Relationship Between Organizational Capacity and Quality management of Academic Services in Higher Education

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***Abstract*— This research aims for study relationship between organizational capacity and quality management of academic services in higher education. Approach quantitative descriptive with analysis correlation and regression used for test hypothesis. Findings disclose that there is connection positive and significant relationship between organizational capacity and quality management of academic services in higher education. it because statistical test results show that influential organizational capacity significant to quality service academic. Those results obtained because good organizational capacity will leads to academic quality service. The results of this study can used more carry on for development of organizational and management capacity models quality service academics at higher education.**

Keywords— ***quality, academic services, organizational capacity***

INTRODUCTION

The Relationship between Organizational Capacity and Quality Management of Academic Services in Higher Education is the role and strategic function of higher education institutions to prepare and form superior and professional human resources. Challenges and changes in various sector of course just must noticed, especially for development educational organizational capacity in the environment Private Islamic Religious College in West Java, so Thing that is expected could increase quality higher education.

Enhancing adequate organizational capacity is a common challenge for organizations whose task is to implement complex educational reforms [1]. Some researchers [2] stated that capacity building refers to infrastructure development which includes staff, skills, resources, and structures to overcome existing problems [3] Capacity is individual, organizational , institutions, or society to perform functions, solve problems, set goals and achieve them [4]. Common problems faced by national education, including developing higher education, are how to improve the quality, relevance, efficiency and effectiveness of education, as well as how to improve academic culture and program sustainability. The education development program, of course, must be in line with the functions of higher education institutions and the challenges currently being faced in the global world, namely that they should be in academic institutions, research institutions, and living institutions (RR. Tjahjani Busono and Dian Hardijana).

This study aims to examine the relationship between organizational capacity and quality management of academic services in Higher Education. Descriptive quantitative approach with correlation and regression analysis is used to test the hypothesis. This research is expected to reveal that there is a positive and significant relationship between organizational capacity and academic service quality. From this, it is very important to interpret organizational capacity building as something that can affect the quality of education services. Although there has been some previous research on organizational capacity, as well as academic service quality, there is still little research on the relationship between organizational capacity and service quality management in tertiary institutions. This study is important because it relates to policy as a whole, so that it will have a positive impact that is seen directly in improving the quality of higher education services. The results of this study can be used further for the development of organizational capacity models and quality management of academic services in Higher Education.

Building capacity or organizational capacity, is the ability of individuals, organizations and systems to carry out functions in order to achieve its mission and goals effectively and efficiently [5]. Organizational capacity of non-profit institutions can also be applied in Higher Education, organizational capacity includes five factors, namely vision and mission, leadership, resources, networks/partnerships, as well as services and products [6].

Because academic services in Higher Education are services that relate directly to students, in providing academic services in Higher Education must try to understand and meet the needs and perceptions of students. To meet the needs and perceptions of students, a dimension is needed as a measuring point or reference for assessing the quality of academic services. Academic services can be committed according to ten dimensions, namely reliability, responsiveness, competence, access, courtesy, communication, credibility, security, customer understanding, and physical appearance [7].

Higher Education as an educational institution to be accountable and of quality is required to provide quality educational services [8]. Higher education programs are carried out to support the objectives of providing and affordable quality, relevant, internationally competitive, and equitable higher education services in all provinces. [9].

To realize quality higher education, higher education quality management is needed. One of the management philosophies, theories and practices concerned with quality improvement is Total Quality Management (TQM). Although originating from the industrial world, TQM principles have been widely applied to educational institutions. Explained by Sallis that, "TQM is a philosophy of continuous improvement that can provide educational institutions with a specific set of tools to meet and exceed the needs, wants and expectations of current and future customers" [10]. The quality problem of higher education institutions is the suitability of the mix of product characteristics with the needs of its customers [11].

The definition of higher education quality based on Crosby's concept, is a combination of product characteristics that demonstrate its ability to meet customer needs directly or indirectly, both stated and implied needs, present and future. Based on this definition, the quality of a tertiary institution must be seen from all of its products, not only from the ability level of its graduates, but every service produced must be evaluated to determine whether it is in accordance with customer needs. Therefore, quality tertiary institutions are understood as higher education institutions that are managed in such a way as to be able to produce higher education services according to the needs of its customers.

