THE ACADEMICS PERFORMANCE EVALUATION:
COMPARATIVE STUDY BETWEEN INDONESIA AND MALAYSIA

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ABSTRACT

Many universities are in a challenging situation when they face accreditation procedures to prove their quality assurance. One of the roots of this particular situation is lacking academic staff assessments regularly, while to support the individual performance evaluation systems, the university can utilize the existing system to integrate with the applied system for the work assessments. Thus this study aims to identify the relevant procedures that include preparation and implementation of the performance evaluation process through an integrated system. This research explores the academic performance evaluation system implemented by higher education institutions in Malaysia and Indonesia at the current stage. Indonesia has a standard performance evaluation system, which is applied by all universities, while in Malaysia each university has its system of performance evaluation. Teaching and learning, research, community service, and supporting tasks are the four main criteria that will be evaluated for both countries, but in Malaysia, the weightage is different depending on the university. University's vision and mission, strong leaders, clear and measurable targets for each individual, supportive academic atmosphere, supporting infrastructure, wide networking, individual awareness in achieving the best performance, and supporting working atmosphere are critical success factors (CSF) identified as research findings for the best performance achievement. In the long term, this approach can be useful for accreditation purposes and other university strategic decisions.

Keywords: Performance Evaluation; Supportive Academic Atmosphere; Critical Success Factors.

RESEARCH HIGHLIGHTS

Higher education is holding a key role in the development of advanced knowledge economies (Kelly & Murnane, 2005). Therefore, the higher education system needs to address certain standards to produce a high-quality output for the public and society.

Many universities were in a challenging situation when they faced accreditation procedures (Harman & Meek, 2000; Azis, 2016). One of the root causes of this particular situation is lacking academic staff assessments regularly; they focused more on institution quality assurance as a whole. Many institutions focus on resolving non-performing staff based on cases that arise in the middle of the academic process.

The University apprehends the importance of performance evaluation not only for those who experience under-performing academics (Muslihadin et al., 2017; Setiawati, 2009; Azis et al., 2014) but also for higher education that has the vision to increase their competitive advantage for a wider scale of education services (Chen et al., 2009).

Research Objectives

This research aims to identify the relevant procedures that include the preparation and implementation of the process of academic performance evaluation. These objectives accommodate several aspects as follows: (1) Explore the academic performance evaluation system implemented by the higher education institution in Malaysia and Indonesia at the current stage; (2) Identify the critical success factors (CSFs) and key performance indicators (KPIs) of academic staff. It is very essential to understand the indicators used in detail to ensure the appropriateness of the measurement tools for...
evaluating and measuring the performance intended. The institution should choose the most proper instruments and measurement standards in conducting comprehensive evaluations regularly. To achieve this condition, the information system is a reliable method since it can present any relevant data needed quickly and accurately. Utilizing an integrated information system in evaluating academic performance will provide a fast reference for their updated performance level. The managerial level does not need to waste their time by digging much information from many databases since the integrated information system will sum up the result. In the long term, this approach can be useful for accreditation purposes and other university strategic decisions.

**Methodology**

The exploratory study and a multiple case study research methodology are used to investigate how academic performance evaluation evolves within higher education institutions. Inductive theory building has been done through a series of surveys and interview. An explanatory study is done to determine the relationship between variables and survey instrumentation. The research is involving unstructured and structured interviews with the dean, vice dean academic, or quality administrator from different public and private universities, and academic staffs of Malaysia and Indonesia universities. This enables the identification of critical success factors (CSFs) and key performance indicators (KPIs) for accommodating the implemented information system in a variety of different circumstances. The unit of analysis of this research is an organization, i.e. the higher education institution. University that is taken for validity test is selected based on their considerable experience in the implementation of a performance evaluation system that has higher competitiveness in Malaysia and Indonesia. This research applied multiple sources of evidence i.e. interviews, surveys (questionnaire), documents, and direct observation. The case study database consists of items as follows: (a) interview notes (recorded notes as an individual interview result), (b) answered questionnaire in the form of a closed-ended question, (c) a document that provides information about the organization and integrated information system implementation in university, (d) case study notes, obtained from observation result through direct observation.

**Results**

Evaluation and assessment are an effort to periodically determine how the operational effectiveness of the organization and its supporters who have an important value in completing tasks and responsibilities (Sestri, 2013). Thus, this research is very important to provide an overview of the results that are considered for policy-making in assessing organizational goals (Verweire & Berghe, 2004). For answering both research questions, the data were obtained from Malaysian and Indonesian universities. In Indonesia, there are four universities, consisting of one public university and three private universities with 20 informants in total. In Malaysia, there are six universities involved in this research: three public universities and another three private universities. It can be seen that every lecturer is obliged to carry out teaching, research, community service, and other management obligations. As the main task to achieve the best performance, a lecturer is required to
prepare a teaching plan that includes several elements that affect the achievement of learning outcomes. From the results of the study, the following elements were obtained: consistent application of academic manuals, understanding of the curriculum, understanding of learning strategies, implementing of education quality management systems, preparing lesson plans and other teaching support tools (Irjyantti & Azis, 2017; Katz & Macklin, 2007), such as instructional strategies, scoring guidelines, grids for objective exam and description (Tejaningrum et al., 2016).

**Findings**

This research explores the academic performance evaluation system implemented by higher education institutions in Malaysia and Indonesia at the current stage. Performance evaluation and assessment are done as an effort to periodically determine how the operational effectiveness of the lecturers, who have an important value in completing their tasks and responsibilities. Indonesia has a standard performance evaluation system, which is applied by all universities. However, in Malaysia, each university has its system of performance evaluation. Teaching and learning, research, community service, and supporting tasks are the four main criteria for both countries but in Malaysia, the weightage is different depending on the university. University’s vision and mission, strong leaders, clear and measurable targets for each individual, supportive academic atmosphere, supporting infrastructure, wide networking, individual awareness in achieving the best performance, and supporting working atmosphere are critical success factors (CSF) identified as research findings for the best performance achievement. A further recommendation to formulate the exact percentage in integrating education, research, and community service is an absolute thing for lecturers’ performance, so they can focus and do a continuous evaluation not only at the planning and final results but also in implementation. In the long term, this approach can be useful for accreditation purposes and other university strategic decisions.

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**References**


