

# Revitalizing Academic Services: A Qualitative Investigation into Strategic Management Implementation

Yayah Huliatusisa<sup>1</sup>, Diding Nurdin<sup>2</sup>, Johar Permana<sup>3</sup>

<sup>1</sup> Universitas Muhammadiyah Tangerang, Indonesia; [yayah.huliatusisa@umt.ac.id](mailto:yayah.huliatusisa@umt.ac.id)

<sup>2</sup> Universitas Pendidikan Indonesia, Indonesia; [didingnurdin@upi.edu](mailto:didingnurdin@upi.edu)

<sup>3</sup> Universitas Pendidikan Indonesia, Indonesia; [permanajohar@upi.edu](mailto:permanajohar@upi.edu)

---

## ARTICLE INFO

### *Keywords:*

Academic Services;  
Strategic Management;  
Qualitative Investigation.

---

### *Article history:*

Received 2023-01-13

Revised 2023-04-28

Accepted 2023-09-05

---

## ABSTRACT

The purpose of this study is to analyze the quality of academic services at the Faculty of Health Sciences, through strategic management steps, including environmental analysis, formulation, implementation, evaluation of performance measurement, using descriptive qualitative methods. Data collection by qualitative interviews was carried out on five sources of information, qualitative observation, documentation study and literature study. Data were analyzed using open coding, axial coding and selected coding strategies. Triangulation was chosen as a technique to check the validity of research data. The results of the study show that in an effort to achieve its goals, the institution has not been able to reach the efficient stage, meaning that it really requires a lot of time, adequate costs needed, university support and leadership, loyalty and commitment of the entire academic community so that management functions run well, develop various resources. local wisdom-based funds, improvement and development of its resources.

*This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

## Corresponding Author:

Yayah Huliatusisa

Universitas Muhammadiyah Tangerang, Indonesia; [yayah.huliatusisa@umt.ac.id](mailto:yayah.huliatusisa@umt.ac.id)

---

## 1. INTRODUCTION

Higher education is one of the fastest-growing sectors around the world, which has recently received increasing attention due to its substantially strengthening economic impact and characteristics such as growing businesses (Depken et al., 2019), as well as improving facilities and infrastructure that support the smooth running of educational services and services (Permana et al., 2020), thus forcing universities to adopt a customer-focused approach (Veršić, 2018).

Interest in quality service in a college context began in the 80s and increased in the 90s. The importance of such growth is motivated by the perceived need for universities to address a series of budget-related factors and great pressure from their stakeholders who demand continuous renewal and improvement of service quality (Gul et al., 2019). Improving services in the field of education and scientific research requires active management that continuously improves academic services (Almeyali & Al Mousawi, 2021). The quality of education is an important factor considered to attract

and retain students as it is a huge investment made by their parents. Hence, providing quality services has become an important goal for most higher education institutions and to differentiate the institution among other competitors (Mastoi et al., 2019). As a concept, quality is something positive and desirable; it is good or excellent, effective, purposeful, economical, democratic, professional, uniform, reliable or ethical; something that meets certain 'standards'. At an abstract level, quality can be defined as 'the distance between goals and outcomes, with the implicit assumption that quality increases as this distance shrinks' (Santiago et al., 2008).

Service satisfaction from the consumer side is considered good if it is considered to have met their expectations, but on the contrary service will be perceived less well if it is not in accordance with what they expect (Nurmahdi, 2019). The quality of education is highly dependent on the overall quality of the management system run by the institution (Vykydal et al., 2020), so it cannot be standardized because universities do not aim to make a profit (Gupta & Kaushik, 2018). Student satisfaction will be very important for the progress of the college. It becomes important because it impacts his loyalty to the college. (Amen, 2017) A loyal user of services (students) will be a very valuable wealth for the university, students will be willing to promote their college, by providing positive feedback, reducing the influence of attacks from *competitors* of similar institutions (*bargaining position*), and increasing the positive image of the institution. (Leonnard, 2018) states this satisfaction will determine the long-term competitive advantage and sustainability of the university.

