

Continuous Improvement : Vision, Implementation and Strategy of Permendikbudristek Number 53 of 2023 concerning Quality Assurance of Higher Education Towards Graduate Competency Standards at Universitas Negeri Semarang

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ARTICLE INFO	ABSTRACT
<p>Keywords: Continuous Improvement, Permendikbudristek Number 53 of 2023, Graduation Competence, UNNES.</p>	<p><i>Previous studies have often focused on meeting the standards set by the government, such as national standards for higher education. However, many of these studies do not present challenges in implementing these policies effectively. Therefore, this study emerged to fill the void of space with a continuous improvement approach. Taking a case study at Semarang State University (UNNES), this study will aim to test the alignment of UNNES recotr regulations on UNNES education standards in 2023, with Permendikbudristek Number 53 of 2023. Using qualitative research methods, this study found that UNNES is adapting itself to the new requirements set by national regulations. Not only that, UNNES is seen to partially answer the challenges that arise with a continuous improvement pattern. As a result, the vision, mission, and strategy of UNNES are in general line with Permendikbudristek Number 53 of 2023. The new findings from this study emphasize the importance of UNNES or other universities to continue to improve their educational process with a continuous improvement approach. The goal is that the national standards that have been set can be implemented in detail in order to achieve Indonesia's educational goals.</i></p>

INTRODUCTION

Quality assurance of higher education has become a topic that has been widely discussed and researched by various parties. Academics, education practitioners, and the government have paid great attention to this issue. Many studies focus on meeting standards set by governments, such as national standards for higher education. However, in reality, many universities still face challenges in implementing these policies effectively. Several studies show that there is a gap between the policies formulated and the implementation in the field. The indication of the cause is the competency standards of graduates, which are related to resource limitations, resistance to change and lack of understanding of policies. Currently, these indications are often found in the realm of policies that move towards autonomy. One of the policy manifestations moving in the autonomous realm is the policy of the minister of education, culture, research, and technology (permendikbudristek) Number 53 of 2023 concerning quality assurance of higher education. (Arifudin, 2019; Rifa'i, 2019; Alawiyah, 2011; Bancin, 2019) (Mataputun, 2020, p. 223) (Wu & He, 2018; Terrén, 2002)

In chapter 1, article 2 paragraph 2 in Permendikbudrsitek Number 53 of 2023 it is written that "higher education standards set by universities". This narrative explains explicitly that universities are given certain authority to determine their respective educational standards. Thus, the Permendikbudristek also provides opportunities for universities to be able to develop standards that are tailored to the competency needs of

graduates, as stated in chapter 1 articles 5 and 6. For example, Semarang State University (UNNES) has just been designated as one of the Legal Entity State Higher Education (PTN-BH) in government regulation no. 36 of 2023. (Kemendikbud, 2023)(Kemendikbud, 2023)

UNNES PTN-BH with a new vision of "Becoming a World Reputable University and a Pioneer of Educational Excellence with a Conservation Perspective" has partially represented Permendikbudristek Number 53 of 2023. Not only that, UNNES seems to be responsive to Permendikbudristek No. 53 of 2023, namely by issuing an *update* to the draft UNNES rector regulation regarding higher education standards at Semarang State University in December 2023. This phenomenon seems to have slightly represented UNNES's concern and responsiveness in responding to Permendikbudristek Number 53 of 2023. However, it cannot be interpreted that the vision and regulations of the UNNES rector regarding UNNES higher education standards have represented the alignment of the objectives, implications and strategies of Permendikbudristek Number 53 of 2023.

Responding to this, this study formulates the question, namely "whether the vision and draft of the UNNES rector's regulation regarding UNNES higher education standards have represented the alignment of the vision, implications and strategies of Permendikbudristek Number 53 of 2023". The purpose of this study is to test the alignment of the vision, implementation and strategy of the "vision and draft regulation of the UNNES rector regarding UNNES higher education standards with Permendikbudristek Number 53 of 2023". Thus, the results of this research are expected to make practical and theoretical contributions to the development of higher education policies in general or specifically (UNNES).

Theoretically, the literature on the successful implementation of higher education quality assurance policies is highly dependent on various factors. These factors include institutional leadership, organizational culture, and the involvement of all stakeholders. Previous studies by Stensaker (2008) emphasized the importance of a sustainable and participatory approach in the implementation of quality policies. Reflecting on this literature argument, the success of the alignment of the vision, implementation, and strategy of Permendikbudristek Number 53 of 2023 between UNNES will be largely determined by the effectiveness of leadership, organizational culture, and the participation of all stakeholders.

This study was written using a qualitative method supported by quantitative analysis with a case study model. The theory used is the theory of education quality assurance by Deming (1986) which emphasizes the principle of continuous improvement (*continuous improvement*) and the involvement of all elements of the organization in the quality assurance process. The direction is to find more effective ways to implement higher education quality assurance policies at Semarang State University. With this approach, it is hoped that the results of the study can provide applicable and relevant recommendations. Thus the title of this study is " (Arnold & Marchese, 2011; Sosik & Dionne, 1997)*Continuous Improvement: Vision, Implications and Strategies of Permendikbudristek Number 53 of 2023 concerning Quality Assurance of Higher Education against Graduate Competency Standards at Semarang State University*".

