

Higher Education Tridharma Program

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Abstract. This study aims to examine the tridharma program of the High School of Social and Political Sciences (STISIP) Muhammadiyah Rappang, in terms of aspects; 1) The foundation of the policy; 2) strategy and action plan; 3) socialization of the vision, mission, goals, and implementation of the tridharma program of higher education, including: education and teaching, research, and community service; 4) the results of program implementation achievements. This type of research is a qualitative research with an evaluative approach, using the CIPP model (Context, Input, Process, Product). The research data were obtained through interviews, observations, document reviews. The results obtained that the STISIP Muhammadiyah Rappang tridharma program is in the good category, namely; 1) has a policy base that refers to the laws and regulations of the Government of the Republic of Indonesia, Muhammadiyah regulations, Statutes and Master Plan for the Development of the Muhammadiyah Rappang STISIP; 2) having specific, measurable, achievable, realistic, timely (SMART) targets, strategies and action plans for each program; 3) the socialization of vision, mission, goals, and programs is carried out through academic and non-academic activities, by utilizing various media, both manual and information technology media (online); 4) have good results, from the average aspects of the study period, the cumulative achievement index of graduates, the number of titles and publications of research and community service.

Keywords: evaluation, implementation, tridharma program

1 Introduction

Indonesia currently has a tendency to open up massively and more profit-oriented new Universities without being followed by the provision of adequate and quality infrastructure, so that the number of graduates continues to increase. On the other hand, productive employment opportunities in Indonesia are also limited, so the unemployed educated are relatively high. Another problem is that the predictions of the McKinsey Global Institute (MGI) show that in the global labor market, by 2030 Indonesia is expected to experience a shortage of educated and skilled workers, but an excess of non-skilled workers. The gap between the demand for and availability of educated workers is also supported by ILO (2015) data on workers who do not meet educational qualifications and skills whose proportion reaches more than half. This problem is urgent to be overcome, in line with the entry into force of the ASEAN Economic Community and various other regional agreements at the global level, because the lack of educated and skilled workers will be filled by foreign workers [1]. The Minister of Research, Technology, and Higher Education explained that out of 3,128 Private Higher Education units, no less than 1,000 campuses were not academically feasible and threatened to revoke their licenses if they did not improve their performance (universities that did not meet the number of study programs, did not meet the number of lecturers still, does not meet the number of study programs based on clusters of fields of science, does not meet the number of students). The solution is to encourage universities

included in the above clusters to immediately merge or merge several universities [2]. Until now Indonesian higher education still faces many challenges. Starting from the competitiveness, qualifications and competence of lecturers, improving educational infrastructure, technology readiness and so on [3]. The relevance of tertiary institutions to the business world and industry both nationally and internationally needs to be built through the formulation of good planning and implementation. Planning at tertiary institutions is based on tertiary education, namely education and teaching, research and community service, which are integral and holistic [4], [16]. Integral means a unified plan that is inseparable from each other in higher education tridharma in order to realize the vision and mission of higher education. Holistic means comprehensive planning in which all components of higher education such as administrative activities, human resources, facilities and infrastructure, budget / funds, are directed at achieving the goals, vision and mission of higher education.

Strategic planning is an important and appropriate tool for utilizing all the potential resources needed by tertiary institutions. The data indicates that most surveyed HEIs have a positive awareness of strategic planning and use it as a suitable tool to attract resources and integrate resources. There were certain differences in the formulation, mission, text, and assessment of strategic plans among HEIs at different levels and of different types. Those differences moderately reflect the diversified needs of different HEIs [5]. Common obstacles encountered in the formulation of planning, among others; weak foundation of planning formulation, lack of relevance in strategies to achieve goals, weak implementation, and weakness in calculating future achievement targets. From some of the obstacles above, STISIP Muhammadiyah Rappang experienced a number of obstacles in its implementation, including; there is no adjustment and readiness of lecturers and staff resources to realize plans, funding, and limited infrastructure. However, to realize the vision of "Being a superior, professional, Islamic and able to play an active role in nation-building through the process of education, research and community service in 2025" [6], STISIP Muhammadiyah Rappang continues to strive to formulate institutional planning.

