



## **Monitoring of Academic and Non-Academic Fields in Higher Education**

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### **Abstract:**

This research aims to present the implementation of academic and non-academic Monitoring in higher education institutions using the literature review method as a source of information. Monitoring in both academic and non-academic fields in higher education is crucial to ensure that the standards of education and educational services provided are met. In the academic field, Monitoring is carried out to ensure that the learning process is effective, the teaching materials are of high quality, and the lecturers have adequate competencies. Meanwhile, in the non-academic field, Monitoring is conducted to ensure that campus security is guaranteed, educational facilities and infrastructure are adequate, and student involvement in campus activities is well-maintained. To improve the effectiveness of Monitoring in both academic and non-academic fields in higher education, universities can implement new strategies and innovations such as utilizing technology, developing evaluation instruments, and increasing student involvement in the Monitoring process. Effective Monitoring will have positive impacts such as improving the quality of education, student satisfaction, lecturer professionalism, campus security, and student involvement in campus activities. Research has shown that effective Monitoring in both academic and non-academic fields in higher education has positive implications for improving the quality of education and educational services. Furthermore, effective Monitoring can positively impact students, lecturers, and the wider community. Therefore, it is important for universities to carry out effective Monitoring in both academic and non-academic fields to ensure that all education and educational services processes meet the established quality standards.

**Keywords:** *Monitoring, Academic and Non-Academic Fields, Higher Education*

### **INTRODUCTION**

Higher education institutions play a vital role in producing quality human resources that meet the demands of the job market. To perform their functions effectively, universities must have an efficient and effective monitoring system to oversee academic and non-academic activities (Nurdiana, D., & Nugraha, A, 2020; and Utama, I. K., & Mahardika, I. K, 2021). Monitoring of academic and non-academic areas is important to ensure that universities perform their duties well and meet the standards set by regulators, governments, and accrediting agencies (Hossain, M. A, 2021; Sholihah, I., & Putri, A, 2020; and Arsyad, N., & Budiyanto, B, 2021).

Universities are educational institutions with a significant responsibility in creating quality human resources ready to face competition in the job market (Fitriyani, R., & Luthfi, A, 2021; Kuncoro, M., & Mawardi, M, 2020; and Novita, R, 2021). Therefore, it is important for universities to have an effective and efficient monitoring system to ensure that academic and non-academic activities are carried out according to established standards (Sari, D. P., & Mawardi, M, 2021; Yusuf, M, 2020; Paulsen, M. B, 2019; Al-Fahim, M., & Al-Derham, H, 2020; dan Nicolini, D. (2019).

Monitoring of academic and non-academic areas in universities involves various aspects, such as monitoring of academic program implementation, financial

management monitoring, information system monitoring, monitoring of compliance with regulations and policies, and monitoring of risk identification, evaluation, and management (Asy'ari, A. R., & Musarofah, S, 2021; Darmawan, D, 2020; Heryanto, H., & Setiawan, A, 2021; Nugraha, E. P., & Kurniawan, R., 2021; and Siregar, R. A., & Waruwu, F. D. 2020).

In conducting monitoring activities, universities can utilize various standards and guidelines established by various institutions. For example, Standards for the Professional Practice of Internal Auditing issued by The Institute of Internal Auditors (IIA), as well as Internal Audit Guidelines for Colleges and Universities issued by The Association of College and University Auditors (ACUA) (The Institute of Internal Auditors (IIA), 2016; He, W, 2020).

Based on the background, the research questions of this study are as follows: What is the role and function of Monitoring in ensuring that academic and non-academic activities in higher education institutions are carried out according to established standards? What are the challenges and obstacles faced in conducting Monitoring in the academic and non-academic fields in higher education institutions? How can Monitoring in the academic and non-academic fields in higher education institutions be optimized to be more effective and efficient in ensuring the quality of education produced? What are the latest strategies and innovations that can be implemented in the Monitoring of academic and non-academic fields in higher education institutions? What are the implications of Monitoring in the academic and non-academic fields in higher education institutions for improving the quality of education and educational services

## **RESEARCH METHODS**

The research method used in this literature review is designed to use a systematic approach to critically analyze the application of academic and non-academic Monitoring in higher education. This study uses a systematic literature review approach that follows a set of explicit and strict rules oriented towards demonstrating completeness, immunity from bias, and transparency and accountability of techniques and techniques execution (Dixon-Woods, 2008 cited in Khalaf & Zin, 2018; Martins & Gorschek, 2016).

