

# Development Strategies of Study Programs in University of Riau

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## *Abstract*

*Implementation of ASEAN Economic Community (AEC) in December 2015 brings the impact and substantial changes to the management of higher education, especially Postgraduate Program of University of Riau. Even though the development of a postgraduate study program is a demand, but in practice must refer to the Law on Higher Education and the Regulation of the Minister concerned. The government with all of its authorities restructures the higher education system to avoid implementation of higher education institution that does not comply with applicable regulations. The most principle aspects in the development and management of studies program at the University of Riau are associated to (a) the development of educational infrastructures and facilities (b) home-base lecturers (c) curriculum, and (d) the achievement of accreditation. The competition appeared between public and private university has become an open competition, including with other universities abroad. Students can choose a study program based on qualifications and reputation earned by each institution without distinguishing public or private, domestic or foreign university. The open competition will bring a real impact on the university's existence in the future. Policy of development and establishment of study program has to be done by comprehensive evaluation because reputation and competency of graduates are not enough with the educational process, but it should also establish cooperation with abroad institutions that can raise its rating and existence as a provider of qualified higher education. Therefore, various conditions relating to the educational process, quality, recognition of the business world and others should be a forward concern.*

**Keywords :** *Development Strategies, Policies And Control, Study Program Management*

## **Introduction**

The paradigm of higher education institution management experiences significant changes. The process of learning is no longer just in the region but a cross-border, no longer only in the country but also abroad. There is no region restriction to learn as long as one has good capabilities academically and financially. Almost every college competes to offer courses in undergraduate, and postgraduate (Master and PhD), but the establishment of a study program has to fulfill the conditions: home-base lecturers, curriculum, accreditation, facilities and other supporting infrastructures.

*Vision, Mission and Target of Postgraduate Program of University of Riau.*

Vision: Being a leading research based postgraduate educational institution in Indonesia

and internationally in 2035.

Mission: (1) implementing Tridharma Perguruan Tinggi in order to generate master and doctoral degrees with international academic quality in their respective fields, (2) creating quality human resources, have the advantage and capable managerial, (3) generating academic capable and professional graduates with graduates' profiles: experts, researchers, senior supervisor, and inventor, (4) realizing graduates' capability in education, research, and community service.

Target: Revenue realization and projection of Postgraduate Program University of Riau can be seen in Table 1 and Table 2, respectively.

Table 1. Revenue realization of Postgraduate Program University of Riau

No	Year	Revenue (Rp)
1	2013	6,128,831,640
2	2014	7,444,883,571
3	2015	9,994,379,931

Source : Postgraduate program UR, 2016

Table 2. Projected revenue of Postgraduate Program University of Riau

No	Year	Revenue (Rp)
1	2016	12,866,640,000
2	2017	17,329,907,500
3	2018	16,277,625,000

Source: Postgraduate program UR, 2016

### *Infrastructures Development*

Facilities and infrastructures is one of important elements in implementing teaching and learning process, including the process of establishing a new study program. Providing representative and comfortable classroom with good chairs or desks, boards, LCD projector equipment, coolers, and others is very important and it is a key factor in the success of learning process. Faculty has responsibility to develop classrooms for mono-disciplinary programs, while for multidisciplinary programs classrooms are under responsibility of postgraduate program. Building new classrooms and repairing (renovation) the existing classrooms need to be done regularly to support the learning process.

The condition of facilities and infrastructures in Postgraduate Program, University of Riau can be seen in the Table 3.

Table 3. Classroom Inventory of Educational Administration Study Program, PPS UR

No	Inventory	Properties	
		Brands / Type	Qty
1	2	3	4
<b>Classroom 1</b>			
1	Air Conditioner	LG	2
2	Fan	Panasonic	2
4	Lecturer table	Expo	1
5	Lecturer chair	3.05.02.01.003	1
6	Student chair		28
<b>Classroom 2</b>			
1	Table	Expo	3
2	Student chair		40
3	Fan	Panasonic	2
4	Air Conditioner	Sharp	1
5	Air Conditioner	LG	2
6	Chair	Futura	16
<b>Classroom 3</b>			
1	Table	Expo	1
2	Fan	Panasonic	1
3	A.C	Sharp	3
4	Chair	Futura	12
5	Lecturer chair		1
6	Student chair		35
<b>Classroom 4</b>			
1	Table	Expo	1
2	Lecturer chair		1
3	Fan	Panasonic	1
4	Air conditioner	Sharp	2
5	Student chair		32
<b>Classroom 5</b>			
1	Fan	Panasonic	1
2	Air conditioner	Sharp	2
3	Lecturer chair		1
4	Lecturer table		1
5	Trolley		1
6	Student chair		24