To assure the success in dealing with unfamiliar situations, organizations take the advantage of various managerial tools. Strategic planning is an instance of such. In other words, in order to survive or grow in the present changing business environment, organizations need more sophisticated and contemporary strategic plans [7]. An organizations needed a comprehensive plan to deal with external changes and many managers tried to apply strategic planning in their organizations. At that time, the environment was somewhat stable, so a few organizations were able to predict the future [8]. Strategic planning is the future design of an institution by analyzing the current situation, analyzing the targets to be achieved in the future and how to achieve these targets, by using resources effectively and efficiently [9]. The strategic planning process can be formulated in four steps. The first stage is responsible for operating the organization's environment, values and vision. In the second step, it is necessary to analyze how to get a competitive advantage over competitors. The third stage formulates the plan to determine the goals, strategies, policies and guidelines of the organization. The fourth step, control and evaluate activities planned to meet specific objectives [10].

Good planning does not necessarily guarantee the success of an institution. A study conducted by Fortune magazine revealed that 90% of the strategies were failures, and the most important cause for this is believed to be the weak implementation of the strategies [11]. For this reason, this study aims to evaluate the STISIP Muhammadiyah Rappang tridharma program, in terms of aspects; (1) policy foundation, (2) strategy and action plan, (3) socialization of vision, mission, goals, and implementation of the triharma program, and (4)

results of program implementation. Evaluation is a set of coherent conceptual, hypothetical, pragmatic, and ethical principles that form a general framework to guide the study and practice of program evaluation [12]. Specifically, program evaluation is a systematic process for describing, obtaining, reporting, and applying descriptive information and assessments about program quality, cost effectiveness, eligibility, safety, legality, sustainability, transferability, fairness, interests, and the like [13]. Integrated designs that are more 'systemic' have been recommended for educational program evaluations, both in the past and, more recently, in the context of evidence-based education. A well-known systemic framework is the context, input, process, product (CIPP) model [14]. This research uses CIPP evaluation model (context, input, process, and product). The context, input, process, product (CIPP) evaluation model provides a theoretical framework that can guide the determination of a program's overall quality and merit. These aspects are assessed via four main evaluations (context, input, process, and product), which collectively provide data to assess the overall program [15].

2 Method

The study began from July to November 2018, collecting data through interviews, observations, and documents. This research method is qualitative with an evaluative approach and uses a Context, Input, Process, and Product (CIPP) model, with the evaluation object namely the STISIP Muhammadiyah Rappang tridharma program, including; (1) The context component examines the policy foundation; (2) The input component examines the strategy and action plan; (3) The process component examines the socialization of the vision, mission, goals and programs, and the implementation of the three-level higher education; (4) The product component examines the results of program achievements. Data analysis techniques used qualitative analysis, namely data reduction, data presentation, and drawing conclusions / verification. The topicality of the decision is determined by five choice categories, with a range of percentage scores ie > 80% classification is very good, > 60 - 80% classification is good, > 40 - 60% classification is enough, > 20 - 40% classification is less, and ≤ 20 classification is very less. Conclusions are drawn after comparing the data that has been analyzed with the evaluation criteria.