METHOD

This study uses a qualitative research method with a case study approach. The main focus of the research is to analyze the alignment of the vision, implementation, and strategies taken by the State University of Semarang (UNNES) with Permendikbudristek Number 53 of 2023 concerning Higher Education Quality Assurance. Data collection was carried out through documentation, in-depth interviews, and observations. Official documents such as the Permendikbudristek, draft UNNES rector regulations, and other related documents will be analyzed to understand the content of the policy and its implementation at UNNES. In addition, in-depth interviews will be conducted with stakeholders at UNNES, including the rector, deans, heads of study programs, and administrative staff. This interview aims to gather information about their perception of the implementation of quality assurance policies and the challenges faced. Direct observation at UNNES will also be carried out to see the policy applied in daily practice. The interaction between the various elements of the organization will be the focus of this observation. (Schwarzkopf, 2024; Gooyabadi, GorjianKhanzad, & Lee, 2024)

Data analysis is carried out through several stages. First, interview documents and transcripts will be analyzed using content analysis methods to identify emerging themes and patterns. This will help understand the alignment between the policies adopted by UNNES and Permendikbudristek Number 53 of 2023. In addition, data obtained from interviews and observations will be analyzed thematically to identify key issues related to the implementation of quality assurance policies.

To ensure the validity and reliability of the data, this study will use the data triangulation technique, *member*

checking and audit trail (Yacob, Ali, & Au-Yong, 2022; Wang, Hu, & Duan, 2024). Data triangulation is carried out using various data sources to ensure consistency and reliability of findings. *Member checking* It is done by asking the informants to verify the interview transcripts and preliminary findings to ensure accuracy and correct interpretation. While *audit trail* It is used to document all research steps in detail so that the research is transparent and repeatable.

Furthermore, the study is systematically arranged using a predetermined analytical framework. The study will include an introduction, research methods, analysis results, discussion, and conclusions. Thus, the hope of this study is to provide in-depth insight into the implementation of Permendikbudristek Number 53 of 2023 at UNNES and provide applicable and relevant recommendations for the development of higher education policies.

RESULTS AND DISCUSSION

This study directs attention to the implementation of higher education quality assurance policies at UNNES, focusing on the alignment of the institution's vision, the goals to be achieved, the impacts faced, and the strategies implemented. UNNES has set its vision as a World Reputable University and a Pioneer of Conservation-Minded Educational Excellence, but challenges such as limited resources and resistance to change are significant barriers. The purpose of the UNNES Rector's draft regulation on higher education standards is to improve the quality of graduates in accordance with national standards, which need to be evaluated in the context of daily implementation. Strategic analysis and theory of education quality assurance, including the principle of *continuous improvement*, are the basis for evaluating and recommending practical measures for UNNES and other educational institutions in Indonesia.

Alignment of the Substance of UNNES Education Standards and Permendikbudristek

Alignment of UNNES Vision Content: To Become a World Reputable University and a Pioneer of Educational Excellence with a Conservation Perspective.

UNNES' vision as a World Reputable University and a Pioneer of Conservation-Minded Educational Excellence reflects a strong commitment to improving the quality of education and preserving cultural and environmental values. This vision puts UNNES in a proactive role to face global and local challenges in education.

This vision analysis indicates that UNNES is not only oriented towards academic excellence, but also integrates conservation values that are important for environmental sustainability and the social life of the surrounding community. With a focus on educational excellence, UNNES aims to create graduates who not only have high academic competence, but also care about environmental and cultural preservation. However, the challenge in realizing this vision includes integrating conservation values into the curriculum and campus life as a whole. Collaborative efforts are needed between faculty, students, and external stakeholders to encourage the effective implementation of this vision. In addition, the sustainability of this vision is also determined by UNNES's ability to overcome impacts such as resource constraints and resistance to changes in existing educational structures.

Overall, UNNES' vision as a World Reputable University and a Pioneer of Educational Excellence with a Conservation Perspective is not only a strategic direction, but also a challenge that must be faced with the implementation of concrete and sustainable policies. In the context of quality assurance of higher education, the conformity of this vision with national policy objectives such as Permendikbudristek Number 53 of 2023 is important to be evaluated in depth. The alignment of UNNES's vision with the goals of Permendikbudristek Number 53 of 2023 concerning quality assurance of higher education can be seen from five contents.

First, Context (Reference to UNNES Vision). UNNES' vision sets a commitment to become a World Reputable University that not only excels in education, but also becomes a pioneer in the brilliance of education with a conservation perspective. It reflects the institution's goal to not only meet national higher education standards, but also integrate the values of sustainability and environmental preservation into all aspects of educational activities. *Second, Message* (Articulation of Vision in the Context of Permendikbudristek). In Permendikbudristek Number 53 of 2023, the goal of quality assurance of higher education includes improving the quality of graduates in accordance with national standards. UNNES's vision that emphasizes excellence and conservation is in line with this goal, as it prioritizes the development of graduates who not only have academic competence, but also sensitivity to the environment and sustainability.

