

# PROCEEDINGS

## **International Conference on Management, Hospitality & Tourism, and Accounting (IMHA) BINUS 2010**

Knowledge Management, Corporate Sustainability & Services In  
Global Competition

### **Editors**

Haryadi Sarjono  
Natalia

### **Reviewer**

Prof. Hiromasa Okada (Nagasaki University, Japan)  
Prof. Hasnah Hj. Haron (Universiti Sains Malaysia)  
Prof. Harjanto Prabowo (BINUS University - Indonesia)  
Prof. Bahtiar Saleh Abbas (BINUS University Indonesia)  
Prof. Tatang Ary Gumanti M.Buss. Acc. Ph.D (Jember University - Indonesia)  
Prof. Muhammad Zilal Hamzah (STIE Bisnis Indonesia)  
Prof. Yuwana Mardjuka (SAHID University – Indonesia)  
Chris Hall, PhD (Bournemouth University - UK)  
Dr. Ferry Jie (RMIT – Australia)  
Dr. Wahyu Sutiyono (Canberra University - Australia)  
Dr. Henny Hendarti (BINUS University – Indonesia)  
Dr. EA. Kuncoro (BINUS University – Indonesia)

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**Warmest greetings!**

The 2<sup>nd</sup> International Conference on Management, Hospitality & Tourism and Accounting is a significant contribution towards our commitment for quality research in Management, Hospitality & Tourism and Accounting and related areas. The theme of the conference is on Knowledge Management, Corporate Sustainability & Services in Global Competition addressed all the problems and issues that challenge the modern world of management, economics, psychology, sociology and social sciences.

Participants, researchers and speakers from across the globe joined us on this auspicious occasion. This gathering of international researchers, academicians and management practitioners provided an exclusive opportunity for sharing the innovative ideas, practices and research findings for the development of humanity. The conference is also intended to encourage international participation and contribution to not only Indonesian academes and research practitioners but as well as to our overseas colleagues.

The augmentation of Research Scholars was another destined outcome which the organizers looked forward to. I think this conference has been a vital contribution to our dedication for quality research in various field of business studies. Therefore, I hope every participant would enjoy and get the benefit from this occasion.

At last, I would like to congratulate to all members of the seminar committee for their hard work, support and effort in making the event successful.

**Dr. Engkos Achmad Kuncoro SE., MM**  
**Dean of Faculty of Economics and Business**



### **Warm Greetings!**

First and foremost, I would like to welcome the delegates, speakers and participants to this 2010 International Conference on Management, Hospitality & Tourism and Accounting (IMHA). The Asian Academy of Management (AAM) , through its Indonesian Chapter, is honored to be associated with this conference. I would like to take this opportunity to thank Binus University for their invitation to AAM to be part of this important gathering of academicians, business practitioners and policy makers.

Asian Academy of Management was established in June 1994 through the initiatives of a group of Asian academics from various institutions. AAM, which is currently based at Universiti Sains Malaysia, provides an avenue for the academicians to disseminate and share ideas on the latest business and management related areas through various activities like its organization of biennial conference and publications of journals. The Association seeks opportunities for collaboration among members to promote awareness and interest in the field of management. In 2008, AAM has established its Indonesian Chapter in order to better promote itself in Indonesia.

This 2010 IMHA conference is definitely in line with AAM's objective and aspiration to promote the management field. With the theme "Knowledge Management, Corporate Sustainability and Services in Global Competition", this Conference should provide a good opportunity to policy makers, business practitioners and academicians to come together and exchange their thoughts and views in addressing global competition. As the world has seen, globalization has brought about many changes in the way business organizations and even governments orientate their operation. Issues related to knowledge management and sustainability in the globalized world are gaining more and more importance, which are indispensable to the businesses and governments. The organization of this conference is thus very timely.

With that I sincerely wish to congratulate Binus University for organizing this conference. I hope the findings and resolutions from this event would be beneficial to all.

Thank you

**Assoc. Professor Zamri Ahmad**  
**President Asian Academy of Management,**  
**Penang, Malaysia**



## **Preface!**

Not an easy work to string up word per word so that become beautiful sentence to be read, not also easy work to string up sentence so that become a masterpiece of competent research to be presented in international forum.

