



## Capacity Building Toward Global Competitiveness

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### Abstract

The main object is to monitor the increasing level of continuous capacity of Higher Education in Indonesia from every level of organization, system and individual. Every organization and institution including Wijaya Kusuma University Surabaya is building capacity to achieve the vision formulated in its Renstra document. Capacity building at UWKS consists of three levels of improvement, organizational level, system level and individual level. The focus of study is the Management of the UWKS, which highlights the principles of good university governance and provides guaranteed satisfaction to stakeholders. At the individual level, the focus is on improving the capacity and performance of lecturers in implementing "Tri Dharma Higher Education". The methodology uses a qualitative approach, with the research object of UWKS in Surabaya as a whole, as well as other work units related to the implementation of capacity building at UWKS. Data validity is measured using triangulation model. The data analysis uses integrated phenomenology analysis with rubric Internal Quality Evaluation and Internal Quality Assurance System Dikti. The results are an overall average score of 5.42 at Organization Level, showing that capacity building at the organizational level has adequate capability as expected. Increased capacity of individual level in terms of standard of Educator and Education Personnel with an average score of 5.08 and average system-level score of 3.16; which at this level indicates that capacity-level increasing capability has an insufficient tendency. The conclusion is the need for minor improvements that will make the capacity of the system level sufficient so there is an emphasis on quality improvement at the system level to improve the capacity in the UWKS

### ARTICLE INFORMATION

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## INTRODUCTION

Improving the quality of education can be accomplished through the improvement of the conventional curriculum to the KKNi-based KBK curriculum. Until the 2017 odd semester, 24.16% of the lecturers in UWKS have applied it. This condition has a very significant impact on the change of learning process from teacher-centred learning to student-centred learning. Changing the learning phenomenon from TCL to SCL-based learning has to go through a process, namely capacity building process as a professional lecturer.

Related to the improvement of lecturers capacity as professional, it should be asked: (1) how many lecturers of UWKS have applied KKNi curriculum? (2) how many university lecturers of UWKS have applied SCL-based learning?, (3) how many lecturers of UWKS have applied E-learning?. (4) is the bandwidth capacity sufficient to implement E-learning?. The answers to the above questions must be obtained for further improvement actions, therefore a quality assurance team to monitor and evaluate (monev) and audit academic activities of UWKS periodically must be there every semester. The continuous monev and internal audit information is a guarantee of the quality of Tri Dharma UWKS which will be accounted and available to the stakeholders.

Furthermore, the effort to improve the capacity of lecturers on individual level refers to the standard set by internal quality assurance of UWKS and BAN PT standards so that this improvement activity is measured based on monev and audit result internally and externally.

The organizational structure and governance of UWKS has an advantage in the positive sense because it has a Quality Assurance Agency which is the highest normative working unit in UWKS that provides an accurate information to the leadership in determining the implementation policy of Tri Dharma UWKS.

The success in realizing the improvement and strengthening of education at the UWKS has been inseparable from hard work and mutual cooperation from all components and various parties, including developing the website portal of UWKS. This website portal has the potential to improve the competitiveness internationally for UWKS based on Webomaterik measurement which is one of the tools of the college website.

At the organizational level, the focus under study is the appropriateness of the strategic plan (renstra) of the faculty and the university. There is a target achievement or milestone in the faculty and university, which must be audited both internally and externally. The question is; (1) Does the implementation of academic activities and services approve standard operating procedures (SOP) ? (2) Is the implementation of academic activities and services oriented to the vision and mission already established?, (3) Are the academic and non-academic activities been conducted, monitored and evaluated (monev) in the audit period by the team of quality assurance? These questions inspired us to carry out research improvement at the UWKS.



As set forth in table 1, it is explained that the focus in this study is formulated based on three levels of the capacity building i.e., organization, system and individual.