Academic services are complex services, meaning services that require and require a lot of manpower (teachers and staff) who have special *skills* in the field of education and require adequate infrastructure to support education implementation activities. In accordance with the research objectives of how efforts to improve the quality of academic services through strategic management, as well as the needs of this research, are also in line with relevant research results, such as (Greiner & Westbrook, 2002) The quality of a college cannot be separated from the quality of its academic services. The most appropriate strategy for improving the quality of academic services is to increase the variables that exist in service quality, namely direct evidence, reliability, responsiveness, assurance, and empathy (Rothmann & Essenko, 2007). Chui & bin Ahmad (2016) stated that service strategies are recommended to managers to improve service quality and increase student satisfaction, as well as developing service quality standards in universities can encourage continuous improvement to formulate strategies to improve service quality and reduce the gap between student perceptions and expectations.

Dependence on the needs of external stakeholders during efforts to improve its identity and function as a system of self-development and the formation of new target and customer interests, forces the university to be able to develop strategic competencies, the desire to change, and the image of the institution well in society in a strategic management. Thus, strategic management processes help organizations identify what is to be achieved, and Strategic management emerged in the late 1970s and is seen as a dynamic management concept with a broad function and adequate response to institutions. The hallmark of strategic management is a flexible response to the environment; They change the direction, function and structure of the organization to achieve the desired level of efficiency and quality. The main components of general strategic management theory are target formation, strategic analysis, strategy development and implementation plans, strategic change, and strategic control (Parakhina et al., 2017). However, unlike strategic management in other fields, there are separate views on the nature, technology, and procedures for making and implementing strategic decisions in universities on how to achieve these valuable results.

There is no universally acceptable definition of a single strategy. Nevertheless, there are some general aspects that are agreed upon about the nature of strategy. That strategy considering the organization and the environment, includes a number of thought procedures, complex methods, covers content issues and procedures, affects the overall well-being of the organization, and strategy occurs in different stages (Mintzberg, 1998). So important is strategic management that (Donnelly, 1984) asserts that strategic management actually includes two things: strategic planning and strategy implementation. This opinion sees that strategic planning is the same as the process of formulating

strategies, or the process of strategic management. David (1989) limited the use of strategic planning while asserting that strategic management operates through three stages, namely the strategy formulation stage, followed by the strategy implementation stage, and finally the strategy evaluation stage. He sees strategic management as the art and science of formulating, implementing, and evaluating cross-functional decisions that will enable the organization to achieve its goals.

This research was motivated by the results of the evaluation of service quality for students of the Faculty of Health Sciences, University of Muhammadiyah Tangerang for the 2019/ 2020 academic year using online questionnaires, which were distributed between March-August 2020, the number of instruments was 29, filled by 165 students, with the number of male respondents 11 (6.7%), women 155 (93.9%), spread across study programs: S-1 Nursing 76 (46.1%), S-1 Midwifery 32 (19.4%), D-III Midwifery 37 (22.4%) and Profession Ners 20 (12.1%). As a result, more specifically, in the advice criticism column, respondents stated how the quality of academic services and what forms of service have been received, as well as their hopes and desires. With the aim of making it easier, then the evaluation results are classified by researchers into eight main instruments.

**Table 1.** Results of Academic Service Quality Evaluation

No	Main Instruments	Presented
1	Practicum Tools	10%
2	Facilities	16%
3	Means	13%
4	Academic Services	22%
5	Speed of Problem Resolution	4%
6	Atmosphere and Process of Teaching and Learning	10%
7	Activities	12%
8	Cost	6%
Overall Satisfactory Answer		

The focus of the problem is based on the highest percentage of academic services, respondents expressed the expectations of academic services they have received so far such as; Academic administrative service staff are friendly, smiling, quick response to complaints, thoroughness in service, clarity in providing the information needed, accuracy of the learning process according to schedule, completeness of practicum facilities and facilities in the laboratory, and transparency in the use of tuition fees. The findings indicate that students need the academic services they receive in accordance with what they expect. This is in line with the research of Azam (2018), that higher service quality can result in higher levels of student satisfaction. Academic services staff receive considerable attention, as they have a direct influence on how students perceive the quality of academic services (Adam, 2019).