IMHA Event - 2010, this time trying to put and combine artistic and science aspect. aspect of Science can be seen from theme carried that is : *Knowledge Management, Corporate Sustainability & Services In Global Competition*, while the artistic aspect from this conference is peeping out of immeasurable source seminar speaker which invited and immeasurable paper from writer. aspect Artistic also can be seen from peeped out from immeasurable format per session, from monologue format from keynote speaker, limited discussion format in presentation paper, seminar format, and also talk show format.

From words above, committee hope all invitation, all resource person, writer, and this competitor Conference may feel existence process knowledge addition and knowledge with beautiful way.

I sincerely hope that this endeavor by IMHA – 2010 will benefit all participants by utilizing the knowledge and networking therein to address business challenges facing the world to make this world a better place to live. God bless you!

Jakarta, 12-13<sup>th</sup> November 2010

**Haryadi Sarjono ST., MM., ME**  
**Chairman of International Conference Committee**

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**STRATEGY OF STRENGTHENING CAPABILITY THROUGH EDUCATIONAL MANAGEMENT,  
ORGANIZATION RESOURCES AND SYSTEM QUALITY INSURANCE TO INCREASE  
COMPETITIVENESS AND HIGHER EDUCATION PERFORMANCE  
(Research on Private University DKI Jakarta)**

**Dyah Budiastuti**

SCS Operation Management Binus University, Jakarta, Indonesia

email : [dyanto@binus.ac.id](mailto:dyanto@binus.ac.id)

**ABSTRACT**

Education in Indonesia is set in the legislation of the National Education System (National Education Law no. 20 of 2003) in which, among others on the path of education namely formal education, non-formal, and informal and the formal education level of primary education, secondary education, and higher education.

And the research objectives is develop strategy recommendations Strengthening Capabilities through Knowledge Management, Organizational Resources and Quality Assurance System to Enhance Competitiveness and Performance of Private Higher Education Wil.

In higher education, management focuses on the 3 (three) important groups, namely the management of the process, the content (*content*), and resources (*resources*) and In accordance with research objectives to be achieved, then it is used two types / forms of research, namely descriptive and verification research.

**Keywords** : strategic, education management, organization resources.

**Strategy of Strengthening Capability through Educational Management,  
Organization Resources and System Quality Insurance to Increase Competitiveness and  
Higher Education Performance  
(Research on Private University DKI Jakarta)**

by  
Dyah Budiastuti –SCS Operation Management Binus University  
[dyanto@binus.ac.id](mailto:dyanto@binus.ac.id)

## **BACKGROUND**

One of the ideals of the Indonesian nation is the nation's intellectual life through education, as stated in the Preamble to the Constitution of 1945. Education in Indonesia is set in the legislation of the National Education System (National Education Law no. 20 of 2003) in which, among others on the path of education namely formal education, non-formal, and informal and the formal education level of primary education, secondary education, and higher education.

A university is one institution that is formally entrusted with duties and responsibilities to prepare students in accordance with national education goals, namely to fill the needs of the community with the availability of experts and skilled workers with the level and type of ability that is very diverse. Therefore, students as learners and young people who have a position and an important role in realizing national development goals, always need to be guided and developed.

Higher education institution management model can be compared to a service business model. The satisfaction of *stakeholders* (students, faculty, staff, and management) is also a measure of success. Higher educational management should be professionally managed like any other business institutions, but by keeping the academic quality as "product services" that must be achieved.

In Indonesia, the organizer of higher education conducted by the Government (PTN) and by the community (PTS). The greater role of PTS in providing higher education services cannot be covered again; government regulation has been more progress in providing more appropriate place to PTS.

DIKTI conduct monitoring, evaluation, and supervision on-educators. Especially for the PTS, DIKTI has a Private University Coordinator Office (Kopertis) in each province. Private universities in Jakarta are under the coordination of KOPERTIS region III.

Currently, private universities in Jakarta have a major problem associated with the number of students and the numbers of graduates are absorbed. Number of new students entering private universities region III in the last 4 years has decreased, and the number of graduates who absorbed by the industry / market power crimes also decreased. Decrease in number of new students at Private Universities Kopertis Region III showed a decrease in public confidence in

the performance of Private Universities, particularly related to the performance of academic services. While the declining number of graduates of the Private Universities Kopertis Region III uptake also showed a decrease user confidence in the performance of graduates of private universities, particularly those related to the quality of graduates produced.