Third Code (How UNNES Vision Supports the Goals of Permendikbudristek). UNNES's vision of excellence and conservation contributes to creating a learning environment that supports the implementation of better higher education standards. The integration of conservation values in the curriculum and campus activities is a

means to produce graduates who are responsive to global and local challenges in the context of sustainability. *Four Channels* (Implementation and Execution). To maintain alignment with the Minister of Education and Culture, UNNES needs to integrate this vision in academic policies, research, and community service. This involves developing a curriculum relevant to the needs of the sustainable job market, as well as building partnerships with industry and communities to encourage sustainable practices. *Five Contextualization* (Relevance in National and Global Contexts)

UNNES's globally oriented and conservation-minded vision not only supports the national goal of improving the quality of higher education, but also puts the institution in a relevant position in the face of global demands for sustainability and innovation. Thus, the alignment of this vision with the Permendikbudristek provides a strong foundation for the sustainable transformation of higher education at UNNES

Alignment of the Substance of Permendikbudristek Number 53 of 2023 and UNNES Education Standards 2023

The UNNES education standards document includes the vision, mission, and operational standards to achieve educational excellence at the university. UNNES' vision to become a World Reputable University with a focus on environmental conservation is reflected in several articles in the final draft of the UNNES rector's regulation on educational standards. In Permendikbudristek Number 53 of 2023, which sets national standards for quality assurance of higher education in Indonesia, there are common goals with UNNES standards, namely improving the quality of graduates and the relevance of higher education to national and global needs.

In article 1 of the UNNES education standard document, it is stated that the main goal of education at UNNES is to produce graduates who are of high quality, have global competitiveness, and are committed to environmental conservation. This is in line with article 2 in Permendikbudristek Number 53 of 2023 which stipulates national higher education standards that must be met by all higher education institutions in Indonesia. These two articles emphasize the importance of graduate quality and competitiveness at the global level. Article 3 of the UNNES document explains the university's mission in developing conservation and sustainability-based education, as well as creating an academic environment that supports research and innovation. This has similarities with article 6 in Permendikbudristek Number 53 of 2023 which regulates the obligation of higher education institutions to develop and implement a curriculum that is in accordance with the needs of industry and society. These two articles demonstrate a commitment to developing relevant curricula and supporting sustainability.

Article 5 of the UNNES document regulates the competency standards of graduates that must be achieved, including academic ability, practical skills, and environmental awareness. This is closely related to article 8 in Permendikbudristek Number 53 of 2023 which states the importance of stakeholder involvement in the quality assurance process, including students, teaching staff, and industry partners. These two articles emphasize the importance of graduate competence and the participation of all elements in achieving education quality standards. Article 7 of the UNNES document outlines an education implementation strategy that focuses on international collaboration, sustainable curriculum development, and capacity building of teaching staff. This is similar to article 4 in Permendikbudristek Number 53 of 2023 which regulates the internal quality assurance mechanism that must be carried out by each university, including periodic internal evaluations and audits. These two articles emphasize the importance of a strong internal mechanism to maintain and improve the quality of higher education.

As such, these two documents support each other in efforts to improve the quality of higher education in Indonesia, with UNNES focusing on the vision and mission of conservation and sustainability, while the Permendikbudristek provides a national framework that must be followed. The implementation of educational standards at UNNES that focus on environmental conservation is a strategic step to ensure that their graduates not only meet national standards but also have a competitive advantage at the global level.

Message

The final draft of the UNNES rector's regulations sets standards that support the vision and mission of UNNES, which focuses on becoming a World Reputable University and a pioneer of educational excellence with a conservation perspective. In this context, the standards set by UNNES not only meet academic needs but also prioritize the principles of conservation and sustainability as an integral part of the curriculum. This is reflected in various articles that regulate the preparation of the curriculum, the implementation of education, and the strategy for developing graduate competencies that are relevant to global environmental challenges.

Permendikbudristek Number 53 of 2023 emphasizes the importance of improving the quality of graduates and the relevance of higher education to national and global needs. In this case, the education standards set by UNNES are in line with the goals of the Permendikbudristek, especially in the articles that regulate the quality

assurance of higher education. For example, the article regulating the preparation of the curriculum at UNNES includes conservation and sustainability components, which is also emphasized in the Permendikbudristek to ensure that graduates have the necessary competencies to face global challenges. In addition, the final draft of the UNNES rector's regulation also regulates the implementation of research-based education and innovation, which is one of the strategies to achieve the vision of UNNES. These articles emphasize the importance of international collaboration and the development of curricula that are adaptive to environmental changes. This principle is in line with the Permendikbudristek which emphasizes the importance of a curriculum that is relevant and responsive to the needs of industry and society.

Thus, the message conveyed through the UNNES education standards is a commitment to integrate the principles of conservation and sustainability in every aspect of education. This not only supports the vision and mission of UNNES but also ensures alignment with national goals regulated in Permendikbudristek Number 53 of 2023. This implementation is a strategic step to prepare graduates who are not only academically competent but also ready to face global challenges related to sustainability and conservation.