This research is important to do, based on the results of analysis and initial in-depth observations, supported by data obtained from the object of research, that, the Faculty of Health Sciences, University of Muhammadiyah Tangerang currently in providing academic services has not been able to meet the expectations of its customers. These constraints in academic services are also in accordance with the theory as said, that Academic services are still dominated by some employees who do not have noble character, have human resources who have never been given training, do not pay attention to a clear reward and punishment system both internally and externally. The quality of service in general, seems to be just running without regular evaluation. So that staff/employees tend to focus on routine things, and in the process of academic services the quality of resources has not become a core focus that prioritizes the principles of quality human resources.

## 2. METHODS

In this qualitative research, researchers as key instruments: qualitative researchers collect their own data through documentation reviews, behavioral observations, or interviews with information sources, in general, not using questionnaires or instruments made by other researchers (Creswell &

Clark, 2017). The determination of qualitative information sources in this study using purposive sampling techniques (Sugiyono, 2011) is a sampling technique of data sources with certain considerations. The source of information was obtained through structured interviews with five people, namely Deputy Dean 1 in charge of academic and student affairs, Deputy Dean 2 in charge of finance and human resources, Faculty quality assurance group, the Head of Personnel Sub-division, and Head of academic sub-section. The selection of information sources above, chosen, on the grounds that they are very clear about the problems that researchers raise, so that they can certainly provide research information objectively.

Several qualitative data collection approaches that are possible will be carried out by researchers, with the reason that researchers can obtain more important information such as; qualitative interview, qualitative observation, documentation study, and literature study.

The data analysis process carried out with the strategy stage includes: before finally the data can be presented completely, including: open coding (open coding), "then with the process coding stage (axial coding)," and ending with selected coding" (selected coding) (Creswell & Clark, 2017) This step involves creating categories for information obtained (*open coding*), sorting out one of the categories and placing it in a theoretical model (*axial coding*), then assembling and describing the findings of these inter-category relationships (*selective coding*).

The technique of checking the validity of data, serves to ensure that the data/information obtained is complete, validity and reliability are high, which in this study uses the strategy of Triangulation (triangulate). Triangulation is a combination of diverse data sources, researchers should take the time to methodologically study social symptoms. This triangulation is necessary because each technique has its own advantages and weaknesses. Thus triangulation allows a valid capture of reality.

### 3. FINDINGS AND DISCUSSION

The findings and discussion of the research began with the results of in-depth observations of the condition of the institution's academic service management, as well as how the quality of academic services was analyzed through strategic management steps at the next stage.

#### 3.1. Management of Academic Services of Institutions

With regard to the management of institutions in general, researchers begin by identifying the accreditation status of the four study programs. As informant 01/IY-P1/W7 stated:

*"The legality of each study program in the faculty has an accredited status by an independent accreditation institution in accordance with its validity period where the majority of study programs have been accredited B".*

The process of the institution in formulating and compiling its vision, mission. Informant 01/IY-P1/W3 stated:

*"The process of formulating and preparing the vision, mission has been carried out in accordance with applicable guidelines and regulations through analysis of the results of the study by involving various internal and external stakeholders and paying attention to strategic issues according to market share needs".*

Although the socialization stage of the vision mission is still not socialized in terms of understanding the concept well, the institution continues to strive to do it regularly. Stated informant 01/IY-P1/W4:

*"The process of socializing the vision and mission has been carried out regularly to the academic community both directly and indirectly".*

The achievement evaluation process is also carried out every year, although so far it is still not optimal. While the scope of work and authority of the institution so far, although quite clear, it is still necessary to support the system and culture of optimal team/staff performance. As 01/IY-P1/W1:

*"The area of work and authority is clear, but it has not been supported by an optimally organized team/staff performance system and culture"*

Reporting of performance results that have been carried out in accordance with the roles and functions and authorities set by the institution, such as reporting is carried out periodically or every month, even has been supported by the system / application (Employee Performance Contract), making reports is also carried out after monitoring and evaluation activities are carried out, but has not been accompanied by follow-up efforts to improve the findings that are not optimal. 01/IY-P1/W2:

*"Evidence of the process of reporting performance results in accordance with the role of functions and authorities is reported every month, but has not been accompanied by efforts to improve follow-up plans for results that have not been maximized"*