Private Religious Colleges (PTKIS) are tertiary institutions managed by religious institutions, be they foundations, community organizations, or other similar institutions. PTKIS in Indonesia consists of several regions, one of which is PTKIS Region II West Java. Currently PTKIS in Region II West Java has 98 tertiary institutions listed on the Statistical List of Private Religious Higher Education. In his statement it was stated that superior/quality PTKIS were accredited PTKIS. In the context of education, quality refers to input, process, output and impact. Quality refers to the process and results of education related to teaching materials, methodologies, facilities and infrastructure, manpower, financing, environment, and so on. However, in educational outcomes, quality is related to the achievements achieved within a certain period of time [12].

One of the private Islamic higher education in West Java Region II PTKIS is under the religious community organization Islamic Union at the high school level, namely STAI Persis Bandung, STAI Persis Garut, and STAI Persis Jakarta. In achieving a reliable educational organization, of course STAI Persis needs redefinition, repositioning, reorientation and re-actualization efforts.a First, the redefinition implies that STAI is a modern educational institution that studies Islam in various perspectives and at the same time places it as a producer of contemporary Islamic studies and the kitchen of Muslim scholars. Equally important is the learning pattern at STAI, which ideally must combine learning to know, with learning to do, learning to be, and learning to live together. Second, repositioning implies that the roles and functions of STAI cannot be separated in the Indonesian context. Here the religious and scientific ethos meet with the national ethos. In a further meaning, the presence of STAI Persis always has a meaningful role and function in the development of society and the nation. Third, reorientation is intended as an effort to improve and perfect the education system which does not only emphasize link and match aspects in relation to the world of work alone, but also must be balanced with an orientation towards ethical transformation efforts in molding and shaping the character and Islamic character of each graduate. In further development, the role of STAI Persis as a teaching university will gradually shift towards a research university. The consequences of this role shift will have an effect on the orientation of STAI Persis which was previously towards the market towards creating and opening markets. Fourth, re actualization means that STAI Persis as a research and educational

institution must be a pioneer in realizing the ideals of civil society through the internalization, institutionalization and functionalization of Islam in a pluralistic life. This means, Islamic conceptions must be transformed in a real way both as motivating, educative, and dynamic factors as well as selective, preventive, and responsive factors. To support the realization of the role of STAI Persis to become a tertiary institution that is always innovating so that it can support the realization of quality higher education, which can be improved starting from improving the quality of its services.

LITERATURE REVIEW

Management Quality Service Academic

Management is essential to organizational life, and is indispensable for running any type of organization. Every organization certainly needs management to manage all activities and activities so that they can achieve the goals that have been set. Good management is everyone's foundation for managing and managing the people in it so that the organization is successful and achieves its goals.

Etymologically, the word management comes from the Old French management. This means implementation and management techniques. Terminologists, on the other hand, define management in several ways: Follett defines management as a technique for other people to work [13]

According to Stoner, [13] management plans and organizes the efforts of members of an organization and uses human resources from other organizations to achieve certain organizational goals, processes, direction and supervision.

Quality in the context of education refers to input, process, output and outcome. Quality can be seen from various sides, the first is whether or not the input of human resources is good or not. Second, whether or not the input criteria are met in the form of learning media, curriculum, infrastructure. Third, whether or not the input criteria in the form of software are met or not, such as organizational structure regulations, job descriptions, organizational structure. Fourth, the quality of input that is hopeful and necessary, such as vision, motivation, perseverance and aspirations.

One of the management philosophies, theories and practices concerned with quality improvement is Total Quality Management (TQM). Although TQM principles were born in the industrial world, they are widely adopted by educational institutions. “TQM is a philosophy of continuous improvement that can provide educational institutions with specific tools to meet and exceed current and future customer needs, wants and expectations,” [10] Furthermore, problem of quality in tertiary institutions lies in the suitability between product characteristics and customer needs [11].

The concept of quality management is basically developed in the business world to maintain the company's existence in order to face increasingly fierce competition. Quality as a concept has long been known, but its emergence as a management function has only recently occurred. The term quality control includes all processes from the Julan trilogy, namely all processes related to quality planning, quality control and quality improvement. [14] "Quality management (QM) is the explicit, systematic planning and quality control of products and services in a company". In the next section it is stated that: Quality management are all activities of the overall management function that determines the quality policy, objectives, and responsibilities and implements them by means such as quality planning, quality control, quality assurance and quality improvement [15].

