is very important to facilitate the quality assurance optimally. However, there is still a phenomenon that Higher Education leadership power has not maximized to shows the willingness and ability to encourage quality assurance. It makes much quality assurance have not been going well. This affects on low institutional accreditation of universities in Maluku area. Based on this phenomenon, it is necessary to explore the weak power leader in encouraging the role of quality internal audit of higher Education in Maluku Province.

This research uses a qualitative approach. The paradigm adopted by researchers are the interpretive paradigm, it means the researches interpret the meaning behind the research subjects. This research was conducted at private Higher Education in Maluku Province. Researchers used purposive sample technique. The informants are actors who really know exactly and have been directly involved for at least 2 years on quality assurance problem at university, namely the Chancellor / Director of Polytechnic and Head of SPMI throughout Maluku region. It needs primary and secondary data. The data is collected by observation, interviews, documentation and combination / triangulation. The data is analyzed by following stages: data reduction, data exposure and data analysis.

The research results show many Higher Education leaders show the weakness in using power to encourage quality assurance to run optimally. There is an assumption that quality assurance is done only incidentally, namely for accreditation and semester for the evaluation of learning process. In fact, leadership of Higher Education in Maluku region still misuses the power to manage the subject. For example, leadership of Higher Education in practice is often used for campus political events or transactional to determine the quality assurance of leader (not professional). This causes the deterioration of higher education quality, because there is still an assumption that Quality Assurance Institution / Center / Unit is a formality institution that is only a complementary element in accreditation process.

Keywords: Power, Leadership, Incentive, Equipment.

Date of Submission: 25-11-2020

Date of Acceptance: 09-12-2020

I. Introduction

Internal quality audit in an organization is the spearhead of an organization's progress, including the quality internal audit at a Higher Education. Therefore, a commitment of all elements of academic community of Higher Education is needed to join hands in doing the high quality education in maintaining the quality of higher education (Hariyanti, 2018). It is also very important that a leadership power can encourage the quality assurance element to run optimally. However, in relation to leadership of Higher Education, they have not maximized the power they have to show willingness and ability to encourage quality assurance. It makes many quality assurances have not been going well. This affects on accreditation of institutions and study programs at Higher Education in Maluku area (Hariyanti. 2018). This is evidenced by number of universities in Maluku and North Maluku regions that 63.6% are still not accredited. Table 1 shows the universities that have not been accredited.

Table 1. Accreditation Results of Study Programs and Institutions.

No	Description	Year 2019	Year 2020	Percent Accreditation Year 2020
		Total	Total	
1	Institutional Accreditation	15	16	36.3636
	Institutional Accreditations with B Rank	4	4	09.0909
	Institutional Accreditations with C Rank	11	12	27.2727

Not Accredited Institutional	29	28	63.6364
Number of private universities	44	44	

Data source: LLDIKTI XII

This condition has received the attention of LLDIKTI region XII to provide guidance in form of monitoring to make quality assurance standards at Higher Education and also doing accompaniment to fill in boring accreditation (LKPT / LKPS and LED). This is not enough; there must be a power support from Higher Education leadership.

Based on above phenomena, researcher would like to reveal the weak power of higher education leaders to increase the role of higher education quality audits in Maluku region.

II. Research Methods

This research uses a qualitative approach to provide an overview of a situation and what is happening to research subject. This refers to opinion of Koentjaraningrat (1993) and Moleong (2007). The paradigm adopted is the interpretive paradigm, meaning that research interprets the meaning behind what research subjects have done. This is consistent with opinion (Baran and Davis, 2010). This research was conducted at private universities in Maluku Province.

The qualitative type does not use the population term, but uses the informant term. Researchers used purposive sampling technique. This technique determines the informants with certain considerations (Sugiyono, 2012). Those who become informants are actors who really know exactly and have been directly involved for at least 2 years on quality assurance issues in higher education. Based on these considerations, the informants are:

1. Rector / Director of Polytechnic
2. Chairmen of foundations in the Maluku Region;
3. Heads of SPMI in the Maluku region.