### **3.2. Quality of Academic Services in Analysis Through Strategic Management Measures.**

#### **3.2.1. Environmental Analysis of Academic Service Quality**

The research begins by identifying the completeness of official and supporting documents owned by the institution, such as: study program accreditation certificates and academic calendars that can be accessed directly on the official Faculty website, profile, vision-mission, Development Master Plan (RIP), Strategic Plan (Renstra), and various texts such as academic policies, academic standards, quality manuals, and quality standards, as well as cooperation documents (MoU) with the world of work and industry, which as a whole is realized in the form of a work program for each study program, which can support the implementation process of the Tri Dharma of Education. 01/IY-P1/W8 states:

*"The Faculty has a complete list of all study programs related to profile, vision, mission, strategic plan, renop, and various academic policy texts, as well as academic standards, quality manuals and quality standards".*

Based on the above findings, so far, the institution has been able to monitor its environmental sector. As it is said (Jauch & Glueck, 2003), environmental analysis is a process that strategic planners use to monitor the environmental sector in determining opportunities or threats to the organization.

#### **3.2.2. Formulation of Academic Service Quality**

Researchers identify how institutions process in relation to the management of their resources, including recruitment, selection, placement/position, regulations, and work procedures, suitability of qualifications and competencies. The process of recruitment-selection-and placement of positions in each section is carried out according to the needs of the institution. Through the selection of job applications that enter the institution. The selection is carried out through an interview, aimed at directly confirming the competence of the prospective employee. This interview was conducted by Vice Dean II in charge of finance and personnel. Furthermore, if the interview results are declared to meet the criteria, they will immediately be further processed by the staffing sub-bag. 02/FH-P2/W10 states:

*"Carried out according to organizational needs by opening job applications that enter the faculty in accordance with the qualifications and competencies of applicants, then interviews are conducted by Wadec 2 to confirm employee competence"*

The institution also conveys procedurally to staff regarding policy rules, job descriptions, and staff work procedures, this is intended so that staff know and understand the implementation of their duties properly, 02/FH-P2/W11 states:

*"The regulations are conveyed to the staff, so that they can know and understand for the implementation of duties so as to be able to provide the best quality of service"*

Although available, the availability is not yet comprehensive. 04/MH-S1/W15 and 05/EW-S2/W15:

*"The availability of jobdes documents in each unit/section is available but not yet comprehensive"*

The policies and systems taken are based on the Master Plan Development-Strategic Plan-quality documents are outlined in the Operational Plan-Guidelines-Standard Operating Procedures which are a reference for the implementation of the quality assurance process. Quality assurance provides support through control on every problem related to the quality of academic services to students, even though the process carried out has not been documented. 03/PI-M/W20:

*"Through control on every problem, but currently it is not well documented."*

In terms of the institutional organizational structure of quality assurance, the Faculty is also involved in determining policies related to the quality management of academic services. Even the University Quality Assurance Agency and the Faculty Quality Assurance Group are jointly involved in determining these policies, through the establishment of quality standards, which are prepared together with the management leaders who will determine the policy direction of all aspects of higher education management, This includes the quality of academic services. 03/PI-M/W4:

*"The University quality assurance agency and the faculty quality assurance group are involved in determining policies related to quality management through the establishment of quality standards compiled together with the management leaders who will determine the policy direction of all aspects of higher education management including the quality of academic services".*

The institution also has a strategy on how to utilize resources to overcome academic service quality problems, through how the resources owned are optimized, helping each other colleagues, establishing unity and teamwork to create a solid and compact work environment, and all staff in the service must be able to serve students who come, although sometimes in one particular case the institution does not seem to provide any solutions to overcome obstacles in the process of academic service to students. 02/FH-P2/W23:

*"The resources owned are optimized and can help each other colleagues as a unit of teamwork to create a solid and compact work environment".*

05/EW-S2/W22 conveys another thing:

*"no solution"*

while informant 04/MH-S1/W22 stated, that:

*"Everyone in service must be able to serve students who come"*

The strategy improves by providing opportunities for staff to continue higher level education, providing training and development opportunities to staff, although the realization for staff level there is no training or development carried out regularly, but the institution has an activity plan to realize it in accordance with the development and needs prepared in the program plan at least 1 time a year. Although it has not been evenly realized and even tends to be absent, the institution strives to provide rewards, recognition, and support for the abilities and performance results of academic service staff, by providing promotions to staff who have achievements, providing rewards in the form of coaching funds, providing motivation and facilitating academic service staff to excel by providing direction and rewards for staff who have achievements and ensuring cooperation is established Both between staff

and between departments by motivating staff in the implementation of duties and involving staff in various activities organized by the institution.