Table 4. Classroom Inventory of Educational Administration Study Program, PPS UR

No	Inventory	Properties	
		Brands / Type	Qty
1	2	3	4
<b>Classroom 1</b>			
1	Air Conditioner	Sharp	1
2	LCD Projector	Epson	1
4	Fan	Panasonic	2
5	Chair	Futura	1
6	Chair	Executive	7
7	Chair	Simple	10
8	Table		6
<b>Classroom 2</b>			
1	Trolley LCD Projector		1
2	Student chair		20
3	Lecturer chair		2
4	Projector Screen		1
5	Fan	Panasonic	2
6	Air Conditioner	LG	1
7	Air Conditioner	Changhong	1
8	Table		1
<b>Classroom 3</b>			
1	Trolley LCD Proyektor		1
2	Table		1
3	Lecturer chair		1
4	Student chair		35
5	Fan	Panasonic	1
6	Air Conditioner	LG	1
7	Screen LCD		1
<b>Classroom 4</b>			
1	Trolley LCD Proyektor		1
2	Lecturer table	Expo	1
3	Screen LCD		1
4	Student lecturer		21
5	Fan	Panasonic	1
6	Air conditioner	Sharp	1
7	Air conditioner	LG	1
<b>Classroom 5</b>			
1	Air conditioner	Samsung	1
2	Air conditioner	Panasonic	2
3	Lecturer table		30
4	Student lecturer	Futura	1
5	Table		1

Source: Postgraduate program UR, 2016

*Curriculum, Home-base Lecturer, and Accreditation*

Implementation of Indonesian National Qualifications Framework (KKNI) is hierarchical framework of competency qualification to reconcile, equalize, and integrate among education, job training, and work experience in order to work competency recognition in accordance with the structure of employment in various sectors. Curriculum development that increases the number of credits from 42 to 72 created anxiety of prospective students because it is considered adding the study period, but the increase is in the number of credits of thesis writing, not in the number of courses. Finally, its implementation was postponed until now and waiting for the next decision. Forum of Postgraduate Directors held at University of Diponegoro Semarang on February 19, 2016 agreed that the number of credits for Master and Doctoral was only 36 credits. It means that there is an attempt to speed up the study period from four semesters to three semesters and to avoid a long period of study as a result of the academic process, especially thesis writing.

Establishment of new study program needs home-base lecturer requirement that a minimum of six people with doctoral degree (for Master) and six professors or a minimum of four professors and two people with a doctoral degree. Thus, the home-base lecturer is a key requirement in addition to other requirements such as the value of accreditation, supporting infrastructure such as facilities, lecture rooms, a room of academic services, online information systems such as registration information system, tuition fees payment system, and others. Qualifications of home-base lecturers are required to have the same discipline and support the establishment of new study program.

The accreditation value of postgraduate study programs in University of Riau is always changed according to the their development. Table 5 shows their value.

Table 5. Accreditation value and target of Postgraduate Program Year 2016-2018

No	Study Program	Value	Target	Description
1	Environmental Science (PhD)	Accredited	B	Multi Discipline
2	Environmental Science (Master)	B	A	Multi Discipline
3	Education Administration (Master)	Accredited	B	Multi Discipline
4	Management (Master)	B	A	Mono Discipline
5	Accounting (Master)	B	A	Mono Discipline
6	Economics (Master)	Accredited	B	Mono Discipline
7	Administration (Master)	Accredited	B	Mono Discipline
8	Sociology (Master)	B	A	Mono Discipline
9	Political Science (Master)	B	A	Mono Discipline
10	Communication Science (Master)	Accredited	B	Mono Discipline
11	Chemical Engineering (Master)	Accredited	B	Mono Discipline
12	Civil Engineering (Master)	Accredited	B	Mono Discipline
13	Chemistry (Master)	B	A	Mono Discipline
14	Physics (Master)	B	A	Mono Discipline
15	Mathematics (Master)	B	A	Mono Discipline
16	Agricultural Science (Master)	B	A	Mono Discipline
17	Agribusiness (Master)	B		Mono Discipline
18	Fishery and Marine Science (Master)	B	A	Mono Discipline
19	Legal Studies (Master)	Accredited	B	Mono Discipline
20	Pendidikan Ekonomi (Master)	Accredited	B	Mono Discipline

Based on Table 5, there 55% of study programs have standard value, while 45% of them need to change accreditation value.