Referring to this concept, it can be stated that quality management is explicitly planning and controlling systematically the quality of goods and services of a company. Quality management is all the activities of the overall management function that determines the quality policy, objectives and responsibilities and they carry out in such ways as quality planning, quality control, quality assurance and quality improvement. Quality management is also referred to as a body of knowledge which is achieved through research, implementation and years of experience. If you pay attention to the opinions of Juran, Willborn and Cheng, in principle there are similarities, namely that quality management cannot be separated from planning and controlling the quality of goods and services. Thus quality management is a group of management processes that include planning, controlling and systematically guaranteeing the quality of goods and services intended to meet the needs and satisfaction of customers or consumers. One of the things that can meet customer needs in the field of education is academic services, therefore the quality of educational services is a very important thing that must be considered by education managers.

The quality of education services is student-driven, which creates difficulties for service providers in understanding and implementing practices [16]. Measurement instrument used to describe service quality, namely the Service Quality Scale (SERVQUAL), which is the most commonly used instrument to obtain

information about aspects of service quality perceptions and expectations. through a period of discovery, experimentation, and observation to be tested in various sectors (such as banking, manufacturing, and government) and consists of five foundations: reliability, responsiveness, assurance, empathy, and tangible [17]. There are ten dimensions used to measure service quality: reliability, responsiveness, competence, access, courtesy, communication, credibility, security, customer understanding, and physical appearance [7]. Moreover, there is overlap between these service quality dimensions. Thus, the ten dimensions tend to be simplified into five main dimensions: (1) Reliability, related to the willingness and ability to provide accurate services from the start without making mistakes and providing services in a timely manner. (2) Responsiveness, related to the willingness and ability of employees to help customers and respond to their requests, as well as inform the services to be provided and then provide these services quickly; (3) Assurance, the ability of employees to create confidence and trust in promises made to consumers; (4) Empathy, meaning that employees can understand their customers' problems and act in their interests and provide personal attention to customers in a timely manner; (5) Tangible Evidence, related to the attractiveness of the physical facilities, equipment and materials used by the company, as well as the appearance of employees. Academic services are said to be of high quality if they are perceived to equal or exceed the quality of service expected [18].

Organizational Capacity

Morgan [19] formulates the notion of capacity as ability, skill, understanding, attitude, values, relationships, behavior, motivation, resources, and conditions that enable each individual, organization, network/sector, and broader systems to fulfill their mission and achieve development goals set over time. This is in accordance with what was explained by GZT [20]. which describes capacity related to the ability of an organization to carry out its functions effectively and efficiently. Understanding the capacity of the organization as a whole will affect the output process of the organization in a certain context so that it will help to see the internal characteristics of an organization more deeply. In addition, understanding organizational capacity can also help organizations to be able to allocate resources to achieve better targets. Horton stated that organizational capacity can be grouped into two major components, namely the resource component and the management component. Horton, et. al. [21] explained that organizational capacity includes 5 (five) aspects, namely: (1) staff members / personnel (human resources), (2) infrastructure, technology, and financial resources (infrastructure, technology, and financial resources), (3) strategic leadership, (4) program and process management, and (5) networking and linkages (network of cooperation and relationships with other parties).

With regard to the first aspect, namely the organizational capacity of resources (resource capacity) has the ability to generate and obtain resources from grants, contracts, loans and other mechanisms. With this the organization must be able to attract, manage and maintain its finances to achieve the goals of the organization. In organizations, the position of human resources is the main factor and cannot be ignored because humans are the driving force of organizational activities to achieve organizational goals, even an essential factor [23]. In organizations, financial capacity, infrastructure and processes (Infrastructure and process) is an aspect that must always exist in the establishment of an organization.