The strategic plan of quality assurance in improving the quality of academic service staff is to increase the socialization of the main tasks and functions and other policies as well as the implementation of routine continuous monitoring and evaluation can be realized. 03/PI-M/W19:

*"Increasing socialization of tupoksi and other policies as well as routine and sustainable implementation of monev"*

To ensure the availability of quality documents, quality assurance also forms an adhoc team to compile quality documents by referring to university quality documents that have been adjusted to the policies and specificities of the Faculty level.

Based on the findings, although some components of the formulation stage can be fulfilled, the institution can maximize planning based on the results of its environmental analysis to determine the reason for its existence in the form of a *mission statement*, determine measurable *objectives* and have a time limit, which is described in the form of a policy. The importance of planning as (Taylor, 1985) planning is seen as a method of managing inevitable changes so it can also be referred to as a method of dealing with environmental complexity that is often closely related to organizational interests. The meaning of planning is focused on giving a clear direction for each activity, so that each of these activities can be pursued and carried out as efficiently (efficiently) and as effectively (successfully used). Planning is also the most important process of all management functions, because without planning, other management functions will not be able to run. As (Mercer, 1991) offers six key elements to effective planning, namely, Scanning the environment which includes SWOT analysis, the existence of the organization's mission, the availability of a set of strategies that define what must be done to achieve that mission, the goals of each strategy, tactic or short-term operational plan to realize these goals, and control as control and evaluation steps that determine as well as where the strategic plan has been implemented.

### **3.2.3 Implementation of Academic Service Quality**

This study examines the stages involved in implementing strategies or processes for the provision of academic services at educational institutions. It investigates the identification results of institutions that have already implemented a range of services for students, including student services, administrative services, scholarships, health services, financial services, infrastructure, talent interest reasoning services, academic services, guidance and counselling. These services are periodically monitored to assess their implementation and measure the level of satisfaction among students. This is achieved through the administration of questionnaires on a semester basis. The concept of satisfaction refers to the state of contentment or fulfilment experienced by an individual in

The form of socialization and access to the availability of academic service formats, that the information can be accessed easily through various digital and non-digital media. In relation to how the principles and characteristics of service quality can be implemented properly by service staff, the institution emphasizes service staff to provide excellent service according to student needs, conducts surveys related to the level of satisfaction with service quality so that it can continue to be improved, and completes various documents related to policies that must be understood by each service staff in an effort to support service quality. Internalization of understanding of the quality assurance system for each person in each work unit of the institution has not been optimally carried out by Faculty quality assurance. 03/PI-M/W18 states:

*"Internalization of understanding the quality assurance system for every person in each work unit to improve the quality of academic services has not been implemented optimally"*

However, Faculty quality assurance seeks to realize it in various activities such as meetings attended by the academic community, the distribution of quality document books in each study program, and the involvement of Faculty senate approval. 03/PI-M/W13:

*"Through socialization meetings and other meetings attended by the community, distribution of quality document books in each study program that has been approved by the Faculty Senate".*

The results of the analysis show that communication has not been well established regarding the implementation of quality assurance, this is due to limited time constraints for meetings and the socialization process with the leadership. 03/PI-M/W15 states:

*"Internalization of understanding the quality assurance system for every person in each work unit to improve the quality of academic services has not been implemented optimally"*

However, Faculty quality assurance seeks to realize it in various activities such as meetings attended by the academic community, through the distribution of quality document books in each study program, and the involvement of Faculty senate approval. 03/PI-M/W13:

*"Through socialization meetings and other meetings attended by the community, distribution of quality document books in each study program that has been approved by the Faculty Senate".*

The results of the analysis show that communication has not been well established regarding the implementation of quality assurance, this is due to limited time constraints for meetings and the socialization process with the leadership. 03/PI-M/W15 states:

*"Communication is currently not well established regarding the implementation of quality assurance, due to limited meetings and socialization with leaders"*