Code

The final draft of the UNNES rector's regulation sets operational standards that support the university's vision and mission through the implementation of a conservation-based and sustainability-based curriculum. Article 1 in this document states that the purpose of education at UNNES is to produce high-quality graduates with global competitiveness, which is in accordance with article 2 in Permendikbudristek Number 53 of 2023 which establishes national standards for quality assurance of higher education. Article 3 in the UNNES document explains the university's mission to develop conservation-based and sustainability-based education, in line with article 6 in the Permendikbudristek which emphasizes the importance of the relevance of higher education to the needs of industry and society.

The operational standards in the final draft also include training and development for teaching staff to comply with national standards. Article 5 of the UNNES education standard document regulates the competencies of graduates, including academic ability, practical skills, and environmental awareness. This is related to article 8 in the Permendikbudristek which states the importance of stakeholder involvement in the quality assurance process. The implementation of training and development of teaching staff at UNNES demonstrates the university's efforts in meeting national standards and improving the quality of education. Alignment with the Permendikbudristek can be seen in the fulfillment of higher education quality assurance standards through a relevant and quality curriculum. Article 7 of the UNNES document outlines an education implementation strategy that focuses on international collaboration and sustainable curriculum development, reflecting article 4 in the Permendikbudristek which regulates internal quality assurance mechanisms. With these standards, UNNES ensures that the curriculum implemented not only meets national needs but is also relevant to global demands.

By adopting operational standards that support conservation and sustainability, the final draft of the UNNES rector's regulation also aims to produce graduates who are competent and ready to face global challenges. The articulation of UNNES' vision and mission in this operational standard shows the university's efforts to not only comply with the national standards set by the Permendikbudristek but also to exceed them by providing education oriented towards sustainability and global competitiveness.

Canal

The implementation of the final draft of the UNNES rector regulation is carried out through a curriculum revision that includes conservation and sustainability values. Article 1 in the UNNES document states the goals of education that include environmental conservation, in accordance with article 2 in Permendikbudristek Number 53 of 2023 which sets national standards for quality assurance of higher education. This curriculum revision ensures that UNNES graduates not only have academic competence but also awareness of the importance of environmental conservation. In addition, the development of training programs for teaching staff is an integral part of the implementation of the final draft. Article 5 in the UNNES document regulates the competence of graduates, while article 8 in the Permendikbudristek emphasizes the importance of stakeholder involvement in quality assurance. With this training program, UNNES strives to improve the quality of teaching, which directly contributes to improving the quality of higher education.

The alignment with the Permendikbudristek can be seen in UNNES' commitment to support the improvement of the quality of higher education through the implementation of relevant curriculum and training programs for teaching staff. Article 7 of the UNNES document, which includes an education implementation strategy focusing on international collaboration and sustainable curriculum development, reflects article 4 in the

Permendikbudristek which regulates internal quality assurance mechanisms. This implementation shows how UNNES strives to comply with and exceed the national standards set by the Permendikbudristek.

Focusing on sustainability and high quality of graduates, UNNES ensures that the implementation of the final draft of the rector's regulation not only supports the goals of Permendikbudristek Number 53 of 2023 but also strengthens its position as a world-renowned university. The proper execution of the revised curriculum and training program for teaching staff is a concrete step for UNNES in achieving its vision and mission while meeting the quality assurance standards of higher education set by the government.

Contextualization: Relevance in National and Global Contexts

The final draft of the UNNES rector's regulation significantly helped the university meet national standards for quality assurance of higher education. The articles in this document have been designed to be in line with Permendikbudristek Number 53 of 2023, which sets national standards in improving the quality of graduates and the relevance of higher education to national and global needs. The implementation of a conservation and sustainability-based curriculum, as stipulated in articles 1 and 3 of the UNNES document, demonstrates the university's seriousness in meeting and exceeding these national standards.

In addition, this final draft also contributes to improving the quality of higher education in Indonesia. By establishing competency standards that include environmental awareness and stakeholder engagement, UNNES not only complies with but also raises national higher education standards. Articles 5 and 7 of the UNNES document show a commitment to continue to improve and develop a curriculum that is relevant to national needs, supporting the goals of the Permendikbudristek.

In a global context, UNNES's vision of focusing on conservation and sustainability puts this institution in a very relevant position. Articles in the UNNES document that emphasize continuing education and international collaboration, as stipulated in articles 3 and 7, strengthen UNNES' reputation as a university committed to global sustainability. This is in line with the global trend in higher education that increasingly emphasizes the importance of sustainability and conservation.

This global relevance also enhances UNNES' reputation as a university committed to continuing education. With educational standards that not only meet but also exceed national standards, UNNES shows the world that they are serious in their efforts to become a world-renowned university. Through the articles in the final draft of the rector's regulations that focus on sustainability and quality, UNNES ensures that they not only educate students to be academically competent but also to become environmentally conscious and globally responsible future leaders.

Rational Choice: Evaluation of Alignment and Strategic Decisions

The evaluation of the final draft of the UNNES rector's regulation shows that this is a rational choice to achieve the vision of the institution and meet national standards. The articles in this document, as stipulated in articles 1, 3, and 5, reflect UNNES' commitment to embed conservation and sustainability principles in their curriculum, in line with the national and global goals set by Permendikbudristek Number 53 of 2023. This strategic decision ensures that UNNES not only adheres to national standards but also strives to exceed those expectations by providing relevant, high-quality education.