The above conditions have become the attention of the board of Private Universities Kopertis Region III. Much effort has been made but not yet gives a satisfactory result and if it continues to happen it certainly will be many private universities that closed or reduced its ability to provide services. With the decrease in the number of students will result in a decreased ability of the PTS to provide good service because of operational funds and the development of private universities rely on tuition fees paid by students. Further result is the declining quality of graduates, declining number of graduates who are absorbed, and ultimately the people's trust to choose private universities will also decrease.

As a service organization, PTS needs to improve competitiveness for addressing the main issues above. Competitiveness PTS demonstrated the ability to produce good performance, especially in order to excel in the competition of getting new students, and placing its graduates in the workplace.

Based on the description above, it shows that the competitiveness of private universities in Jakarta Region III is weak and declining. Decline in the competitiveness of the PTS also showed a decline in quality and quality assurance in the PTS.

PTS is an organizations which is a lot related to resources, especially human resources (HR). Ability (*capability*) PTS strongly associated with the condition of human resources in addition to other resources. Good conditions and superior quality human resources will make the PTS can organize their education with good service.

On the other hand, as educational organizations, private universities also need to manage knowledge that it has, the knowledge that comes from learning activities, research, service, and also in managing the organization. Management of knowledge (knowledge management) in the PTS must be designed and implemented properly to improve the ability (*capability*) PTS concerned.

Based on the above conditions, it is very interesting and necessary to conduct research on the ability (*capability*) and competitiveness of private universities in Jakarta Wil III relating to the implementation of knowledge management, resource management, and quality assurance system. This study will look for causing factors by examining the relationship between variables, also will provide strategic recommendations to the Chairman of Private Universities in Jakarta Region III to help solve major problems facing.

## **PROBLEM IDENTIFICATION**

- How is the implementation of Knowledge Management and Quality Assurance System in Private Higher Education Private Region DKI Jakarta.

- How is the condition of the Organization Resources, Capability and Competitiveness of Private Universities Region DKI Jakarta.
- How far is the extent of the influence of Knowledge Management on the Performance of Private Higher Education Region DKI Jakarta.
- How far is the extent to which the influence of Knowledge Management, Organizational Resources, and Quality Assurance System simultaneously on Private Higher Education Capability Region DKI Jakarta.
- How far is the extent to which the influence of Capability of Higher Education on the Competitiveness of Private Higher Education Region DKI Jakarta.
- How far is the extent to which the influence of Quality Assurance System on the competitiveness of Private Higher Education Region DKI Jakarta.
- How far is the extent to which the influence of the Competitiveness of Higher Education on the Performance of Private Higher Education Region DKI Jakarta

## **RESEARCH OBJECTIVES**

- Knowing the implementation of Knowledge Management and Quality Assurance System in Higher Education Private Region DKI Jakarta (T-1)
- Knowing the condition of the Organization Resources, Capability and Competitiveness of Private Higher Education Region DKI Jakarta (T-2)
- Studying the effect of Knowledge Management on the performance of Private Higher Education Region DKI Jakarta (T-3)
- Studying the effect of Knowledge Management, Organizational Resources, and Quality Assurance System simultaneously on Private Higher Education Capability Region DKI Jakarta (T-4)
- Studying the effect of Capability of Higher Education on the Competitiveness of Private Higher Education Region DKI Jakarta (T-5)
- Studying the effect of Quality Assurance System of Higher Education Competitiveness of Private Wil. DKI Jakarta (T-6)
- Studying the impact of Higher Education Competitiveness of Private Higher Education Performance Wil. DKI Jakarta (T-7) DKI Jakarta (T-7)
- Develop strategy recommendations Strengthening Capabilities through Knowledge Management, Organizational Resources and Quality Assurance System to Enhance Competitiveness and Performance of Private Higher Education Wil. DKI Jakarta (T-8)

## **FRAMEWORK OF THINKING**

### **Organizational Resources and Capabilities of Higher Education**

Organization of higher education in Indonesia has some similarities to one another, because it is based on the same government regulations. In general, the organization that applied to have the responsibility to perform the function of Higher Education Tri services, namely education and teaching, research, and service to the community. Higher education management system is a unique system which is a blend between academic and business interests of educational services, both of which attract each other and influence each other on the performance of universities.