**Table 1: Research Focus based on Enhancement Level.**

Enhancement Level	Research focus	Sub Focus	Informant
(1)	(2)	(3)	(4)
Organization	Improved E US governance and results	Documents of academic policy, academic regulations and the results of their implementation Standard operating procedure documents (SOP) and implementation results Periodic documents on money and audit results	Dean Head of the study program Quality assurance Lecturer Academic Staff College student
System	Improved web portal, faculty, and its contents	Anatomy of Universitas Wijaya Kusuma Surabaya UWKS website? 2. Presence (20%)? 3. Impact (50%)? 4. Openness (15%)? 5. Excellence (15%)? 6. Hybrid Library? 7. Renstra of Web portal development., UWKS 8. Periodic documents on money and audit results	UWKS IT Team Head of Library Quality assurance
Individual	Capacity building lecturer	1. Many university lecturers of Wijaya Kusuma Surabaya have applied KKN curriculum 2. Many university lecturers of Wijaya Kusuma Surabaya have applied SCL-based learning 3. Many university lecturers of Wijaya Kusuma Surabaya have applied E-learning learning 4. Involvement Faculty Leaders facilitate activities (1) and (2) above 5. Periodic money and audit results documents Increased lecturer capacity	Lecturer Head of the study program Academic Staff Quality assurance

In the first year, the purpose of this study is to obtain objective data on (1) the results of Implementation of faculty governance, (2) Result of improvement of the web portal, faculty and its content and (3) Capacity building results of lecturers. In the second year onwards (following the achievement targets set out in the strategic plan) obtaining objective data on capacity building efforts at these three levels and to provide an alternative strategy for improvement to faculty leaders and related parties. The results of this study also have

achievement targets according to the improvement research scheme as shown in table 2.

**Table 2: Annual Achievement Target Plan.**

No.	Output Type		Outcome Indicators		
			2017	2018	2019
1	Scientific publications <sup>2)</sup>	International National accredited	√		√
2	Speakers in scientific meetings <sup>3)</sup>	International National	√		√
3	Invited speaker in a scientific meeting <sup>4)</sup>	International National	√		√
4	Visiting Lecturer <sup>5)</sup>	International			
5	Intellectual Property Rights (HKI) <sup>6)</sup>	Patent Simple patent Copyright Trademark Trade secrets Design of industrial products Geographical indication Protection of plant varieties Topographical protection of integrated circuits <sup>7)</sup>			
6	Appropriate technology <sup>7)</sup>				
7	Model/Prototype/Design/Artwork/Social Engineering <sup>8)</sup>				
8	Textbooks (ISBN) <sup>9)</sup>				√
9	Technology Readiness Level (TKT) <sup>10)</sup>				

## LITERATURE REVIEW

Brown Rainer Rohdewold, (2005: 11) defines "Capacity building is a process that implies the ability of persons, organization or system to meet its stated purposes and objectives". From this definition, capacity building is a process that can improve a person's, organization or system's ability to achieve the desired goal.

Gandara (2008: 9), that capacity building is a process to improve individuals, groups, organizations and communities to achieve the goals that have been set. Based on the explanation of the definition of some experts on capacity building, it can be concluded that capacity building is a process of learning in improving the skills and expertise possessed by individuals, groups, organizations and systems to strengthen skillset so that they are able to defend themselves and the profession amidst the changes that occur continuously.

Figure 1 shows that this is a qualitative study, using Grounded Theory design. W., Iskandar, and Adiwajujo Djoko, (2016, 41) stated that grounded theoretical design is a systematic qualitative research procedure, in which the researcher generalizes a theory that explains concepts, processes, actions, or interactions on a topic at a broad conceptual level. The purpose of grounded theory is to determine the conditions that elicit a number of actions and interactions related to a phenomenon and its consequences. The unit of analysis in this study is the UWKS and the individuals in it who do capacity building in three levels of improvement.