The type of data needed refers to opinion of Miles and Huberman (2009). Thus the type of data required is

1. Primary data. This data consist of verbal or words obtained from interviews results, observations for the gestures and others from subject. This refers to opinion of Arikunto (2010).
2. Secondary Data. This data consist of observations, literature study and also documents such as archives, agendas, tables, notes, photos and others. This refers to Arikunto (2010).

The data collection method refers to opinion of Sugiyono (2012: 402). Data were collected by observation, interviews, documentation and triangulation. The data analysis uses stages from Miles and Huberman (1992) includes data reduction, data exposure and data analysis. Qualitative data analysis was done simultaneously with data collection process. This means the analysis activities are also done during and after data collection.

III. Discussion

Revealing the Weak Leader Power of Higher Education in Increasing the Role of Higher Education Quality Audit in Maluku Region

Power in an organization is often discussed by members of organization. Every person has a different opinion. For example, some people will respect and even fear to someone's power. Usually this happens if a person or leader is authoritarian, but on other hand, someone will respect the power of a leader if the leader has the ability to lead, experience and is charismatic (Sawyer, 2005). This differs from opinion of Habermas (1981) which explains that power is not only money but can also have positive and negative effects on organizations and individuals. Therefore, power can have a positive and negative effect on organizations or individuals.

Power in internal audits implementation at tertiary institutions is needed, especially from leadership and executors of quality assurance. Leaders are expected to have strong power to encourage the implementation of quality assurance at Higher Education, not only commitment but power to carry out quality assurance to achieve high quality of higher education. Power is not only owned by leadership of Higher Education but also the executor of quality assurance.

An internal auditor can actually enjoy power in context of internal audit practice, in this case to guarantee the quality of Higher Education. However, everything depends on internal auditor's ability to deal with other people to use their power (Hariyanti, 2016). The internal auditors at Higher Education actually have power in a positive or negative sense in organization. The power of internal auditors in a positive sense can be seen in organizational structure of internal auditors. He is trusted departments at higher education leaders so that internal auditors are also trusted actors in Higher Education.

This will be the opposite when internal auditors abuse this power to become the subject of power (Taylor, 1986). The power abuse by internal auditors is used to convey information that quality assurance and quality of Higher Education is "good" to top management so that their performance is good. Power will not be a problem when auditors or quality assurance actors are able to manage power for the benefit of Higher Education

well, but on other hand, when the internal auditors cannot manage the power properly, there is a tendency to use the power for the benefit of one actor and the problem will arise. For example, leadership of a Higher Education has the power to create and encourage the implementation of quality assurance properly and professionally. On contrary, it is often used for campus political events to determine the leader quality assurance in order to get votes in election of Higher Education leadership (Rector / Director). This causes the quality deterioration of higher education, because there is still an assumption that Quality Assurance Institution / Center / Unit is a formality institution as a complementary element in accreditation process. This is as expressed by leadership of Higher Education:

"Furthermore, ladies and gentlemen, the success indicators or public and government trust in Higher Education is based on how the managers in it. Well, as management or internal audit in Higher Education X, of course we run a quality assurance system. When we talk about accreditation, it is an external audit; quality assurance system is an internal audit. Thanks for God, until now we are still going. Of course, SPMI has 24 standards and 2 additional standards. So we generally have 26 standards. SPMI 26 quality implementation and SPMI implementation. Of course, implementation at Higher Education X is done by a quality assurance agency with high quality documents, policies, standards, quality manuals, and formal documents. Same as other Higher Education, implementation of SPMI stipulates the implementation of evaluation.... Furthermore, this is the basis of our quality assurance agency based on decision results and then poured into a decision document. The quality documents have quality policies, quality standards, quality manuals and form documents. These are the SPMI implementations.... The implementation of evaluation and engagement are done. Evaluation of SPMI survey results and monitoring are also done.... We always do this in each semester, related to student satisfaction, vision and mission synchronization and then we can do a research. Yearly evaluations and monitoring is done minimum each semester. The results are submitted to quality assurance agency for evaluation. The results of evaluation will become a report as recommendations for future improvements and progress of institution. This is an example of a follow-up to money results, for example giving a warning to a lecturer who late to start lectures, vision and mission reading before the lecture becomes the standard for the lecturer to enter the class as an evaluation of vision and mission. This is the result of evaluation and examples of SPMI implementation in Higher Education X. So ladies and gentlemen, the efforts to improve quality and trust needs accreditation standardization, and most important thing is the quality assurance system must work in Higher Education.