In higher education, management focuses on the 3 (three) important groups, namely the management of the process, the content (*content*), and resources (*resources*). Of course, outside the 3 groups above, there will be influence on organization and organizational culture, values, work ethic, and leadership. Each group cannot be managed separately, but integrated with respect to the development of their respective universities (vision, mission, goals and objectives).

To achieve better performance, higher education institutions need to formulate and implement a good strategy. According to the Hunger and Wheelen stages of strategic management starts from an analysis of internal and external conditions, the formulation of strategy (determination of Vision-Mission, objective, and strategy), strategy implementation, and evaluation for improvement.

Basically, the determination of strategy in universities as well as to build capabilities that make college be able to compete or face the competition.

University as an organization of higher education providers must have the capability of organization, namely (1) development programs and academic resources, (2) academic operational service, (3) research and innovation, (4) *social responsibility*, (5) strategic cooperation, and (6) development and management of IPR.

### **Knowledge Management in Higher Education**

Conceptually, Knowledge Management is the organization's activities in managing knowledge as an asset, it is necessary that proper distribution of knowledge to the right people and in quick time, so they can interact, share knowledge and apply it in daily work day for improving organizational performance. In line with the implementation of knowledge management, major capital organization no longer focused on *tangible* assets (land, buildings, money) but has been changed to *intangible* assets (*brand recognition, patents, customer loyalty* etc.), which is a form of creativity, and innovation that originates in knowledge.

The process of innovation depends largely on knowledge, especially since *knowledge* represents a field, much deeper than the data, information and conventional logic. Therefore, the power of *knowledge* lies in the subjectivity underlying values and assumptions that became the foundation for the learning process (Nonaka and Takeuchi, 1995). From this understanding, we can say that *knowledge management (KM)* as well as human resources is an important element in running any business. Gloet and Terziovski Studies (2004) recommend that managers at manufacturing companies need to give more attention to human resource management (*HRM*) when developing innovation strategies for product and process innovation. *KM* support innovation performance if simultaneous approach of *soft HRM practices and hard IT practices* are implemented together in synergy.

*KM* developed into a separate field of study in organizational studies and contributes significantly in building *competitive advantage* (Nonaka, 1991; Nonaka & Takeuchi, 1995; Davis, 1998; Matusik & Hill, 1998; Miller, 1999; Moore & Birkinshaw, 1998, Stewart, 1997)

In the study of higher education, *knowledge* in addition to an element forming a sustainable competitive advantage, *knowledge* is also the *value* created by the college to be conveyed to

consumers. (Rowley, 2000). Thus, the perspective of *knowledge* in higher education implies extracting *knowledge* internally and externally, both as a resource as well as the output of the process of development of *knowledge management* that is run by the university itself.

Davenport (1998) divide the implementation of *knowledge management* in 4 main processes, namely (1) provides a place to store *knowledge*, (2) improve access to *knowledge*, (3) promote environmental *knowledge* and (4) manage *knowledge* as an asset.

In the process of creating a place to store *knowledge*, universities need to provide printed or electronic documents, such as theses, thesis, dissertation, research results and publications, and results of operations of other academic services. In order to facilitate storage and retrieval, have to be improved in access to use information and communication technology (ICT). We have had a lot of technology that is easy and cheap so there's no excuse for universities not to do so. The today's challenge is the formation of cultural use and utilizes information technology as optimal as possible.

Once there is a place of storage and ease of access, then universities need to develop an organization that encourages a culture of *knowledge creation*, *knowledge sharing*, and *knowledge utilization*.

The last part is to manage *knowledge* as an asset, meaning that *knowledge* can be given the same high value even more than the value of assets of a building, facility, and other *tangible assets*. Universities and colleges will see the product of teaching materials developed through the use of *knowledge management* as a valuable asset. Leveraging *KM* as a basis for decision-making will improve the quality of the decision itself, so that universities do not repeat the same mistakes of the past.

By using *KM*, the lecturers at the college are encouraged to become *human capital*, so the recognition of the quality is not only based on seniority over time but also based on the extent to which lecturers are to be part of the use of *KM* in higher education. As an element of "*people*" in *KM*, lecturers can be classified as *general users*, *specialists*, *solution communities*, and *professional*.