Alocative actions of institutions related to infrastructure, and financing to support the academic service process, the identification results found, that institutions (Universities and Faculties) have provided support for academic service information systems by providing internet access facilities to support the learning process and services in every room, free wifi and quotas for students. This is done as a form of manifestation that the information system provided can affect technological developments in institutions. 01/IY-P1/W17:

*"The university and faculty have provided support for the academic service information system by facilitating internet, free wifi, and quotas for students"*

The results of observations of several other academic service supporting infrastructure are the availability of student practicum laboratories and library rooms. The institution also continues to provide and improve infrastructure in accordance with student needs and ensure its availability. Learning support infrastructure, including practicum learning for students currently owned by the Faculty of Health Sciences, University of Muhammadiyah Tangerang, totaling eight laboratories, with a ratio of the number of equipment to the number of students is 1: 5.

The form of cost allocation and budget realization of the institution related to the welfare and development of its academic service staff. According to the analysis, the institution has an allocation of costs for staff welfare in the form of employee pension insurance, in collaboration with Takaful in 2013. Although the benefits have not been fully felt by all employees, and the financing has ended in 2018. This has received little reaction from some employees, regarding its sustainability, but as far as in-depth observations and observations, researchers get the answer, that, one of the reasons for not extending the employee welfare facilities above, is that the leadership structure has changed, thus affecting the policies and funding allocations made new by the successor leadership structure. This policy should continue to be carried out, considering that employees really want to have financial savings or funds that can later be utilized, before retiring.

In some cases, institutions need to maximize their achievement, through strategies and policies formulated, will be implemented and implemented in the form of program initiatives. This program is a short-term work plan aimed at carrying out the organization's long-term plan. So that if the plan prepared has been aligned with the organization's strategy and work program, then the allocation of these resources will be more effective and focused. (Salusu, 2015) because in fact, implementation is a set of activities carried out following a decision. Implementation is essentially the implementation or application of planning from the strategies that have been chosen for planning. This process becomes important as a manifestation in translating strategic planning into programs and policies that certainly lead to achieving organizational goals effectively and efficiently. This is also a form of anticipation of some problems that may occur when implementing a strategy. Alexander (1991) said, the problem that most often arises is that the implementation period turns out to be longer than planned because of the emergence of many new problems that are not anticipated, not predicted in advance. Meanwhile, during the implementation activity process, coordination does not run effectively, moreover many employees do not have adequate skills, and focus on the results of external SWOT analysis which results in organizational activities sometimes affected and uncontrolled, so that the results obtained are not in accordance with what is expected.

### 3.2.4 Performance Measurement Evaluation

Researchers identify the assessment system standards used, the availability of evaluation tools used by institutions, and regulative actions for follow-up plans for evaluation results. Standard evaluation system or assessment of the quality of academic service staff performance although specifically no assessment has been carried out, but overall employee performance has used an integrated application from the University (KKP) Employee Performance Contract, where every performance activity carried out is reported (uploaded) through the Markers application (Online Data Assessment and Information System).

Evidence of the results of monitoring and evaluation as well as follow-up plans for the results of monitoring and evaluation is reported and documented in the form of Faculty performance reports, which are submitted at management review meetings, but evidence of regulative and allocative actions on the results of special monitoring and evaluation of academic service staff has not been implemented and has not been well documented. Assessment system To measure the level of service satisfaction received by students, institutions use standard formats / instruments that are distributed on-line based on the Googleform application. However, this activity is only carried out during the accreditation process.

The involvement of Faculty quality assurance in evidence of the monitoring and evaluation process of the quality of academic service staff was carried out, the results of the analysis were found not to be well documented. 03/PI-M/W23:

*"Undocumented"*

Evidence of regulative and allocative actions on follow-up plans on the results of monitoring and evaluating the quality of academic service staff has also not been implemented and documentation does not yet exist, and supervision has not been optimally implemented, related to the interruption of communication and coordination with Faculty leaders. 03/PI-M/W16:

*"It has not been optimally implemented due to the disconnection of communication and coordination with faculty leaders"*

Based on research findings, institutions need feedback related to the results of measuring, evaluating and controlling the performance of their employees, because the quality of higher education is largely determined by the quality of human resource performance, especially by the quality of academic staff. Administrative services, carried out on students and academic staff, are determined by the quality of administrative staff employees in carrying out their duties (Gaffar, 2021). Because, as (Al-Dulaimi, 2016) said, the quality of the service process provided, is a determining factor for higher

education, growth, success, and sustainability, and becomes a strategic, effective, and comprehensive factor, integrated in university management.