Management Quality Service Academic Universities And Organizational Capacity

This study investigates the impact of the dimensions of organizational capacity on the quality management of academic services in tertiary institutions. In general, the dimensions of organizational capacity are adapted from literature and previous references by academics and experts in their fields at universities. These dimensions include: (1) staff members / personnel (human resources), (2) infrastructure, technology, and financial resources (infrastructure, technology, and financial resources), (3) strategic leadership (strategic leadership), (4) program and process management (program and process management), and (5) networking and linkages (network of cooperation and relations with other parties). These five dimensions will be used to measure the impact of organizational capacity building on the quality of academic services in tertiary institutions. Previous research stated that organizational capacity will be both effective and efficient if in terms of HR aspects, it is fulfilled, infrastructure, finance and technology are supportive, have strategic leadership, aspects of planning and management processes are good, and inter-organizational relationships are established that have linkages [22]. The results of this study indicate that organizational capacity will be good and effective if these aspects are fulfilled, and this has a significant influence on improving the quality of education, so that good quality can be achieved. The implementation of the quality principles in education is inevitable and can be

negotiated by higher education administrators or managers. This is because the implementation of quality education in educational institutions has become a necessity for all levels of society including students, parents, government and the business world. We hypothesize that:

H1: Organizational capacity building has a positive and significant relationship with the quality of higher education academic services

METHODOLOGY

Measurement

A review of previous empirical literature shows that the most popular measurement of service quality management is SERVQUAL, which is simplified into five dimensions: reliability, responsiveness, assurance, empathy, and tangible [7]. These five dimensions are used to measure the description of the quality of academic services. Then, for measuring organizational capacity, Horton [21] explained that organizational capacity includes 5 (five) aspects, namely: (1) staff members / personnel (human resources), (2) infrastructure, technology, and financial resources (infrastructure, technology, and financial resources), (3) strategic leadership, (4) program and process management, and (5) networking and linkages (network of cooperation and relationships with other parties).

Data collection

This study uses an explanatory sequential strategy. This strategy can be defined in two stages, in the first stage through the collection and analysis of quantitative data and in the second stage through the collection and analysis of qualitative data based on the results of the first fundamental data, in which quantitative data is collected. the most prioritized [24]. The researcher also determines the number of population and sample in this study.

Questionnaire Development

This study uses an explanatory sequential strategy. This strategy can be defined in two stages, in the first stage through the collection and analysis of quantitative data and in the second stage through the collection and analysis of qualitative data based on the results of the first fundamental data, in which quantitative data is collected. the most prioritized [24] the researcher also determines the number of population and sample in this study.

Sample

The population of this study are Lecturers, Education Staff, and Students of STAI Persis Bandung, STAI Persis Garut, and STAI Persis Jakarta who are all involved in the process of academic services in tertiary institutions. The sampling technique used is based on probability sampling with simple random sampling. Respondents were 97 people consisting of Lecturers, Education Staff, and Students of STAI Persis Bandung, STAI Persis Garut, and STAI Persis Jakarta. Respondent data is processed and analyzed.

FINDING AND DISCUSSION

Descriptive Statistics

The mean and standard deviation values of the resulting variables are used to describe the observed data (Table 1). The mean mean is used to summarize the data while the SD is a measure of the variability within the sample around the mean [25]. The results of the descriptive statistical analysis in this study are as follows.

Table 1 Descriptive Statistics for describe the observed data

Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Organization_Capacity	97	50	105	87.95	13,410
Quality_Service	97	39	90	72.05	12,528
Valid N (listwise)	97				

The Organizational Capacity variable has a mean of 87.95 and a standard deviation of 13.410. The standard deviation that is smaller than the mean indicates that the data on the Organizational Capacity variable are less varied. The average value of the organizational capacity variable (87.95) is close to the maximum - the average value of organizational capacity in this sample is quite high. This shows that the organizational capacity is quite good. Then for the service quality variable the average is 72.07 and the standard deviation is 12.528 - the standard deviation is smaller than the average so that the data on the service quality variable is less varied. The average value of the service quality variable (72.05) is close to the maximum value so that the average value of service quality in this sample is quite high. This shows that the quality of service is quite good.

Analysis correlation

Analisis korelasi Pearson digunakan untuk menentukan hubungan bivariat berdasarkan nilai r (koefisien korelasi), menggunakan IBM SPSS v17.0 (Tabel 2).