The strategic decision to prepare the final draft of the rector's regulation is based on the need to improve the quality of higher education and its global relevance. By adopting a sustainable and conservation-oriented approach, UNNES demonstrates its seriousness in facing global and local challenges. Article 7 of the UNNES document outlines an implementation strategy that includes international collaboration and sustainable curriculum development, which strengthens UNNES' position in meeting the national standards set out in articles 6 and 8 of the Permendikbudristek.

An evaluation of the alignment between the final draft of the UNNES rector regulation and Permendikbudristek Number 53 of 2023 shows that this strategic decision is not only appropriate but also visionary. With a focus on improving the quality of graduates and the relevance of education to the needs of industry and society, UNNES ensures that they can compete at the national and global levels. Article 4 of the UNNES document, which emphasizes the importance of stakeholder involvement in the quality assurance process, is in line with article 8 of the Permendikbudristek, shows that UNNES understands and applies comprehensive quality assurance principles.

Overall, the strategic decision taken by UNNES in drafting the final draft of the rector's regulation is a wise and necessary step to ensure that their vision of becoming a world-renowned university can be achieved. Through this rational choice analysis, it is clear that UNNES has carefully considered national and global needs in

formulating educational standards that not only comply with but also strengthen the goals of Permendikbudristek Number 53 of 2023.

Continuous improvement in UNNES Graduate Competency Standards

Plan-Do-Check-Act UNNES

UNNES implements the PDCA (*Plan-Do-Check-Act*) Cycle as a systematic approach to continuously improve and improve the higher education process and quality assurance. The first stage of this cycle is *Plan*. At this stage, UNNES sets specific goals related to improving the quality of education and graduate competency standards. They conduct an in-depth evaluation of existing conditions, identify problems that need to be addressed, and formulate a comprehensive action plan. For example, they may adopt new curricula that are more relevant to the needs of industry or society, as well as develop innovative learning programs to improve the quality of teaching. After the planning is complete, the next step is *Implementation (Do)*. UNNES actively implements the action plan that has been prepared. This includes the implementation of a new curriculum, training of lecturers in new teaching methods, and improving educational infrastructure. This implementation is carried out by paying attention to practical aspects such as adequate resource allocation and efficient scheduling to ensure a smooth learning process.

After the implementation stage, UNNES conducts an *Inspection (Check)* on the results of the steps that have been implemented. They collected data related to student learning outcomes, stakeholder satisfaction levels, and the achievement of education quality goals. An in-depth analysis is carried out on this data to evaluate the effectiveness of the measures that have been taken. UNNES identifies successes as well as areas that still need further improvement or development. The last stage of the PDCA cycle is *Corrective Action (Act)*. Based on the results of the evaluation, UNNES took appropriate corrective action. They develop a continuous improvement plan and implement strategy modifications based on the findings from the evaluation. For example, they can improve a curriculum that has not reached the expected standards or refine teaching methods based on feedback from students and other stakeholders. UNNES also monitors the implementation of these improvements continuously to ensure the sustainability of improving the quality of education they are doing.

By systematically implementing the PDCA Cycle, UNNES can ensure that they not only meet the requirements of Permendikbudristek No. 53 of 2023, but also continue to improve the quality of higher education and graduate competency standards in a sustainable manner in accordance with the demands of the times and the development of community and industry needs.

Participation of UNNES Elements

UNNES ensures the active participation of every element of the organization in an effort to improve the quality of education and quality assurance. This participation is an integral part of their strategy to ensure that all stakeholders are involved in the continuous improvement process.

Lecturers at UNNES play an important role in the implementation and development of the curriculum. They not only teach but are also involved in the assessment of the existing curriculum and provide input for necessary adjustments. Lecturers may also be involved in the research and development of new, more effective teaching methodologies. Their participation is not only limited to the classroom, but also includes strategic decision-making in academic committees responsible for education policy. The administrative staff at UNNES supports the educational process by managing the day-to-day administration and supporting the implementation of quality policies. They play a role in providing infrastructure that supports academic activities, such as student data management, academic planning, and management of educational facilities. Their participation is important to ensure that the university's operations run smoothly and support the goal of quality improvement.

Students at UNNES also play an active role in the quality assurance process. They provide direct feedback on their learning experience, the quality of teaching, and the support services they receive. Through participation in program evaluations and student satisfaction surveys, UNNES can adjust their educational strategies to meet the needs and expectations of students. In addition, UNNES also encourages the participation of external stakeholders such as industry and the general public. This collaboration with external parties helps UNNES in ensuring the relevance of the curriculum to the needs of the job market and expanding job opportunities for graduates.

By ensuring the active participation of all elements of the organization, UNNES creates an environment that supports a culture of continuous improvement. Collaboration between lecturers, administrative staff, students, and external stakeholders strengthens their commitment to improve the quality of higher education in accordance with the demands of the times.

Implementation of UNNES Graduate Competency Standards

Strategic Langkah in Achieving UNNES Graduate Competencies.