It is imperative for all employees to possess a strong inclination towards service development, owing to the necessity of expanding services in tandem with the presence of sufficient resources. There is a pressing need to undertake a concerted endeavour aimed at altering policies, methods, and priorities pertaining to customers. Aligned with the fundamental principles of strategic management is the process of progressing from initiation to culmination, culminating in the realisation of decisions made and approved. This entails assessing the extent to which the outcomes align with the predetermined objectives and whether they sufficiently meet customer satisfaction. In essence, the objective is for an organisation to effectively deliver high-quality services to community groups within its designated service area. According to Salusu (2015), the strategic management group may engage consultants or external parties as part of their role as strategic decision makers in order to obtain additional input and information during the decision-making process.

#### 4 CONCLUSION

The findings of research conducted at the Faculty of Health Sciences, University of Muhammadiyah Tangerang, that the institution has been managed effectively, that is, the institution has been able to condition its ability to plan programmed activities in accordance with predetermined objectives, organizational structure charts are available, and the direction of development of the institution is planned and documented in the development master plan, strategic plan and operational plan, but has not been able to reach the stage Efficient, that is, the institution in an effort to achieve the goals it has planned still requires a short time, sufficient costs as needed, improvement and development of competence of its human resources, of adequate facilities and infrastructure, digging, utilizing, and developing various sources of funds based on local wisdom, leadership support and loyalty of the entire academic community so that management functions can run well, as well as support from various parties, especially the University.

**Acknowledgments:** The researcher expressed his gratitude to the Education Fund Management Institution for the Indonesian-Domestic Lecturer Excellence Scholarship Program, the Ministry of Finance of the Republic of Indonesia, and the Faculty of Health Sciences, University of Muhammadiyah Tangerang.

#### REFERENCES

- Adam, A. I. A. (2019). *Service Quality Measurement In Higher Education: The Case of Sudan University of Science and Technology*. *Journal of Total Quality Management*, 16(2), 1– 14.
- Al-Dulaimi, Z. Y. S. (2016). *Education, Educational Services and their Quality*. *Journal of Marketing Management*, 4(1), 58–66. <http://doi.org/10.15640/jmm.v4n1a6>
- Almeyali, N. M., & Al Mousawi, A. (2021). *Service Quality Assessment of Higher Education by Gray Approach (The Case of Kerbala University)*. *Medico Legal Update*, 21(1), 664– 673. <https://www.researchgate.net/publication/348633790>
- Amin, S. (2017). *Strategi Peningkatan Kualitas Pelayanan Akademik pada Perguruan Tinggi*. *Madaniyah*, 7(2), 222–236.
- Azam, A. (2018). *Service Quality Dimensions and Students' Satisfaction: A study of Saudi Arabian Private Higher Education Institutions*. *European Online Journal of Natural and Social Sciences*, 7(2), pp-275. <http://www.europian-sciences.com>
- Aziz, S. (2016). *Manajemen Mutu Perguruan Tinggi-Koreksi dan Implementasi* (1st ed.). Gava Media.
- Chui, T. B., & bin Ahmad, M. S. (2016). *Evaluation of Service Quality of Private Higher Education using Service Improvement Matrix*. *Procedia-Social and Behavioral Sciences*, 224, 132–140. <https://doi.org/doi:10.1016/j.sbspro.2016.05.417>
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and Conducting Mixed Methods Research*. Sage publications.
- Depken, C., Chiseni, C., & Ita, E. (2019). *Returns to Education in South Africa: Evidence from the National Income Dynamics Study*. *Zagreb International Review of Economics & Business*, 22(1), 1–12. <https://doi.org/10.2478/zireb-2019-0009>