However, the biggest challenge is how to build a working system capable of using *MI* to create competitive advantage, especially through product excellence of education and learning in higher education.

### **Quality Assurance System of Higher Education**

The paradigm of higher education management has the objective for the performance of higher education in Indonesia always refers to "continuous quality improvement", and this can be achieved only if all parties directly involved in the administration of higher education can play a role in the framework of its duties and obligations of a clear authority.

At the university level quality setting is a very important effort and foremost, as the quality of education will determine the viability of the university. Determination of quality is difficult, because (1) higher education is always faced with a number of interested parties, each of which

is entitled to have opinions in determining quality. So the measure of quality should be able to give confidence to all stakeholders of education to work together to achieve and enhance it, (2) limited university's resources, particularly human resources which is an essential requirement in an effort to improve the quality of higher education, (3) organization of higher education is always associated and depending on the environment and surrounding communities, this resulted in that the values, norms, laws and regulations that become signs and guide the development of society, always be aware and be a reference in the management of higher education, (4) quality in addition to the dynamic nature of global as well, means of internal measures of college property must be in line with the growing size of the community both as users of educational services as well as users of graduates in national and international scope.

To manage and improve the quality, high education-oriented require quality assurance in higher education quality standards in accordance with the PP. 19 of 2005, known with 8 standard quality of education, namely 1) the standard content (*content*), 2) standards process, 3) competency standards, 4) educators and educational standards, 5) standard facilities, 6) management standards, 7) standard financing, and 8) assessment of educational standards.

*Quality Assurance System* in principle is a systematic attempt to improve the quality of higher education in the form of continuous cycle of quality assurance activities. Cycle higher education quality assurance system consists of 1) Classification Standard, 2) Implementation (including *monitoring*), 3) Self-Evaluation, 4) Evaluation Colleagues External / internal academic quality audit, and 5) Quality Improvement (including *benchmarking*).

Thus, higher education quality assurance is the process of setting and meeting quality standards of higher education management in a consistent and sustainable, so that *stakeholders* get satisfaction.

**Performance of Higher Education**

Size / university performance indicators according to Miller (2007) consists of indicators of quality, productivity, effectiveness, efficiency, innovation, and stakeholder satisfaction, shown in Figure 2 below:



## Figure 1. Performance Indicators of Higher Education

Each indicator above requires special attention from management colleges, and everything needs to be achieved with an integrated approach.

### **Competitiveness PT**

Current conditions of global competition requires each country, industry (a collection of company / business type), company, or organization has the ability to create and maintain what they produce in order to achieve competitive advantage compared with other countries, other companies, or with competitors. Ability to produce an advantage as it is called as competitiveness (*competitiveness*), so well known is the country's competitiveness, industrial competitiveness, competitiveness of the company / organization.

Noting the above description, the condition of higher education and universities in Indonesia today can be said that: (1) competitiveness of the country level (*national competitiveness*) is still weak and needs to be repaired, (2) the condition of "*industry attractiveness*" has a good chance future, but must be seen developments in each of the required public education, (3) the competitiveness of college-level (*firm competitiveness*) is weak and uneven if you have to deal with foreign universities.

The challenge of an organization today is how to obtain sustainable competitive advantage (*sustainable*). According to Barney (1991) "*A firm is said to have a sustained competitive advantage when it is implementing a value creating strategy not simultaneously being implemented by any current or potential competitors when these and other firms are Unable to duplicate the benefits of this strategy*". Based on this, to get the condition of sustainable competitive advantage, the universities must be able to create a unique advantage, is not easy / not be duplicated by competitors and be able to apply appropriate at the times being needed. Unique advantages are not only of educational products, but also for education services that can provide an exceptional level of experience (*delighted experience*).

If to get the competitive advantage (*CA*) obtained from two sources, namely *the superior skills* and *superior resources* (Day and Wensley), then to get the *SCA* according to Prahalad and Hamel (1990) the organization must be able to combine its *resources* and *skills* into "*core competencies*". Thus, universities who have the *resources* and *skills* should be able to create market-oriented strategy (*market orientation*) and the networking business (*business networks*). Through its *market orientation*, the college will get the information and knowledge to create *superior customer value*, while through business network consisting of *multiple relationships* would make the college get the resources needed to build the *core competencies* related to *SCA*. So the necessary changes in the orientation of the future. Substantial shift to do is change the orientation of the acquisition of a minimum capability of mastering the knowledge, skills and attitudes appropriate curriculum courses, the competence to produce graduates who are capable of intelligent action, and full responsibility, and produce products of superior research and innovation. Changes in this orientation will provide opportunities for university to earn income beyond student tuition funds, so have the resources to do development.