3 Results and Discussion

3.1 Context Component (Tridharma Policy Foundation)

The foundation of Tridharma's policy STISIP Muhammadiyah Rappang refers to several regulations, including; Law Number 12 of 2012 concerning Higher Education, Regulation of the Minister of Research, Technology and Higher Education (Permenristekdikti) Republic of Indonesia Number 44 of 2015 concerning National Standards of Higher Education, Muhammadiyah Central Leadership Guidelines (PPM) Number 02/PED/I.0/B/2012, Higher Education Sector Program PPM 2015-2020 period, Guidelines for Preparation of PTM and Aisiyah Development Master Plans (RIP), Statutes, RIPs, STISIP Muhammadiyah Rappang Strategic Plans. In accordance with Article 3 of the Objectives, the implementation of PTM caturdharma in the fields of Education, Research, Community Service, as well as Al-Islam and Kemuhammadiyah in order to achieve the objectives of Muhammadiyah Higher Education, including; (a) the development of the potential of people who have faith and are devoted to Allah, virtuous, intelligent, knowledgeable, competent, creative, and independent so as to realize the true Islamic society; (b) the realization of the ability to create, develop, and disseminate knowledge, technology and art that provides benefits to society, nation, state, and humanity; (c) the establishment of Islam and

Kemuhammadiyah which educates and enlightens the entire academic community and wider life [16]. STISIP MuhammadiyahRappang formulated its tridharma planning, based on the regulations and direction of Muhammadiyah's government policies and requirements, in order to realize the vision, mission, goals of Indonesia's national education and Muhammadiyah Higher Education. The strategic concept pays serious attention to the formulation of the organization's vision, mission, goals and objectives, the factors that become its strengths and weaknesses, as well as the opportunities and challenges faced by each organization. Determination of the strategic goals and objectives of an institution must readjust to the values and interests of stakeholders that often change [17]. A number of the above policies are some of which have not been fully stated in the planning document.

3.2 Input Components (Tridharma Planning)

The planning of tridharma STISIP MuhammadiyahRappang consists of 6 program targets, and each program target has a strategy and action plan formulated by the management work unit, with criteria; (1) clearly and specifically set targets, (2) have measurable performance criteria / indicators, (3) be realistic and can be achieved according to priorities and capacity of resources, (4) have appropriate and relevant targets, (5) have targets or achievement deadline. Technically, these criteria are formulated in the annual work plan and budget (RKAB) by STISIP MuhammadiyahRappang, as a response to strategic issues and problems faced. To answer the main questions about how to achieve the objectives of the strategy formulation stage, the planner or administrator of an institution must develop measurable goals, objectives, and implementation strategies and initiatives based on the results of an ongoing situation analysis. The goals and objectives must follow the SMART language approach (specific, measurable, achievable or achievable, results oriented, and time-based). This will create opportunities and actual action plans to address social gaps and identified needs [17]. Thus it can be concluded that the STISIP MuhammadiyahRappangtridharma planning has good targets, strategies and action plans, and meets SMART criteria (specific, measureable, attainable / achievable, realistic, timely). To enhance the quality of education at the university, strategies were determined in line with the mission and the vision [18].

3.3 Process Components (Tridharma Implementation)

The tridharma implementation of STISIP MuhammadiyahRappang, begins with the socialization of vision, mission, goals and programs, manually and based on information technology (online), as well as affirmation through leadership meetings, leadership meetings and work units, Lecturer Working Group (KKD) meetings, pesantren new students (PESANMABA), student activities, opening of research and community service activities, graduation reports and others, both internal and external to the campus. For basic values, lecturers also convey at each beginning and / or end of the lecture, and are used as tagline in correspondence documents, campus attributes, asset identities, student organization attributes, and others. As for the implementation of the tridharma program, it runs according to the planning of the work unit of the manager.