- Donnelly, R. M. (1984). *Guidebook to Planning: Strategik Planning and Budgeting Basic for the Growing Firm*. Van Nostrand.
- Fred. R. David. (1989). *Strategik Management*. Merrill Publishing Company.
- Gaffar, M.F. (2021) *Manajemen Pendidikan Indonesia (Dinamika dalam Menangkap Peluang pada Era Perubahan Global)*. UPI Perss. Cet. 1. ISBN. 978-623-6988-72-5
- Greiner, K., & Westbrook, T. (2002). *Academic Service Quality and Instructional Quality. Journal of The First-Year Experience & Students in Transition*, 14(2), 7–30.
- Gul, S., Jan, S., & Shah, F. A. (2019). *The impact of Service Quality on Students Satisfaction in Higher Education Institutes of Khyber Pakhtunkhwa. Review of Economics and Development Studies*, 5(1), 217–224. <https://doi.org/10.26710/reads.v5i1.536>
- Gupta, P., & Kaushik, N. (2018). *Dimensions of Service Quality in Higher Education—Critical Review (Students' Perspective)*. *International Journal of Educational Management*, 32(4), 580–605. <https://doi.org/10.1108/IJEM-03-2017-0056>
- H. Mintzberg, . and B. Ahlstrand. (1998). *Strategy Safari: a Guided Tour through the Wilds of Strategic Management*. Prentice Hall.
- Jame W. Taylor. (1985). *Strategic Planning for the Successful Business*. Modern Business Report.
- L. D. Alexander. (1991). *Successfully Implementing Strategic Decisions. "Turning Strategy into Action"*. Pergamon Press.
- Leonnard, L. (2018). *The Performance of SERVQUAL to Measure Service Quality in Private University. Journal on Efficiency and Responsibility in Education and Science*, 11(1), 16–21. <https://doi.org/10.7160/eriesj.2018.110103>
- Mastoi, A. G., Xin Hai, L., & Saengkrod, W. (2019). *Higher Education Service Quality Based on Students' Satisfaction in Pakistan. European Scientific Journal*, 15(11), 32–62. <https://doi.org/10.19044/esj.2019.v15n11p32>
- Mercer, J. L. (1991). *Strategic Planning for Public Managers*. Quorum Books.
- Nurmahdi, A. (2019). *Customer Satisfaction Index for Transport Services. International Journal of Economics and Business Administration*, 7(1), 192–199. [https://www.um.edu.my/library/oar/bitstream/123456789/43961/1/Customer Satisfaction Index for Transport Services.pdf](https://www.um.edu.my/library/oar/bitstream/123456789/43961/1/Customer%20Satisfaction%20Index%20for%20Transport%20Services.pdf)
- Permana, A., Aima, M. H., Ariyanto, E., & Nurmahdi, A. (2020). *The Effect Of Academic Service Quality On Satisfaction And Loyalty Of Students University. Jurnal ECODEMICA*, 4(2), 230–241. <http://ejournal.bsi.ac.id/ejurnal/index.php/ecodemica>
- Parakhina, V., Godina, O., Boris, O., & Ushvitsky, L. (2017). *Strategic Management in Universities as a Factor of their Global Competitiveness. International Journal of Educational Management*, 31(1), 62–75. <https://doi.org/10.1108/IJEM-03-2016-0053>
- Rothmann, S., & Essenko, N. (2007). *Job Characteristics, Optimism, Burnout, and ill Health of Support Staff in a Higher Education Institution in South Africa. South African Journal of Psychology*, 37(1), 135–152.
- Salusu, J. (2015). *Pengambilan Keputusan Stratejik* (A. A. Nusantara (ed.); 10th ed.). Gramedia Widiasarana Indonesia.
- Santiago, P., Tremblay, K., Basri, E., & Arnal, E. (2008). *Tertiary Education for the Knowledge Society*. Volume 1. Special Features. *Governance, Funding, Quality, OECD, Paris*, 1, 262
- Sugiyono, P. (2011). *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta, Bandung.
- Veršić, I. I. (2018). *Organisational Decision-Making and Academic Institutions. Zagreb International Review of Economics and Business*, 21(1), 37–46.
- Vykydal, D., Folta, M., & Nenadál, J. (2020). *A Study of Quality Assessment in Higher Education within the Context of Sustainable Development: A Case Study from Czech Republic. Sustainability*, 12(11), 4769. <https://doi.org/10.3390/su12114769>