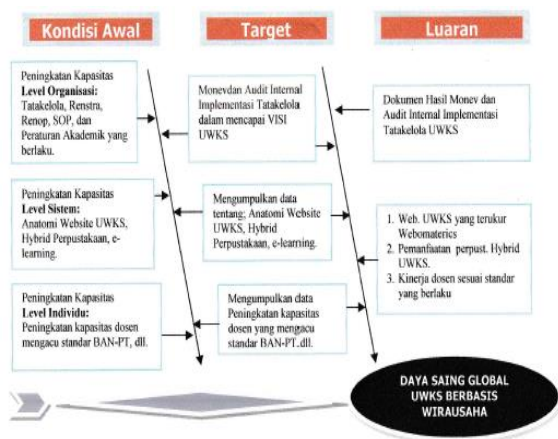


Figure 1: Fishbone Diagram of Research.

The selection of Wijaya Kusuma University Surabaya as a research location is based on the following considerations: (1) Researcher is a lecturer at UWKS, in the management study program, (2) researcher is in accordance with research studies on faculty capacity building on three levels of improvement, (3) researcher's access to the data source (informant) is reliable and does not pose any obstacle in getting the information and the data needed during this research.

**METHODS**

In qualitative research, data collection technique contains steps and tools used by a researcher to carry out the research. There are at least three different steps in data collection, as extracted by Lofland & Lofland (1984). The three steps referred to are: (1) the process of entering the research field (getting in) which contains the activities of researchers in the management of research permits. (2) the location of research (getting along), which consists of various research activities in building networks and communications, especially with the research informants which is intended to lessen the difficulty in accessing or finding the data source needed by the researcher. (3) Data collection (logging the data).

In qualitative research, the existence of the tool is not absolute and cannot help the depth of the research, because the seriousness of exploration, the sensitivity in capturing the signal and the complexity of the analysis is determined by the personal experience of the researcher.

**DATA ANALYSIS**

The method of data analysis used an interactive technique that tries to optimize field data with the data needed in the process of result analysis so that these two processes become coordinated. Between the process of gathering and the analysis are two activities which, although in a circle of interrelated process, are nonetheless sets that can be integrated or disconnected (Lofland & Lofland, 1971) which is then described by Ezzy (2002: 62), as shown in Figure 2,

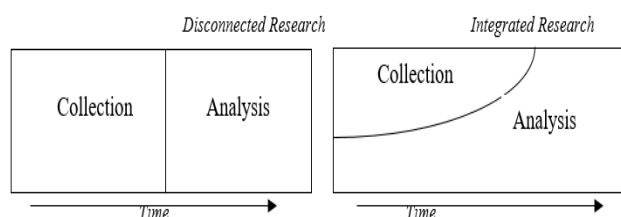


Figure 2: The relationship between the analysis process and data collection (Source: Ezzy, 2002: 62).

Figure 2 illustrates that the process of data collection with the analytical process proves to be ineffective when the data collected has no correlation with the data required for analysis so that in such conditions, much of the data is disconnected.

This means that between the process of collecting data and the analytical process to be integrated, the activities in the field are effective and efficient and the results of the research can reach the level negotiated with the stakeholders involved with this research.

In full, the analysis process through Denscombe's five steps as described above can be explained as following:

**Preparing the Data**

Qualitative data that is prepared to be analysed can be field research note, interview transcript, and photograph which are all prepared in advance before the analysis. In order to facilitate the research in conducting the analysis, researchers will do three things: a) Backing up the original data. b) Unify and organize field data into one format (files) for easy rediscovery, one of which is typing transcripts of interviews and printouts, storing images in the form of images and placing them in a single file folder on a computer or CD. c) Provide comments on prepared data and create a format (table) to explain the field data. d) Give a numbering of each raw data according to the scope of the problem (Data for problem 1 through data for problem number 5). Since data collection methods use three instruments, each result of the instrument is grouped together according to the scope of the research problem.

**Recognizing Data**

The data of field research, both primary and secondary are cross-examined so that the researcher get one source relation with other sources. Through this second step, researchers recognize the essence of data to be used to analyze phenomena or research problems. Through this second step, researchers also at once can get rid of data that is not expected to be used, whether it caused no complexity nor it is related to the topic or problem research.