Education and teaching are managed and implemented by study programs, through several stages namely; (1) preparation stage; (a) course offerings through Academic Information System (Siakad), (b) determination of lecturers (teaching teams), (c) preparation of Semester Learning Plans (RPS), (d) preparation of teaching materials and formulation of lecture contracts, (f) provision/readiness of learning infrastructure facilities ready for use; finger print attendance, LCD, white board, markers, Closed Circuit Television (CCTV), Wireless Fidelity (wifi), tables, chairs, Air Conditioner (AC), lighting, etc.;(2) the implementation phase; (a) socialization and agreement of lecture contracts between lecturers-

students, (b) starting and/or ending lectures conveying the translation of the vision and basic values (Superior, Professional, Islamic), (c) Implementation of interactive, holistic, integrative, scientific learning processes, contextual, thematic, effective, collaborative and student-centered, (d) learning process in the form of lectures, responses and tutorials, seminars, field practice, (e) midterm (UTS) held at least 5 (five) times the lecture has been held and final semester exams (UAS) 10 (ten) meetings, (f) Students who are unable to attend the lectures, are given additional assignments; (3) Assessment Stage; (a) assessment is determined on the process assessment of 10%, 25% independent assignment, 30% UTS, and 35% UAS, (b) the student's final grade is obtained from the accumulation of teaching team assessments. (4) Monitoring and evaluation stage; monitoring is carried out routinely during the learning process by the Study Program, and evaluations are conducted regularly (quarterly, semester and annually) by the Internal Quality Assurance Agency (LPMI). Based on the findings of the monitoring results, several obstacles were encountered in its implementation, including; lack of synergy in classroom learning control and lack of team teaching coordination.

The research is managed by the Institute for Scientific Research and Publication (LPPI), its implementation begins with the mapping of regional strategic issues and the determination of general research themes in accordance with government policy, the Muhammadiyah Association, and the direction of the development of the STISIP Muhammadiyah Rappang and study programs, which are divided into three stages, namely; (1) Preparation Stage; submission of research proposals by lecturers / researchers, selection of research proposals and lecturer/researcher presentations before the assessment team, submission of assessment and revision results, signing of research contracts; (2) Implementation phase; conducting research according to the contract and if there are changes must obtain LPPI approval, report on research progress to the LPPI and improvement, Monitoring the course of research by the LPPI and suggestions, Report on research results; (3) Post-research stage; research seminars presented openly by the principal investigator, and publications through internal journals, preferably with national and international reputable external journals.

Community Service is managed by the Community Empowerment and Community Service Institute (LPPM), its implementation begins with the formulation of the main themes, namely; the application of science, social, economic, cultural and political in order to improve the welfare of society, with provisions; (a) refers to a predetermined topic; (b) refer to the results of research that has been done; (c) bring benefits and long-term positive impacts and be able to improve the welfare of the community. Community service is carried out in several stages, namely; submission of proposals, review/presentation of proposals, submission of revised proposals, implementation of activities, compilation of draft final reports, presentation of report results, revision of reports, collection of final reports, and reporting of service activities to LPPM. Technical activities are carried out in two categories, namely integrated with the Field Work Plus Program (KKLP) and the independent/regular program. Service programs that are integrated with student KKLP are carried out according to KKLP rules. The regular service program is carried out annually with classification; annual program and multiyear program. The description of the research findings above, can be categorized that the implementation of community service activities is in good category. However, based on the results of monitoring also found several obstacles namely; synergy between work units, the dominance of large universities in attracting the attention and support of local governments in partnership programs.

The above description shows that the implementation of the tridharma STISIP Muhammadiyah Rappang runs with a good governance system, beginning with the socialization of the vision, mission, goals, tridharma program and its implementation. This is inseparable from the ability of the leadership and all stakeholders of STISIP Muhammadiyah Rappang to communicate, coordinate and mobilize and manage all the resources they have. Arthur A. J. explained that as an effort to implement and evaluate a good and successful strategy, the management needs to apply four types of basic skills such as; (a) ability to interact; management capability in interacting and empathizing with various behaviors and attitudes of others to achieve goals, (b) the ability to allocate; management's ability to allocate tasks, budget, time and other resources efficiently, (c) monitoring capabilities; institutional capabilities in using information efficiently to correct or solve various problems that arise in the implementation process, (d) the ability to organize; the ability to create informal networks or organizations in order to adapt to various problems that might occur [19].

