

**HUBUNGAN FAKTOR PERSEKITARAN  
DENGAN PRESTASI JABATAN PENGURUSAN  
INSTITUSI PENGAJIAN TINGGI INDONESIA**

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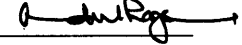
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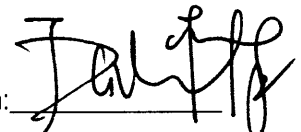
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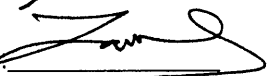
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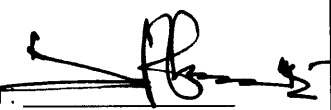
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INSTITUSI PENGAJIAN TINGGI INDONESIA**

**Suatu Tesis untuk diserahkan kepada sekolah siswazah  
Bagi memenuhi syarat ijazah Doktor Falsafah  
Universiti Utara Malaysia**

**oleh**

**CHALID MUHAMAD ZEIN**

**Chalid Muhamad Zein , Februari 2005, Hakcipta Terpelihara**

## **PENGAKUAN**

**“Saya mengakui tesis ini adalah hasil kerja sendiri kecuali nukilan-nukilan dan ringkasan-ringkasan yang tiap-tiap satunya telah saya jelaskan sumbernya”**

---

**Tarikh**

---

**Chalid M.Zein**

## **PENGHARGAAN**

Pertama sekali, saya ingin mengucapkan rasa syukur kehadiran Ilahi kerana dengan izinNya, saya dapat menyelesaikan tesis dengan jayanya. Saya berdoa semoga rahmat dariNya akan terus berkekalan.

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## ABSTRAK

Penyelidikan ini dilaksanakan untuk mengkaji sama ada wujud perbezaan angkubah tingkahlaku pelajar, kualiti pensyarah, kemudahan dan kelengkapan, keterkaitan dan keberkesanan kurikulum, proses pembelajaran dan pengajaran, pengurusan organisasi mengikut prestasi Jabatan Pengurusan, dan samada wujud perhubungan antara tingkahlaku pelajar, kualiti pensyarah, kemudahan dan kelengkapan, keterkaitan dan keberkesanan kurikulum, proses pembelajaran dan pengajaran, pengurusan organisasi dengan Prestasi Jabatan Pengurusan Institusi Pendidikan Tinggi Indonesia. Responden penyelidikan adalah Ketua Jabatan seramai 92 orang, Pensyarah 368 orang dan pelajar 368 orang daripada Jabatan Pengurusan yang dipilih berdasarkan kaedah persampelan rawak berstrata. Soalselidik yang diubahsuai daripada penyelidik terdahulu serta ditokok tambah oleh penyelidik bagi tujuan pengumpul data. Kesahihan soalselidik dianalisis dengan kaedah korelasi product moment Pearson dan kebolehpercayaan dianalisis dengan kaedah Alpha Cronbach. Daripada hasil uji Tukey dengan alpha 0.05 didapati tingkahlaku pelajar, kualiti pensyarah, kemudahan dan kelengkapan, keterkaitan dan keberkesanan kurikulum, proses pembelajaran dan pengajaran, pengurusan organisasi, berbeza secara signifikan mengikut Prestasi. Hasil analisis kaedah regresi mudah menemukan bahawa terdapat perhubungan yang positif antara setiap angkubah dengan Prestasi Jabatan Pengurusan. Daripada hasil analisis menggunakan kaedah regresi berganda, menunjukkan bahawa terdapat perhubungan yang positif antara tingkahlaku pelajar ( $X_1$ ), kualiti pensyarah ( $X_2$ ), kemudahan dan kelengkapan ( $X_3$ ), keterkaitan dan keberkesanan kurikulum ( $X_4$ ) proses pembelajaran dan pengajaran ( $X_5$ ) pengurusan organisasi ( $X_6$ ) dengan Prestasi Jabatan Pengurusan ( $Y$ ) dengan pemalar korelasi berganda  $r_{y1,2,3,4,5,6} = 0.856$ , dan persamaan regresi berganda  $Y = -118.640 + 0.174X_1 + 0.151X_2 + 0.209X_3 + 0.195X_4 + 0.170X_5 + 0.191X_6$ . Berdasarkan hasil temuan penyelidikan, dapat disimpulkan bahawa ke enam angkubah perlu diperhatikan dalam menyusun strategi peningkatan kualiti Institusi Pengajian Tinggi.