**Interpreting the Data**

The next step of the analysis is to interpret the data and provide responses or analysis presented in various forms, such as tables, diagrams, and sequence of events.

**Verifying the data**

The examination of the data is intended as a research effort to ensure that the data obtained during this study is correct and can be the basis for others to trust the results of the research conducted. Other researchers, such as Silverman (2006), call the phase of examination of data with a certain level of validity. To achieve this level, the validity of data can be analysed in several ways.

**RESULTS AND DISCUSSION**

The results indicates that the capacity building of UWKS has a tendency to be an example of good practice. 2) Curriculum Standards, with a mean score of 7.0, indicate that capacity upgrades at this standard have excellent tendencies. 3) Learning Process Standards, with a mean score of 6.14 shows that capacity building at this standard has a tendency as an example of good practice. 4) Student and Alumni Standard, with an average score of 5.31 shows that capacity building at this standard has a tendency as an example of good practice. 5) Standard of Facilities and Infrastructure, with an average score of 5.61 shows that capacity building at this standard has a tendency as an example of good practice. 6) Management Standard, with a mean score of 4.32 shows that capacity building at this standard is sufficient as an expected trend (adequate as expected). 7) Financing Standards, with a



mean score of 5.08 indicate that capacity building at this standard has sufficient trends (adequate as expected). 8) Education Assessment Standards, with a mean score of 3.42 shows that capacity building at this standard has an insufficient tendency, (inadequate, but minor improvements will make it adequate). 9) Research Standards, with a mean score of 4.26 shows that capacity building at this standard has sufficiency as an expected trend (adequate as expected). 10) The Standard for Community Service, with a mean score of 5.16 shows that capacity building at this standard has a tendency as an example of good practice. 11) Standard Cooperation with an average score of 6.32 shows that capacity building at this standard has a tendency to be an example of good practice.

This score indicates that capacity-level system upgrades have an insufficient tendency. Some of the items in the system level that need minor repairs are:

- 1) Information systems and ICT facilities used in the learning process in the form of bandwidth, hardware, software, e-learning, and online journaling/library.
- 2) Utilization of information systems and ICT facilities used in the learning process in the form of bandwidth, hardware, software, e-learning, and online journaling/library.
- 3) Data management with integrated computer, and can be accessed through internet network.
- 4) Blueprint complete information system security.
- 5) Increasing the quality of human resources through the delivery of non-degree network training to network admins.
- 6) Security of internet and intranet network usage.
- 7) Integration of UWKS management information system.
- 8) Improvement of UWKS portal website, and its reporting documents.
- 9) Does not have UWKS mobile enhancement yet.
- 10) Does not have Wijaya Kusuma Surabaya Web University integrated with UWKS portal.
- 11) No integration of library information system in the form of Digital Library: [www.digilib.uwks.ac.id](http://www.digilib.uwks.ac.id).
- 12) UPT-ICTs need to facilitate the learning process in the form of e learning based on the web, and its reporting documents.
- 13) UPT-TIK needs to facilitate the improvement of the online test system and the New Student Admissions questionnaire, and its reporting documents.
- 14) UPT-TIK needs to facilitate registration service of internet hotspot account, OLP, email, and SIM as well as socialization of how to use it, and its reporting documents.
- 15) Renstra Renewal of Web Portal.
- 16) Increased website-oriented portal webometrics.

## CONCLUSIONS

Capacity building is not a product, but a process. In the process, improvement must show sustainability, which will support the strengthening of the quality of education services through the arrangement of organizational structure, and governance that refers to the university statutes that the faculty is responsible for the implementation of quality Tri Dharma. UWKS is building capacity to achieve the formulated vision in its strategic document. Capacity building at UWKS consists of three levels of improvement, namely: (1) organizational level, (2) system level, and (3) individual level. The results in this study are on the score of the organization level and the level of individuals tend to be adequate as expected but the score on systems level tends to be inadequate, and requires minor improvements that will make the quality sufficient. Therefore, it is necessary to emphasize on quality improvement from the system level in order to increase the capacity within the UWKS.

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