3.4 Product Components (Tridharma Implementation Results)

Achievements in the field of education and teaching, is determined based on the period of study and the Cumulative Achievement Index (GPA) of graduates, namely; 1) Postgraduate Study Program (S2), obtained an average study period of 2.03 years and an average GPA of 3.60; 2) Undergraduate Study Program (S1) obtained an average study period of 4.18 years and an average GPA of 3.29. Achievements in the field of research, obtained the number of research titles and scientific publications, namely; 1) Public Administration Study Program, 12 titles; 2) State Administration Study Program, 39 titles; and 3) Government Studies Program, 24 titles, which are published in reputable internal, national and international journals and proceedings. Achievements in the field of community service, obtained the number of titles of service and routine fostered programs, namely; 1) Public Administration Study Program, 12 titles; 2) Study Program of State Administration, 44 titles; and 3) Government Science Study Program, 24 titles, which are carried out through empowerment and human resource development programs and product forms, which are collected in 12 (twelve) target villages.

Achievements of Tridharma STISIP Muhammadiyah Rappang are in good category and relevant to global needs and competition. The research findings show that universities have an important role in improving the quality of education in Indonesia to face the Asean Community 2015, namely; need to formulate a vision and mission based on campus research and internationalization, expansion of access for foreign students, produce appropriate technology, a large number of international publications, the existence of a business entity that can sustain the needs of institutions, increase research and publication funds, improve the quality of teaching and community service, as well as a significant increase in international cooperation with research collaboration in several countries [20]. With this evaluation research, it can provide a description of the formulation of policies and processes, the results of the implementation of the Trials of STISIP Muhammadiyah Rappang. Evaluation is a process of description, analysis, and assessment of programs, practices, assessments, and educational policies for various purposes [21].

4 Conclusion

In terms of the context component, the foundation of the Tridharma STISIP Muhammadiyah Rappang policy is in good category, referring to the applicable laws and regulations, both government regulations, Muhammadiyah requirements, and internal policies

of the STISIP Muhammadiyah Rappang institution. However, it is necessary to refine and prepare a complete policy foundation in the planning document.

Judging from the input component, the STISIP Muhammadiyah Rappang tridharma planning is in the good category, has good program targets, strategies, action plans and performance indicators and meets specific, measurable, attainable / achievable, realistic, timely, which are reflected in the annual work plan.

Based on the process component, the implementation of the Tridharma STISIP Muhammadiyah Rappang is in the good category, starting with the socialization of vision, mission, goals, and programs through manual media, online (website), presented in various academic and non-academic activities, both internal and external. Whereas the tertiary tridharma program, carried out through stages; preparation, implementation, monitoring and evaluation, and final evaluation of the program. However, obstacles were still found, including; lack of synergy in classroom control, lack of coordination of teaching teams, lecturer ratios and scientific publications have not been proportionate, lack of synergy between work units, dominance of large universities in partnership programs with local governments.

Judging from the product components, the results of the implementation of the tridharma of STISIP Muhammadiyah Rappang are in the good category, seen in the field of education and teaching having a good average period of study and cumulative achievement index for graduates, and the field of research and community service with the number of titles and publication of journals and proceedings internal, national and international are quite good, although not yet proportional based on an ideal ratio.

The results of this study are recommended to several parties, namely; (1) The leadership of STISIP Muhammadiyah Rappang; (a) need to formulate a complete policy foundation, (b) need to improve effective coordination between teaching teams, (c) need to increase the ratio of lecturer-research and its publication to international reputable journals, (d) need to improve coordination and synergy between work units to improve performance; (2) Regional Government; is expected to make STISIP Muhammadiyah Rappang a strategic partner in realizing government programs, especially related to the field of program tridharma higher education. (3) Kemenristekdikti; It is expected to give proportional attention to STISIP Muhammadiyah Rappang, especially in the allocation of various Kemenristekdikti grant programs.

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