Therefore, in year 2018 we expect to shift the accreditation value of at least 55% of A, and the rest is expected to reach the accreditation value of B. This is in line to the requirement, especially in the government sector to meet the academic requirements of the study program of at least B, either for application or scholarship requirements. Therefore, the accreditation value has big influence on promoting study program to the prospective students.

Table 6. New study program projection

No	Year	Study Program	Unit	Description
1	2016	Chemistry (PhD)	FMIPA	Mono discipline
		Fishery and Marine Science (PhD)	Faperi	Mono discipline
		Aquatic Resources (PhD)	Faperi	Mono discipline
		Pendidikan Kimia (Master)	FKIP	Mono discipline
		Pendidikan Biologi (Master)	FKIP	Mono discipline
		Pendidikan Matematika (Master)	FKIP	Mono discipline
2	2017	Pengembangan Wilayah Desa (PWD) (master)	PPs	Multi discipline
		Manajemen Rumah Sakit (master)	PPs	Multi discipline
		Pendidikan Bahasa Inggris (master)	FKIP	Mono discipline
		Pendidikan Bahasa Indonesia (Master)	FKIP	Mono discipline
		Pendidikan (Master)	FKIP	Mono discipline
		Pendidikan (Master)	FKIP	Mono discipline
		Pendidikan (Master)	FKIP	Mono discipline
		Management (PhD)	FE	Mono discipline
		Accounting (PhD)	FE	Mono discipline
		Ilmu Pendidikan (PhD)	FKIP	Mono discipline
3	2018	Ilmu Sosial (PhD)	FISIP	Mono discipline
		Agricultural (PhD)	Faperta	Mono discipline
		Ekologi Kebencanaan	PPs	Multi discipline

Increasing the number of postgraduate study program is an answer to the demands of various parties. Besides that, it is also intended to add the ratio between undergraduate education and postgraduate (master and PhD). New study program projection until year 2018 can be seen in Table 6. Thus, Postgraduate Program, University of Riau, will have not less than 39 study programs in 2018. The addition of new study program depends on some important factors, namely provision of home-base lecturers, providing facilities and infrastructure, curriculum, quality of graduates, the value of accreditation, and others. The other side is to perform various projections and studies, whether new study program demand by prospective students. The euphoria of the establishment of new study program so intensively conducted, but the number of students who apply are very limited, so the next problem encountered is less funds to finance its operational. The limited number of students requires hard work to conduct socialization, promotion, and cooperation with other parties. Even the signing of MOU with various institutions is often done to accept students who receive scholarships from them, including scholarship from Asian Development Bank (ADB).

#### *Promotion in New Students Admission*

##### *Promotion Costs*

Acceptance of new students in each semester requires a variety of promotional activities and socializing. Promotion program has been done by using Riau Pos (newspaper), website, radio ads, banners, including word of mouth (WOM) through friends and family. Socialization activities has been also done by visiting government offices, colleges and companies. Promotion costs, the number of registrations and admissions can be seen in Table 7.

Table 7. Promotion costs

Year	Costs (Rp)	Registration	Acceptance
2012	276,000,000	388	373
		363	357
2013	133,500,000	359	341
		415	400
2014	77,500,000	489	465
		562	528
2015	89,000,000	549	501
		591	510
2016 (projection)	165,000,000	750	650
		750	650

##### *Media*

The role of media for socialization and promotion is very important for Postgraduate Program UR. It is a tool to achieve the expected revenue target in accordance with the capacity of each study program. The media used for this activity such as Riau Pos, university website, banners, brochures, friends / family, the role of employees, radio and socialization programs to the districts/cities in Riau Province including Riau Kepulauan Province. Even the promotional activities also include areas of West Sumatera, North Sumatera and Jambi. Based on the current foreign students, there are four foreigners, i.e. three PhD and one master student, who came from Malaysia, Turkey and United States. The results of implementation evaluation of promotional activities through various media using 591 respondents are illustrated by Table 8.

Table 8. Promotional activities evaluation year 2016

No	Media	Freq	%
1.	University Website	277	36.64
2.	Riau Pos ads	47	6.21
3.	Friend/family	232	30.68
4.	Employee	76	10.05
5.	Radio ads	5	0.66
6.	Banner	8	1.05
7.	Brochure	72	9.52
8.	Socialization activities	39	5.15
	Total	756	100

##### *Achievement Strategies*

To realize the objectives and targets to be achieved by Postgraduate Program (PPs) University of Riau, it needs some strategies to be done that are also in line with the objectives of University of Riau in developing study program that will be established.