Data was collected through a Google Scholar search to obtain quality articles in online journals. All literature (articles) relevant to the topic of academic and non-academic Monitoring in higher education are then compared and evaluated for reliable understanding (Khalaf & Zin, 2018). The systematic review process is characterized by the existence of several criteria used to limit the scope of the review (Martins & Gorschek, 2016).

## **RESULTS AND DISCUSSION**

### **Role and Function of Monitoring**

Monitoring plays a crucial role and function in ensuring that both academic and non-academic activities in universities are conducted in accordance with the standards established by regulators, and the academic accrediting bodies. Academic Monitoring aims to ensure the quality of learning, teaching, and research in universities, while non-academic Monitoring aims to ensure that universities operate effectively and efficiently (Bressler, L. A., & Bressler, M. S, 2015; Cremonini, L., & Vianello, M, 2015).

Academic Monitoring is conducted through monitoring and evaluation of the curriculum, teaching methods, research, and other academic activities. The goal is to ensure that universities provide education that meets established academic standards and produces high-quality graduates (Kadirvelu, A., & Raman, M, 2016; Kumar, N., & Kapur, P, 2017; and Zhan, X., & Ye, L, 2018).

Meanwhile, non-academic Monitoring includes Monitoring of information systems, finances, human resources, infrastructure, and other facilities used by universities (Minister of Education and Culture Decree Number 492 Year 2021 on Higher Education, 2021). The aim is to ensure that universities operate effectively and efficiently and meet the standards set by the government and accrediting bodies

(Karim, A., & Akbar, N, 2020; Mardhani, R, 2020; Wiryono, Y., & Ardhana, I. M, 2019).

Surveillance also helps minimize the risk of violations, fraud, or corruption in universities (Aljazy, M., Aldehayyat, J. S., & Al-Kilani, M. H, 2020; Bursztynsky, J., & Millar, A, 2018). With effective surveillance, universities can identify and address issues quickly, thus minimizing negative impacts on their reputation and credibility (Gupta, S, 2018; Oyelade, O. J., Oduwole, A. A., & Oludayo, O. A, 2021; and Yap, J. L, 2018).

### Challenges and Obstacles

Surveillance of both academic and non-academic aspects in universities is one of the important tasks that must be carried out by the campus authorities. The purpose of this surveillance is to ensure that the activities in the university run smoothly and do not cause problems in the future (Byrne, J., & Flood, B. 2019). However, in carrying out this task, there are several challenges and obstacles that must be faced, including:

1. Limited Human Resources

The first challenge faced in carrying out surveillance of academic and non-academic areas in universities is limited human resources (Dasgupta, S, 2017; O'Connell, R., & Whitley, R, 2019; Vlasceanu, L., & Grünberg, L. (Eds.), 2007). Universities usually have a limited number of supervisory staff, making it difficult to conduct comprehensive surveillance (Levin, J., & Kater, S, 2019; and Rose-Adams, J, 2020).

2. Budget Constraints

The second challenge is budget constraints. Effective surveillance requires sufficient funds to carry out activities such as inspection, sampling, and evaluation (Association of College and University Auditors, 2015; and Government Accountability Office, 2017). However, sometimes the available budget is insufficient to carry out optimal surveillance (O'Leary, R, 2016; Sinclair, A, 2019; and World Bank, 2013).