## PARADIGM RESEARCH

Based on the descriptions above, can be composed of research paradigms such as picture 2 below:

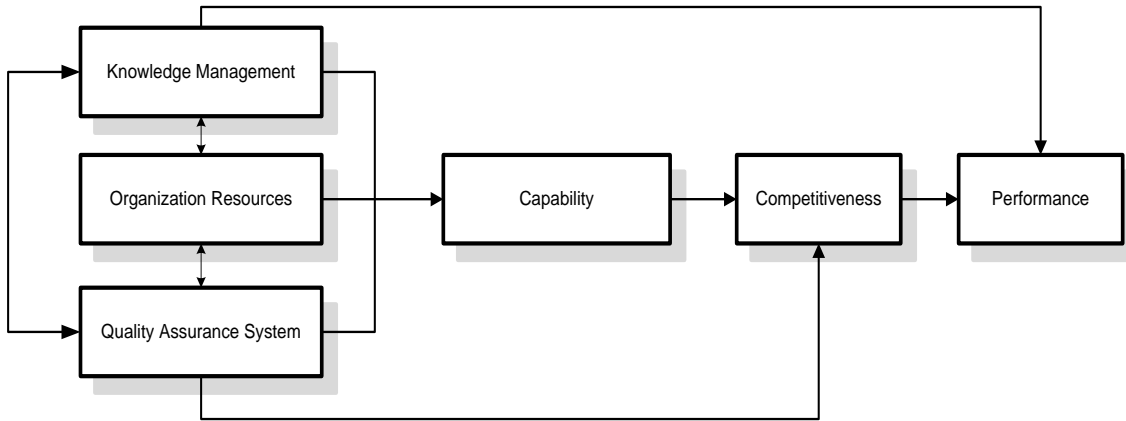


Figure 2. Research Paradigm

## RESEARCH METHOD

### Methods Used

In accordance with research objectives to be achieved, then it is used two types / forms of research, namely descriptive and verification research. Descriptive study was conducted in order to obtain a description of the implementation of the study variables (knowledge management and quality assurance), and condition variables (organizational resources, capability, and competitiveness). While verification research is conducted with the aim of determining the relationship between variables through a hypothesis testing.

Given the type of research is descriptive and verification is carried out through field data collection, the research method used is *descriptive* and *explanatory survey of surveys*.

The unit of analysis in this research is an organization committed to the leadership of private universities in Jakarta with a range of observation time "*one shoot*" / *cross sectional*.

In the table below indicates the design of research to be conducted.

Table 1. Design Research

Research Objectives	Design Research			
	Types of Research	The method used	Analysis Unit	Time horizon
T-1	<i>Descriptive</i>	<i>Descriptive survey</i>	Organization leadership → PTS Wil.DKI Jakarta	<i>One shoot – cross sectional</i>

T-2	<i>Descriptive</i>	<i>Descriptive survey</i>	Organization leadership → PTS Wil.DKI Jakarta	<i>One shoot – cross sectional</i>
T-3	<i>Descriptive and Verification</i>	<i>Descriptive survey and explanatory survey</i>	Organization leadership → PTS Wil.DKI Jakarta	<i>One shoot – cross sectional</i>
T-4	<i>Descriptive and Verification</i>	<i>Descriptive survey and explanatory survey</i>	Organization leadership → PTS Wil.DKI Jakarta	<i>One shoot – cross sectional</i>
T-5	<i>Descriptive and Verifikative</i>	<i>Descriptive survey and explanatory survey</i>	Organization leadership → PTS Wil.DKI Jakarta	<i>One shoot – cross sectional</i>
T-6	<i>Descriptive and Verifikative</i>	<i>Descriptive survey and explanatory survey</i>	Organization leadership → PTS Wil.DKI Jakarta	<i>One shoot – cross sectional</i>
T-7	<i>Descriptive dan Verifikative</i>	<i>Descriptive survey and explanatory survey</i>	Organization leadership → PTS Wil.DKI Jakarta	<i>One shoot – cross sectional</i>

### **Variable Operationalization**

In the operationalization of the variables will be explained concepts, indicators, size and scale of the study variables: knowledge management, organizational resources, quality assurance, capabilities, competitiveness, and the performance of PTS.