### *Structuring Home-base Lecturers*

Structuring home-base lecturers in various study programs is to achieve adequacy ratio between lecturer and student. The ideal ratio of 1: 25 for science students and 1: 35 for students of social sciences has always been problems in implementation. This is due to educational institutions already accepted students in larger quantities without considering the number of lecturers. Therefore, the arrangement made by the ministry is strategic to ensure the quality of education. A difficult problem to overcome is to establish a multidisciplinary program because it requires lecturers including professors from various faculties so that it requires a comprehensive approach and emphasis from top-level management.

Establishment of mono-disciplinary program is much easier than multidisciplinary as it is related to the presence of the home-base lecturers. Thus, the number of mono-disciplinary study program always much more even though the market is relatively limited, especially for science often has difficulty in obtaining the number of students compared with social and economic fields. Even multi-disciplinary study program is so vast and it can be entered by a variety of disciplines. With this condition, there should be program governing the management of postgraduate: echelon, organization, and the provision of home-base lecturers.

### *Adapted Curriculum*

The implementation of curriculum in the educational process plays an important role since it is related to the quality of education. The curriculum is central to the educational process because it can determine the direction and policies of education goals, so that the curriculum often changes within a certain time as the situation changes. The curriculum in many higher education institutions has similarities or differences. The similarities will facilitate equalization of system, including cooperation in term of double degree or joint degree. Various universities at home and abroad

often make cooperation in this field, including staff mobility and exchange student.

### *Quality Assurance*

Quality assurance is one of the important elements in the development of study programs, including higher education in particular. The quality of graduates produced depends on the selection process, learning process, implementation of a competency-based curriculum, administrative, and good governance. The selection process is carried out two times a year based on the academic regulations. The registration process is already done by online system. Fundamental acceptance criteria is that prospective student has at least 2.50 GPA, but through the matriculation process. If it meets the requirements, he will be accepted as a student. Prospective student who has GPA above 2.75 can be received without matriculation process. Meanwhile, another fundamental requirement is minimum TOEFL of 450 and Academic Potential Test (TPA) of at least 400.

The minimal lecturer qualification is PhD. Learning process may be done in classroom and or field-work. The quality assurance process is done by using established Standard Operating including the number of class meetings, exams, thesis, and national/international publication.

### *Infrastructure Provision*

Provision of learning infrastructure starts from building standard classroom that is equipped by air conditioner, projector, tables, chairs, and lighting. Provision of adequate infrastructure is a needs to create a comfortable atmosphere of teaching and learning. It is also related to the assessment process by National Accreditation Board stating that the learning process is a key element in ensuring the quality of education. These infrastructure improvements continue until 2018 to reach maximum standards in its implementation.

### *Cooperation*

Cooperation in term of a Memorandum of Understanding (MOU), Memorandum of Agreement (MOA), Letter of Intent (LOI), and other forms of cooperation is really a concern because it has significant value to achieve better ratings. Cooperation with several universities in Indonesia has been done, including various universities abroad in Southeast Asia, Japan, Germany, Britain, France, and so on. This cooperation covers several important points such as; exchange student, staff mobility, research collaboration, joint seminars, joint degree, and publication.

### **Conclusion**

Development of study program as a whole has increased in the last two years due to an increase in the number of faculty, students and infrastructure built. Increasing the number of study program is more due to the demands of institutional and high interest of prospective students who wish to proceed to a higher level. The addition of new study program is not overall response by the market, but it is still dominated by existing study program for the needs of government agencies, business community, including the adjustment of expertise in the field of employment. Development of new

study program has not been based on a survey of needs, but more emphasis on the adequacy of home-base lecturers, the necessary facilities, and others so that most of new study programs still have a few students.

Therefore, development and establishment of new study program should consider the ratio of lecturer-student, infrastructure, and readiness curriculum based on labor market needs in either government or business. University of Riau should have a development planning program of new study program based on competency by utilizing the capacity and capability to meet the market demands. Further, better promotion and dissemination programs should be continued through various media in order to increase the number of students. Mapping and accurate survey to support the capacity of study programs, especially for new study program should also be done. Finally, foreign cooperation that gives many impacts and positive benefits for the development of study program should be considered.

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