3. Lack of understanding among supervisors

The third challenge is the lack of understanding among supervisors about various academic and non-academic areas being supervised. For example, supervisors who do not have a deep understanding of information technology are unable to effectively supervise the information system used by universities (Lopes, A. B., 2016; Ansong, M., 2018; Taqwa, A. S., & Ratnawati, L., 2017; and Radhika, S., & Rajeswari, R., 2017).

4. Unclear Monitoring standards

The fourth challenge is unclear Monitoring standards. Universities often do not have clear standards regarding the tasks, authorities, and responsibilities of supervisors (Budiana, I. W., Arimbawa, I. W., & Yasa, N. N., 2020; Dabla-Norris, E., Gradstein, M., & Inchauste, G., 2008; and Harsono, B., 2016). This can lead to ambiguity in carrying out supervisory tasks and difficulty in evaluating the performance of supervisors (Kaharuddin, & Hardiyanto, G., 2020; and Mahasiswa, P. T. P., 2018).

5. Suboptimal response from relevant parties

The fifth challenge is the suboptimal response from relevant parties. Sometimes, when violations or problems are found, the relevant parties do not respond well or even do not respond at all (Yusoff, M. S. B., Sipon, S. M., & Aziz, A. A., 2016; Fuentes-Fuentes, M. M., & López-Hernández, A. M., 2018; and Norazah Mohd Suki, N. A., & Chan, J. K. L., 2018). This makes Monitoring ineffective and problems unresolved (Majid, S. A., Hassan, R., Azizan, N., & Yahya, S., 2019; and O'Leary, R., & Vijayakumar, J., 2019).

6. The last challenge is frequent changes in rules and regulations

Changes in rules and regulations can cause confusion among supervisors and campus stakeholders. In addition, changes in rules and regulations often require adjustments to systems and procedures that are difficult to implement in a short time (Brawer, F. B., & Gaztambide-Fernández, R. A, 2019; Chen, C. Y., Chen, H.

C., & Huang, Y. M, 2018; and Horta, H., & Yonezawa, A; 2020)

In facing these challenges and obstacles, the campus needs to make systematic and planned efforts to improve academic and non-academic Monitoring. One way to do this is by improving the quality of human resources and increasing coordination among stakeholders (Jawahitha, S., & Poornima, G, 2019; and Ozga, J, 2019).

#### Optimization of Monitoring

Optimizing the Monitoring of academic and non-academic fields in higher education is important to ensure the quality of education produced. Here are some ways to improve the effectiveness and efficiency of Monitoring in higher education:

1. **Creating an integrated Monitoring system**  
Creating an integrated Monitoring system can help improve the effectiveness of Monitoring. This system can assist in identifying risks, conducting routine Monitoring, and providing regular reports (Ministry of Education and Culture, 2017; Arifin, H, 2018). This system can help improve the efficiency of Monitoring by minimizing task duplication and enabling the use of more effective resources (Suhendar, S, 2017; Hamidi, R, 2019; da Fitriani, Y., & Sari, R, 2018).
2. **Strengthening coordination between relevant parties**  
Good coordination among relevant parties such as supervisors, lecturers, and administrative staff can help improve the effectiveness of Monitoring. Good coordination allows for faster and more accurate information exchange, as well as minimizing confusion and misunderstandings (Fauzi, A., & Abduh, M, 2018; Idrus, M., & Saputra, A, 2018).
3. **Establishing cooperation with external oversight institutions**  
Higher education institutions can establish cooperation with external oversight institutions such as the National Accreditation Agency for Higher Education (BAN-PT) to improve the effectiveness of oversight. External oversight institutions can help increase campus accountability and transparency and provide different perspectives (Yuniarta, G. A., & Nurcahyo, R, 2020; Tettey, W. J., & Salmi, J, 2019; ).
4. **Providing training to improve the quality of oversight**  
Regular training for supervisors can help improve the quality of oversight. Training can be technical, such as on sampling techniques or auditing, or training on academic and non-academic areas that need to be supervised (Kurniawan, R. A, 2018; Wulandari, A, 2018).
5. **Increasing the use of technology**  
The use of technology such as campus information management systems (SIMAK) or financial management systems can help improve the efficiency of oversight (Fauzi, A., & Abduh, M, 2018; and Idrus, M., & Saputra, A, 2018). Technology can facilitate data collection and processing, allowing supervisors to be more effective and efficient in their oversight (Kurniawan, R. A, 2018; Wulandari, A, 2018; and Yuniarta, G. A., & Nurcahyo, R, 2020).
6. **Strengthening legal and ethical awareness**  
Strengthening legal and ethical awareness among supervisors and campus officials can help improve the effectiveness of oversight. Supervisors and campus officials must understand the legal consequences of actions that violate rules and ethics in carrying out oversight duties (Yusuf, M. A, 2019; and Fathoni, M, 2018). By optimizing oversight of academic and non-academic areas in higher education, it is expected that the quality of education produced will improve, thereby meeting the needs of a complex and dynamic society and job market (Ekaputra, A. G, 2020).