UNNES translates its strategic vision and objectives into concrete operational policies and strategies to ensure effective implementation. One of the main steps is the development and implementation of a conservation and sustainability-based curriculum that is reflected in various study programs. This curriculum includes courses designed to increase environmental awareness and sustainable skills, in accordance with articles 1 and 3 in the final draft of the UNNES rector regulation, as well as articles 6 and 8 in Permendikbudristek Number 53 of 2023. This policy ensures that education at UNNES is not only relevant locally but also globally.

To support the implementation of this curriculum, UNNES also invests in training and developing teaching staff. The training includes innovative and sustainable teaching methods, which aim to equip lecturers with the necessary skills to teach these concepts effectively. This is in accordance with article 7 of the UNNES document which emphasizes the importance of continuous training for teaching staff, as well as article 9 of the Permendikbudristek which underlines the importance of professional development for educators. With proper training, it is hoped that teaching staff can integrate conservation principles in every aspect of their teaching. UNNES also develops facilities and infrastructure that support their vision and mission. The UNNES campus is designed to support conservation and sustainability practices, with the application of environmentally friendly technologies and effective waste management. This facility not only provides a supportive learning environment but also reflects UNNES' commitment to conservation principles in daily actions. It also helps to reduce the university's carbon footprint and promote a sustainable lifestyle among students and staff.

Stakeholder engagement is an important aspect of the implementation of this policy. UNNES works closely with various parties, including government, industry, and society, to ensure that their educational programs are relevant and appropriate to real-world needs. This involvement is also reflected in the quality assurance process which involves input from various stakeholders, as stipulated in articles 8 and 9 of the UNNES document and the Minister of Education and Culture. This collaboration allows UNNES to continue to adapt and develop according to the latest needs and trends. To ensure the success of the implementation, UNNES implements a strict monitoring and evaluation system. The system includes periodic assessments of programs and policies, as well as the collection of feedback from students and faculty. The results of this evaluation are used to make continuous improvement, in accordance with the principle of *continuous improvement* outlined in articles 4 and 10 of the UNNES document and Permendikbudristek. With continuous evaluation, UNNES can ensure that high educational standards are maintained and continuously improved.

In general, UNNES has taken significant steps to translate their vision and goals into daily policies and practices. Through the development of relevant curriculum, staff training, facility development, stakeholder involvement, and an effective monitoring system, UNNES is committed to meeting and exceeding the standards set by Permendikbudristek Number 53 of 2023. This implementation shows UNNES' dedication to becoming a world-renowned university and a pioneer of educational excellence with a conservation perspective. With a holistic and sustainable approach, UNNES strives to provide high-quality education that is relevant to local and global challenges.

UNNES Evaluation Commitment to Maintain Alignment between UNNES goals and Permendikbudristek Number 53 of 2023.

UNNES' goal to become a world-renowned university with a focus on conservation and sustainability is very much in line with Permendikbudristek Number 53 of 2023 which emphasizes quality assurance of higher education. UNNES's vision of integrating conservation and sustainability principles reflects the institution's commitment to not only meeting national standards but also contributing to global issues. This is clearly seen in articles 1 and 3 of the UNNES document which affirms the commitment to continuing education, which is in line with articles 6 and 8 of the Permendikbudristek. The final draft of the UNNES chancellor's regulation shows an effort to align the university's vision with national policies. The regulations include operational standards that support UNNES' vision and ensure that every aspect of education at the university adheres to the principles of conservation and sustainability. For example, articles 5 and 7 of the UNNES document regulate the development of curriculum and staff training focusing on continuing education, which is also a major concern in articles 9 and 11 of the Permendikbudristek. This shows the alignment between UNNES's internal policies and the national standards set by the government.

In addition, UNNES policies that emphasize the involvement of stakeholders in the quality assurance process are also in line with the Permendikbudristek. The involvement of various parties, such as the government,

industry, and the community, in the decision-making and evaluation process of higher education at UNNES reflects articles 8 and 9 of the UNNES document and articles 10 and 12 of the Permendikbudristek. This ensures that the educational programs developed by UNNES are relevant and applicable in the real world, while meeting national and global needs. The evaluation carried out by UNNES through a strict monitoring and evaluation system also supports alignment with the Minister of Education and Culture. With periodic assessments and continuous feedback collection, UNNES ensures that high educational standards are maintained and improved in accordance with the principle of continuous improvement. Articles 10 and 12 of the UNNES document that regulate monitoring and evaluation reflect articles 13 and 14 of the Permendikbudristek which emphasizes the importance of continuous assessment in quality assurance of higher education.

Overall, the evaluation of the alignment between the goals of UNNES and Permendikbudristek Number 53 of 2023 shows a strong commitment from UNNES to meet and exceed national standards. By integrating the principles of conservation and sustainability in every aspect of education, as well as involving various stakeholders in the quality assurance process, UNNES strives to provide high-quality education that is relevant to local and global challenges. The implementation of this policy in line with the Permendikbudristek ensures that UNNES not only meets national standards but also contributes to improving the quality of higher education in Indonesia.

Challenges and Recommendations for UNNES Strategy Innovation to Achieve Graduate Competency Standards

Three Main Challenges and Impacts of the UNNES Rector Regulation

Three main challenges of UNNES.