The opinion Higher Education leader above shows that the standards are highlighted, but they do not describe in detail how the implementation of each standard. The Higher Education leadership emphasizes that quality assurance is done only in an incidental manner, namely for each semester. Every year, a questionnaire is distributed to students about the learning process. In addition, leadership of Higher Education emphasized the word "must go", this shows that basically internal audit has not run optimally.

Above description have two things that can be learned. First, all activities in Higher Education use the basis of goals rationalization and strategies rationalization (Hariyanti 2015). Second, above two rationalization in according to Weber's concept (Habermas, 1984) should be able to promise a better social life. In reality, this is not the case and Habermas (1984) explained that second form of rationalization is actually the cause the loss of "charm of life world". According to him, as an antidote to loss to charm of life world from two rationalizations above is the rationalization of emancipatory communicative actions. Habermas explained that rationalization of communicative action become the domination liberator, liberates, and open the communication (Ritzer and Goodman, 2010: 189). Apart from above, power dimension can emerge from various aspects. Hardy (1996) explained four dimensions of power, namely 1) power over resources, 2) power over decision making processes, 3) power of meaning, and 4) power of the system.

IV. Conclusion

Power in internal audits implementation at higher Education is needed, especially from leaders and executors of quality assurance. Leaders are expected to have strong power to encourage the optimal implementation of Higher Education quality assurance. In context of internal audit practice, the leaders of Higher Education have very strong power to shape the organizational structure and ability to encourage quality assurance optimally and professionally. However, this will become the opposite when the leadership of Higher Education misuses the power. For example, the university leaders often use campus political events or transactional to determine the leader quality assurance in order to get votes in election for the leadership of Higher Education (Chancellor / Director). This weakens the power leaders to push the optimal level of Higher Education. This causes the deterioration of universities regarding the quality of higher education, because there is still an assumption that Quality Assurance Institution / Center / Unit is a formality institution that is only a complementary element in accreditation process.

References

- [1]. Hariyanti (2018) The Effect Of Leader Commitment And Internal Factors On Internal Audit Performance At State And Private Universities In Maluku, *International Journal of Civil Engineering and Technology (IJCIET)* Volume 9, Issue 6, June 2018
- [2]. Hariyanti (2015), Rationality Building In Internal Audit Practice as Domination Exemption of Internal Auditor Role, *Research Journal of Finance and Accounting* ISSN 2222-2847(online) Vol 6.No.8.2015
- [3]. Hariyanti (2016), Revealing the Cause Factors of Less Optimal Internal Auditors Performance at Higher Education in Maluku Region, *IOSR Journal of Economics and Finance (IOSR-JEF)* e-ISSN: 2321-5933, p-ISSN: 2321-5925. Volume 7, Issue 6 Ver. II (Nov. - Dec. 2016), PP 8
- [4]. Hogwood, Brian W, and Lewis A. Gunn., 1998. *Policy Analysis for the Real World*. Oxford University Press, USA.
- [5]. Wijayanto, D, 2012, *Pengantar Manajemen*, Gramedia Pustaka Utama
- [6]. Moleong, Lexy J. 2004. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- [7]. Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- [8]. Miles, B. Mathew dan Michael Huberman. 1992. *Analisis Data Kualitatif* Buku Sumber Tentang Metode-metode Baru. Jakarta: UIP
- [9]. Rogers, Everett M. (1983). *Diffutions of innovations*. 3rd Edition. New York: The Free Pass A Division of Macmillan Publishing Co, Inc.
- [10]. Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- [11]. Koentjaraningrat (2012), *Metode metode Penelitian Masyarakat* edisi ke tiga Gramedia Jakarta
- [12]. Sutjipta, INyoman. 2010. *Manajemen Sumber daya Manusia*, niversitas Udayana.(Diktat)

Dwi Hariyanti, et. al. "Revealing the Weakness of Leadership Power in Improving the Quality Audits Role of Higher Education in Maluku Region." *IOSR Journal of Economics and Finance (IOSR-JEF)*, 11(6), 2020, pp. 43-46.