## ABSTRACT

This research aims to find out about the differences of the students achievement, lecturers quality, learning facilities, relevances and effectiveness of the curriculum, learning and teaching processing, management organization based of accreditation in Department of Management and the correlation between students achievement, lecturers quality, learning facilities, relevances and the effectiveness of the curriculum, learning and teaching processing, management organization with the national accreditation performance at Department of Management in many universities in Indonesia. This research involves 92 head department respondents, 368 lecturers, and 368 students of Department of Management which selected with random sampling stratification method. This questioner has been adopted from the earlier researcher and I mix it with my design to collect data. The validity of questioneres was analyzed by using the Pearson Product Moment correlation and the reliability was analyzed by using Alpha Cronbach formulation. From the Tukey's test using with Alpha's 0.05, it is observed that students achievement, lecturers quality, learning facilities, relevances and effectiveness of the curriculum, learning and teaching processing, management organization is significantly different among ranks of accreditation. The result from simple regression analisis indicates that there are positive correlation between all variables with Department of Management accreditation. From the result of the multiple regression method, it was indicated that there has a positive correlation between students achievement ( $X_1$ ), lecturer quality ( $X_2$ ), learning facilities ( $X_3$ ), relevances and effectiveness of the curriculum ( $X_4$ ), learning and teaching processing ( $X_5$ ), management organization ( $X_6$ ) and Department of Management accreditation ( $Y$ ), with multiple correlation constant  $r_{Y1,2,3,4,5,6} = 0.845$  and coefficients regression  $Y = -115.948 + 1,743X_1 + 1,059X_2 + 1,060X_3 + 2,488X_4 + 2,017X_5 + 0,757X_6$ . From the research therefore it can be concluded that the improvement of higher education quality can be carried out by improving students achievement, lecturers quality, learning facilities, relevances and effectiveness of the curriculum, learning and teaching processing, and management organization.

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# **BAB I**

## **PENGENALAN**

### **1.0 Pengenalan**

Corak generasi akan datang dan kemajuan sesebuah negara bergantung kepada tahap pendidikan rakyat. Manakala tahap pendidikan rakyat pula bergantung kepada pelaburan sesebuah negara dalam pendidikan. Walaupun peruntukan yang besar dalam pendidikan memberikan kesan yang marginal (Mandel, 1995), tetapi menurut Ahmad Sarji (1994) sesebuah negara menjadi lebih berdaya saing dengan pelaburan dalam pendidikan yang banyak. Kemerostan peringkat<sup>1</sup> institusi pendidikan menyebabkan umat sejagat dan negara berada di dalam keadaan risiko (Ping, 1993). Oleh itu jaminan terhadap kualiti pendidikan adalah diperlukan.

Penggunaan sumber yang tidak cekap dan kurikulum yang ketinggalan zaman serta tidak memenuhi permintaan dan kehendak pelanggan, menyebabkan Peringkat, kepiawaian dan kualiti pendidikan sangat rendah. Oleh itu kesediaan setiap staf dan eksekutif utama untuk menangani isu kualiti pendidikan adalah penting dalam menjamin kualiti pendidikan.

Untuk mengetahui kualiti sesuatu produk dalam industri perkhidmatan, pelbagai pakar pengurusan perkhidmatan seperti Garvin (Pepard dan Rowland, 1995), Parasuraman et al. (1985); Gronroos (Edvarson et al., 1994) telah ketengahkan beberapa indikator utama, iaitu: keterkaitan, keberkesanan, kualiti, penambahbaikan berterusan, fokus pada pelanggan dan budaya organisasi, yang merupakan elemen-elemen yang menjadi fokus dalam penyelidikan mereka

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<sup>1</sup> Istilah peringkat dalam kajian ini membawa maksud tahap pencapaian



The contents of  
the thesis is for  
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