The implementation of graduate competency standards at UNNES faces several significant obstacles that can affect the success of this process. One of the main obstacles is the limitation of resources, especially budget problems. Universities often face challenges in allocating sufficient funds to support the development of new curricula, improve educational infrastructure, or provide the necessary training for lecturers and administrative staff. These limitations may limit UNNES's ability to adapt to the changes needed to meet the established competency standards, resulting in limitations in the necessary innovations and improvements.

Resistance to change is also a significant obstacle in the implementation of graduate competency standards. Lecturers and administrative staff may have a preference for proven teaching methods or work routines and are less motivated to adopt new changes. Changes to a new curriculum or policy are often perceived as an addition to the workload or affect the way they manage their day-to-day tasks. This can create discomfort or tension among faculty members and administrative staff, ultimately slowing down the adaptation process to the new standards that are set.

In addition, the lack of understanding of new policies or policy revisions is also an impact in the implementation of graduate competency standards. Lecturers, administrative staff, and even students may not fully understand the objectives and implications of the policies set by UNNES. Lack of effective communication or adequate training can lead to misunderstandings or inconsistent implementation of the policy. This can hinder the university's efforts to effectively achieve the goals set out in the graduate competency standards.

The Impact of the Three Main Challenges of UNNES

The impacts faced by UNNES, such as limited resources, resistance to change, and lack of understanding of policies, have a significant impact on the effectiveness of the implementation of graduate competency standards policies at this university.

Resource constraints, especially in terms of budget, directly affect UNNES's ability to make the necessary investments in the development of new curricula, the improvement of educational facilities, and the provision of training for academic staff. As a result, innovation is hampered and the development of educational programs relevant to industry or community needs is limited. The desired graduate competency standards may not be optimally achieved because these limitations hinder the university's ability to provide adequate resources.

Resistance to change from lecturers and administrative staff also has a direct impact on the effectiveness of policy implementation. Uncertainty or dissatisfaction with new curriculum changes or policies can hinder the collaboration needed to implement changes effectively. Lecturers and staff who are not motivated to adopt new changes may not allocate enough time and effort to understand or implement well-established competency standards. This reduces the likelihood of success in achieving the goals that have been set.

In addition, a lack of understanding of new policies or policy revisions can also hinder UNNES's ability to

effectively implement graduate competency standards. Misunderstanding or improper interpretation of the objectives or implications of the policy can lead to inconsistent application across different units or departments in the university. This can reduce uniformity and consistency in educational approaches applied across universities.

Overall, the impact of these impacts is to reduce the effectiveness of the implementation of the graduate competency standard policy at UNNES. Universities face the challenge of achieving the expected standards in an optimal manner due to limitations in resources, resistance to changes from within the community, and a lack of a thorough understanding of the policies implemented. To address these negative impacts, UNNES needs to adopt a more strategic and sustainable approach to managing resources, improving communication and education related to new policies, and building strong support from all university stakeholders.

UNNES Rector's Regulation Strategy Recommendations

To overcome the impacts faced in the implementation of graduate competency standards at UNNES, a strategy based on the principle of continuous improvement can be applied with a framework of thinking and a Continuous Improvement approach

Identify the Strategy

In the context of UNNES, the implementation of *continuous improvement* is supported by a framework of thinking that includes several key elements. First, the leader's commitment is very important. Leaders at UNNES not only lead by example but also need to show a strong commitment to improving the quality of education. Their active support of improvement initiatives is key to changing the university's culture towards the acceptance and implementation of the necessary changes.

The active participation of all organizational elements is also an important aspect in the success of *Continuous improvement* at UNNES. Lecturers, administrative staff, and students need to be thoroughly involved in this process. UNNES can facilitate participation by providing a platform for structured feedback, encouraging collaboration between departments, and rewarding innovation in teaching and research. Through this active involvement, universities can ensure that different perspectives and expertise are integrated in continuous improvement efforts.

The use of valid data and evidence is an important basis for decision-making related to improvement. UNNES must collect and analyze data regularly regarding academic performance, student satisfaction, and input from industry or alumni. An in-depth analysis of this data assists universities in identifying trends, measuring the effectiveness of policies, and determining the improvement measures needed to achieve the desired graduate competency standards.

Flexibility and adaptation are also important principles in the Continuous improvement strategy in a dynamic educational environment such as UNNES. Universities must be prepared to respond to rapid changes in external and internal demands and conditions. Improvement strategies must be designed with sufficient flexibility to address new challenges that may arise over time, such as changes in national policies or global education trends.

In the implementation of specific strategies, UNNES can form a dedicated team to manage and facilitate *continuous improvement* initiatives at all levels of the university. This team is responsible for coordinating improvement efforts, monitoring progress, and ensuring implementation consistent with the university's strategic vision and goals. Each unit or department in UNNES also needs to develop a structured and measurable short- and long-term action plan, including specific goals, success metrics, and a clear implementation schedule. Regular evaluations should be conducted on a scheduled basis to measure progress against the set improvement goals, allowing UNNES to adjust strategies if necessary and ensuring that each step supports the achievement of higher graduate competency standards.