### **Source Data**

Based on their research objectives, it is necessary to have type and appropriate source of data, whether in the form of primary data or secondary data. The primary data is obtained through questionnaires and interviews to the leadership of Private Universities Region DKI Jakarta, while the secondary data is obtained from the report documents the results of universities and observation.

### **Determination of Sample Technique**

Given the unit of analysis of this research is the management of Private Universities Region DKI Jakarta, while at Region DKI Jakarta, there are 325 private universities, then according to Yamane Taro cited by the Hamdi (2007:131) used the following formula:

$$n = \frac{N}{N \cdot d^2 + 1}$$

Where:

n = number of samples

N = Number of population

d<sup>2</sup> = Precision (fixed at 5% with 95% confidence level)

Based on the formula above, then we use the sample of 180 PTS

Based on the form of higher education (universities, institutes, high schools, colleges, and polytechnics), the sampling technique using cluster random sampling method.

Table 2. Number of Samples

Forms PTS	Total Population	Number of Samples
University	5050	$(50/325) \times 180 = 28$ $(50/325) \times 180 = 28$
Institute	99	$(9/325) \times 180 = 5$ $(9 / 325) \times 180 = 5$
High School	140140	$(140/325) \times 180 = 77$ $(140/325) \times 180 = 77$
Academy	115115	$(115/325) \times 180 = 64$ $(115/325) \times 180 = 64$
Polytechnic	1111	$(11/325) \times 180 = 6$ $(11/325) \times 180 = 6$
Total	325325	180180

### Data Collection Techniques

This study used a combination of data collection techniques, which consist of:

1. Interviews with leaders of PTS DKI Jakarta
2. Questionnaires with leaders of PTS DKI Jakarta
3. The observations, conducted on the data source in accordance with the unit of observation / analysis that have been mentioned

### Analysis Method

In general, to analyze and interpret data, use two types of analysis, namely (1) descriptive analysis, is used for qualitative variables and included to explore the causes of behavior, (2) quantitative analysis, is used to measure the quantitative data and testing hypotheses with using statistical tests. This analysis is emphasized to reveal the behavior of the study variables.

The method of analysis used in accordance with their respective research objectives and research design that has been determined.

For research purposes the first and second, that is to know the implementation of Knowledge Management and Quality Assurance System in Higher Education Private Wil. DKI Jakarta, and to determine the condition of the Organization Resources, Capability and Competitiveness of Private Colleges Wil. DKI Jakarta carried out a descriptive analysis using descriptive statistics. Meanwhile, a third for research purposes until the seventh, performed quantitative analysis using the SEM (Equation structural modeling).

As for research purposes to eight, which are the recommended strategies to improve competitiveness and performance of private universities in Jakarta region described in the draft strategy.

Methods of analysis for each destination can be seen in Table 3 below.

Table 3. Method of Analysis

Research Objectives	Metode Analisis/Analysis Method
T-1	<i>Descriptive</i> analysis
T-2	<i>Descriptive</i> analysis
T-3	Quantitative Analysis using SEM (structural modeling equation)
T-4	Quantitative Analysis using SEM (structural modeling equation)
T-5	Quantitative Analysis using SEM (structural modeling equation)
T-6	Quantitative Analysis using SEM (structural modeling equation)
T-7	Quantitative Analysis using SEM (structural modeling equation)

## DRAFT STRATEGY RECOMMENDATION

In accordance with the identification problem, by conducting research based on research objectives and methods of research in sub-section above, is expected to get the variables and the relationship between variables that can be used as variables solution for solving the problem. . Having obtained the solution variables, the mapping strategy is done to obtain a clear solution model, develop operational strategies and conduct action plans.

The draft strategy as a recommendation for the management of the private higher wil Jakarta to improve the competitiveness and performance of universities under its management through the strengthening of capabilities, knowledge management, organizational resources and quality assurance systems.

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