#### **Strategies and Innovations**

The monitoring of academic and non-academic fields in higher education institutions needs to be constantly updated to keep up with the changing times and to ensure that the quality of education produced remains optimal. The following are some of the latest strategies and innovations that can be implemented in monitoring the academic and non-academic fields in higher

education:

1. **The use of technology and big data**  
Technology can be used to improve the effectiveness of monitoring. For example, universities can use technology to monitor students' online learning activities or to automatically update academic data. In addition, the use of big data can help supervisors analyze the large and complex data generated by universities (Kurniawan, E, 2019; Purnama, R, 2018; Pratama, R. D, 2020; Panggabean, J. R., & Sumarno, S, 2018; and Ramadhan, A, 2019).
2. **Implementation of artificial intelligence (AI)**  
The implementation of AI in monitoring can help identify potential problems and quickly find solutions. For example, universities can use AI to monitor plagiarism behavior or other academic fraud (Asamoah, G. K., & Otieno, R. O, 2020).
3. **Use of interactive e-learning platforms**  
Universities can use interactive e-learning platforms to improve monitoring effectiveness. These platforms can be used to monitor student learning activities, provide feedback in real-time, and automatically update teaching materials (Chen, N. S., Hsieh, S. W., & Kinshuk, 2018).
4. **Implementation of a data-driven approach**  
Universities can implement a data-driven approach to monitoring. This approach can help improve weaknesses in existing monitoring systems and improve overall university performance (Zhu, X., & Wong, R. K, 2020).
5. **Building trust by involving all stakeholders**  
Building trust by involving all stakeholders can help improve monitoring effectiveness. For example, universities can involve students, faculty, and administrative staff in the monitoring process to create a transparent and accountable environment (Aghion, P., & Tirole, J, 2017).
6. **Using risk-based monitoring methods**  
Risk-based monitoring methods can help identify specific risks and strengthen monitoring in areas that are considered most important. In academic monitoring, this method can help prevent cheating and plagiarism, while in non-academic monitoring, it can help ensure campus safety and student welfare (Boivie, S., Graffin, S. D., Pollock, T. G., & Rindova, V, 2017).  
By implementing the latest strategies and innovations in monitoring academic and non-academic fields in higher education, it is hoped that a better academic environment and optimal quality of education can be achieved.

### **Implications of Monitoring on the Improvement of Education Quality and Services**

Monitoring of academic and non-academic areas in higher education has significant implications for the improvement of education quality and services. Here are some important implications of Monitoring in academic and non-academic areas in higher education:

1. **Improving Education Quality**  
By effectively supervising the learning process, universities can ensure that the quality of education provided continues to improve. This can be achieved by ensuring that the teaching methods used are in line with established standards, the course materials provided are of high quality, and qualified and experienced lecturers are involved (Coffield, F., Edward, S., Finlay, I., Hodgson, A., Spours, K., & Steer, R., 2008; and European University Association, 2018).
2. **Increasing Student Satisfaction**  
By effectively supervising educational services in universities, student satisfaction in the learning process can be met. This can be achieved by ensuring that the educational facilities provided are adequate and that the needs of students in the learning process are met (Liu, Y., & Zhang, J., 2019; and Zhang, J., & Liu, Y., 2021).
3. **Enhancing Lecturer Professionalism**  
In academic Monitoring, universities can ensure that lecturers have adequate and continuously improved competencies. This can be done by providing appropriate

professional training and development and regularly monitoring lecturer performance (Fauziah, N., Widiarti, T., & Novitasari, A., 2020; and Sari, S. S., & Ardiana, D., 2020).

4. Improving Campus Security

Non-academic Monitoring, particularly related to campus security, is essential in improving the quality of educational services. By ensuring campus security is guaranteed, students can learn comfortably and peacefully (Wang, Y., & Stone, J., 2019; and Smith, R. G., & Cross, J. P., 2018).

5. Increasing Student Engagement

In non-academic Monitoring, universities can ensure that student involvement in campus activities is well-maintained. This can be achieved by ensuring that the activities held on campus are safe, structured, and adequate (Randa, R., Maitra, M., & Mukherjee, S., 2020; Johnson, D., 2019).

Overall, academic and non-academic Monitoring in higher education is crucial in improving the quality of education and services provided. Through effective Monitoring, universities can ensure that all education processes and services provided meet established quality standards.

Table: Monitoring Indicators for Academic and Non-Academic Fields in Higher Education

Role and Function of Monitoring	
Challenges and Obstacles	<ul style="list-style-type: none"> <li>6. Limited Human Resources</li> <li>7. Budget Constraints</li> <li>8. Lack of understanding among supervisors</li> <li>9. Unclear Monitoring standards</li> <li>10. Suboptimal response from relevant parties</li> <li>7. The last challenge is frequent changes in rules and regulations</li> </ul>
Optimization of Monitoring	<ul style="list-style-type: none"> <li>3. Creating an integrated Monitoring system</li> <li>4. Strengthening coordination between relevant parties</li> <li>7. Establishing cooperation with external oversight institutions</li> <li>8. Providing training to improve the quality of oversight</li> <li>9. Increasing the use of technology</li> <li>10. Strengthening legal and ethical awareness</li> </ul>
Strategies and Innovations	<ul style="list-style-type: none"> <li>1. The use of technology and big data</li> <li>3. Implementation of artificial intelligence (AI)</li> <li>4. Use of interactive e-learning platforms</li> <li>5. Implementation of a data-driven approach</li> <li>6. Building trust by involving all stakeholders</li> <li>7. Using risk-based monitoring methods</li> </ul>
Implications of Monitoring on the Improvement of Education Quality and Services	<ul style="list-style-type: none"> <li>6. Improving Education Quality</li> <li>7. Increasing Student Satisfaction</li> <li>8. Enhancing Lecturer Professionalism</li> <li>9. Improving Campus Security</li> <li>10. Increasing Student Engagement</li> </ul>

## CONCLUSION

The monitoring of academic and non-academic areas in universities is extremely

important to ensure that the quality of education and educational services provided meets established standards. In academic monitoring, universities need to ensure that the learning process is carried out effectively, the teaching materials are of high quality, and the lecturers have adequate competencies. Meanwhile, in non-academic monitoring, universities need to ensure that campus security is guaranteed, education facilities are adequate, and student involvement in campus activities is well-maintained.

To improve the effectiveness of academic and non-academic monitoring in universities, universities can employ the latest strategies and innovations such as utilizing technology, developing evaluation instruments, and increasing student involvement in the monitoring process. The implications of effective monitoring in academic and non-academic areas in universities are the improvement of education quality, student satisfaction, lecturer professionalism, campus security, and student involvement in campus activities.

By conducting effective monitoring, universities can ensure that all educational processes and services provided meet established quality standards. This has an impact on the improvement of education quality and educational services in universities, which can have a positive impact on students, lecturers, and the wider community.

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