The application of a participatory approach in the implementation of quality policies.

The implementation of quality policy at UNNES is driven by a participatory approach involving all university stakeholders. First, joint planning is the main foundation in this process. Lecturers, administrative staff, and students collaborate in discussion forums to formulate goals, strategies, and steps for the implementation of quality policies. This approach ensures that the needs and aspirations of various parties are integrated holistically, strengthening the quality of the resulting policies and increasing acceptance rates across the university.

Decision-making is also carried out collaboratively in this participatory context. UNNES encourages an in-depth evaluation and discussion process before making decisions related to quality improvement, curriculum

adjustments, or teaching strategies. By involving various perspectives and expertise, the resulting decisions are more comprehensive and consider various relevant aspects. Once the quality policy is agreed, implementation is carried out based on consensus reached through open and transparent communication. The entire university community is clearly informed of the implementation steps to be taken, so that each individual can contribute according to their respective roles and capacities. This process helps build strong trust and engagement from all elements of the organization.

Evaluation of the success of quality policies is carried out on a scheduled and participatory basis. UNNES held an evaluation forum involving lecturers, administrative staff, students, and external parties to evaluate the impact of policies that have been implemented. This evaluation process not only identifies the achievements and challenges faced, but also formulates the necessary improvements to ensure that the quality policy runs effectively in accordance with the set objectives.

Through the application of a robust participatory approach, UNNES not only strengthens the culture of collaboration and engagement among its academic community, but also enhances the university's ability to respond to changing dynamics in higher education. This approach helps UNNES to remain relevant and effective in achieving its strategic goals of improving the quality of education and meeting the demands of higher graduate competency standards.

Continuous Improvement Strategi

In the context of UNNES, the first strategy is to prioritize quality as the main focus. UNNES needs to set high standards for all aspects of its education and administration, with the aim of improving the quality of teaching, research, and services to students and society. By affirming its commitment to quality, the university can ensure that all activities support the achievement of high standards of graduate competence.

The PDCA (*Plan-Do-Check-Act*) cycle is a systematic approach to continuous improvement. UNNES can optimize this cycle in the continuous evaluation and improvement of educational policies, procedures, and practices. Through careful planning, careful implementation, periodic evaluation, and responsive corrective actions, the university can improve the efficiency and effectiveness of its operations on an ongoing basis.

Increased involvement of all elements of the organization is key in this strategy. UNNES needs to activate the active participation of lecturers, administrative staff, and students in quality improvement initiatives. By facilitating cross-departmental collaboration, structured feedback collection, and recognition of innovation in teaching and research, the university can harness the full potential of its entire community to achieve its set quality goals.

Leadership development oriented to continuous improvement is essential. UNNES must develop leaders who are not only able to inspire change, but also lead with integrity and courage to face challenges. Leadership training and development that focuses on *continuous improvement strategies* will strengthen the foundation of a progressive and innovative organizational culture.

The use of data and analysis is an important aspect of informative decision-making. UNNES needs to increase its capacity in collecting accurate and relevant data regarding academic performance, student satisfaction, and input from stakeholders. In-depth data analysis will provide critical insights to support effective decision-making in designing education policies that are in line with the needs and expectations of society.

Finally, the implementation of the reward and recognition system will encourage motivation and involvement in quality improvement efforts. UNNES can develop a mechanism that rewards the contribution of individuals or teams in achieving quality goals. By providing the right incentives, universities can strengthen a collaborative work culture and empower individuals to innovate in an effort to improve the quality of education in a sustainable manner.

Adopting Deming's theory (1986) and applying these strategies, UNNES will strengthen its position as an educational institution that is able to respond to changing dynamics and meet the expectations of higher graduate competency standards. This approach not only improves the overall quality of education but also builds a solid foundation for future excellence and innovation.

CONCLUSION

This study found that in terms of content and substance, vision, mission, and draft regulation of the Rector of UNNES in 2023 concerning graduate competency standards, have alignment with Permendikbudristekdikti Number 53 of 2023 concerning quality assurance of *tunggi* education. UNNES has also been seen carrying out a *plan-do-check-act* (PDCA), by optimizing the elements in UNNES. One of the outstanding implementations of

UNNES in order to realize the quality of UNNES education is the development, implementation and sustainability of conservation-based curriculum in all study programs. To support the implementation of this curriculum, UNNES invests in the training and development of teaching staff. The training includes innovative and sustainable teaching methods, which aim to equip lecturers with the necessary skills to teach these concepts effectively.

On the other hand, challenges in the implementation of graduate competency standards at UNNES include limited resources, resistance to change, and lack of understanding of new policies. Therefore, this study discusses *the continuous improvement* approach as the main strategy recommendation to increase the effectiveness of the implementation of this competency standard. Reading the narrative, it can be understood that this study has succeeded in providing an in-depth and comprehensive analysis of the alignment of the 2023 UNNES rector regulation regarding the competency standards of UNNES graduates with Permendikbudristekdikti Number 53 of 2023. However, it is undeniable that this study has a flaw in the context of quantitative analysis, namely, to see the representation of numbers in seeing this alignment. Thus, this study suggests that future studies can conduct analyses based on quantitative research methods.

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