Table 2 Analysis Correlation for determine connection bivariate

ANOVA [a]

Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	10738792	1	10738792	235,720	.000 [b]
	residual	4327950	95	45,557		
	Total	15066742	96			

a. Dependent Variable: Quality_Service

b. Predictors: (Constant), Organization_Capacity

correlations

		Organization_Capacity	Quality_Service
Organization_Capacity	Pearson Correlation	1	.844 **
	Sig. (2-tailed)		.000
	N	97	97
Quality_Service	Pearson Correlation	.844 **	1
	Sig. (2-tailed)	.000	
	N	97	97

**. Correlation is significant at the 0.01 level (2-tailed).

The relationship between organizational capacity and quality management of academic services is statistically significant (p<0.001), and the correlation coefficient, r, is 0.844, indicating a strong positive relationship. This means that the relationship between organizational capacity and academic service quality is in the range of 0.75 - 1. This indicates that better organizational capacity will lead to better academic service quality.

Regression Models

To ensure the predictive power of organizational capacity and academic service quality, we performed multiple linear regression analysis (Table 3).

Table 3 ANOVA for ensure strength prediction organizational capacity and quality service academic College

Coefficients [a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients std. Error	Standardized Coefficients Betas	t	Sig.
1	(Constant)	2,689	4,569		.588	.558
	Organization_Capacity	.789	051	.844	15,353	.000

a. Dependent Variable: Quality_Service

Based on the results of the t test, p <0.001 indicates that organizational capacity has a significant effect on the quality of academic services (Table 3). Thus, it can be concluded from the results of statistical tests of multiple linear regression analysis that Organizational Capacity has a positive and significant relationship with the quality of academic services. In addition, the coefficient value b = 0.789 means that organizational capacity contributes 0.789 points to improving the quality of academic services. The associated p value <0.001 indicates that the hypothesis (H1) in this study is acceptable.

I. Discussion Finding

The aim of our research was to examine the relationship between Organizational Capacity Development and Academic Service Quality in Higher Education in the STAI Persis environment (STAI Persis Bandung, STAI Persis Garut, and STAI Persis Jakarta). Our research found that organizational capacity has a positive and significant relationship to the quality of academic services. Organizational capacity has a significant effect on the quality of academic services (p<0.001).

Table 4 Model Summary For Analysis Regression

Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.844 [a]	.713	.710	6,750

a. Predictors: (Constant), Organization_Capacity

The *R square value* for the regression analysis is 0.713 (Table 4), thus the coefficient of determination as a percentage is 71.3 %. This suggests that 71.3 % of the observed variation in the quality of academic services is explained by variations in organizational capacity .

CONCLUSION AND RECOMMENDATION

Conclusion

General description of organizational capacity and quality management of academic services in the STAI Persis. Exactly, the Organizational Capacity Variable measured through includes 5 (five) aspects, namely: (1) staff members / personnel (human resources), (2) infrastructure, technology, and financial resources, (3) strategic leadership, (4) program and process management, and (5) networking and linkages and relationships with other parties). has a mean of 87.95 and a standard deviation of 13.410. The standard deviation that is smaller than the mean indicates that the data on the Organizational Capacity variable are less varied. The average value of the organizational capacity variable (87.95) is close to the maximum - the average value of organizational capacity in this sample is high. This shows that the organizational capacity is good. Then for service quality management variables measured through five dimensions: reliability, responsiveness, assurance, empathy, and tangible have an average of 72.07 and a standard deviation of 12.528 - the standard deviation is smaller than the average so that the data on the variable quality of service quality less varied. The average value of the service quality variable (72.05) is close to the maximum value so that the average value of service quality in this sample is high. This shows that the quality of service is good

Correlation analysis of the relationship between organizational capacity and quality management of academic services in the STAI Persis is statistically significant ($p<0.001$), and the correlation coefficient, r, is 0.844, indicating a strong positive relationship. This means that the relationship between organizational capacity and academic service quality is in the range of 0.75 - 1. This indicates that better organizational capacity will lead to better academic service quality.

Recommendation

From the results of the research that has been done, data is obtained that the quality of service quality is less varied, therefore the researchers recommend the following; a. To leaders, academic services related to aspects of improving the quality of education services, students, lecturers, and those related to all service processes can experience improvements in terms of providing tools, facilities, teaching materials, updating curriculum so as to increase organizational capacity. b. Lecturers and education staff, who are the spearheads of the organization, are required to display professionalism in their work so that the quality of the academic service process can be guaranteed.

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