



# Proceedings

# 11<sup>th</sup> Annual SEAIR Conference

University Social Responsibility : Pathways to Excellence

November 2-4, 2011, Chiang Mai, Thailand



UPT PERPUSTAKAAN  
UNIVERSITAS WIDYATAMA



# Proceedings

## 11<sup>th</sup> Annual SEAIR Conference

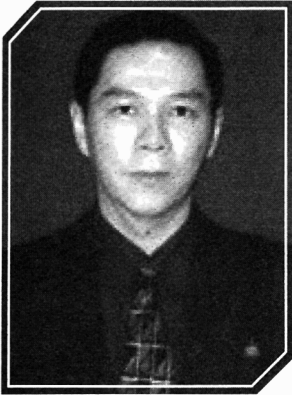
University Social Responsibility: Pathways to Excellence  
November 2 – 4, 2011

**Research Administration Center**

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## Message From PRESIDENT OF SEAAIR



### Dear delegates of SEAAIR 2011 Conference,

On behalf of SEAAIR, we would like to extend a very warm welcome to all participants of the 2011 SEAAIR Annual Conference in Chiangmai, (the Lanna Kingdom), Thailand.

For SEAAIR 2011, 221 Researchers from 9 countries submitted a total of 144 abstracts and 121 were accepted, with a key note speaker supported by ASEF. The 2011 Conference theme, "*University Social responsibility: Pathways to Excellence*" is timely and highly fitting given the continuous changes and challenges higher education institutions are faced with today. We need a review and understanding of what societal responsibility means to us as a higher education institution, the seat of higher learning. University or "*universitas magistrorum et scholarium*" means "*a community of teachers and scholars*" which designates a key university role as the hub of human development through teaching and learning. The end outcome of institutions is the students which are our ultimate responsibility to provide a more pertinent well rounded education that significantly develops the "*total graduate*" as a socially responsible, ethical and moral citizen of a networked global society of the future.

SEAAIR conferences have always aimed to bring together policy-makers, academics, researchers, practitioners and managers in higher education institutions from not only the Southeast Asian region but also from other sister chapters and regions. It continues to aim to expand academic and networking relationships, provide and share new academic, cultural and learning experiences through collaborative efforts via Institutional Research. SEAAIR has grown from strength to strength over the past 11 years to provide a balance of quality academic papers and the rich culture as offered and shared by each host institution in the different countries of Malaysia, Thailand, People's Republic of China, Indonesia, and the Philippines. We fully believe that the conferences will continue to benefit and built on the academic and cultural learning and sharing as we moves towards ASEAN 2015.

It is hoped that everyone will enjoy the conference learning and sharing, the local favourite hot spots and cultural spots, the local cuisine and the hospitality of the rich traditions and cultures of the Lanna Kingdom. To add to your experience at SEAAIR 2011, the local organizing committee has worked hard to create not only an academic but also an enjoyable and memorable stay in Chiangmai which will highlight the magic of Loy Krathong, the festival of lights in the cool months of November.

We sincerely thank the LOC members and team for the 2011 SEAAIR Conference to take up the challenge of hosting SEAAIR in Chiangmai, Thailand and all participants who will make this conference a success. It is hoped that everyone has not only an enjoyable but a beneficial conference. We also invite everyone to share with us the Borneo heritage when the University Malaysia Sabah, Malaysia welcomes us in 2012. Happy sharing and learning.

Thank you and I remain,



Assoc. Prof. Teay Shawyun, Ph.D  
President, SEAAIR



## Message from CONFERENCE'S CHAIRMAN

On behalf of SEAAIR, and the local organizing committee, I have the great honor of welcoming all participants to the South East Asian Association for Institutional Research's 11<sup>th</sup> Annual SEAAIR Conference, *University Social Responsibility: Pathways to Excellence*, here in Chiang Mai, Thailand, on November 2-4, 2011. We are looking forward to a highly informative conference, and working together with our colleagues from across the region to increase our understanding and knowledge of institutional research, and the role it can play in helping our regional universities pave a pathway to excellence in social responsibility.

Through sharing of cutting-edge research and practical experience in higher education, we will explore together the themes of: academic endeavors and excellence; institutional research responses and responsibilities; educational and technological advances and applications; institutional capacities and capabilities; quality tenacity and tenants; and new, creative, innovative, and esoteric initiatives.

It is our greatest hope that working together, we can learn and share in such a way as to allow us all to return to our home university, better equipped to develop and deliver *University Social Responsibility: Pathways to Excellence*.

May I extend my warmest welcome to all participants of SEAAIR 2011.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Nat Vorayos'.

Assistant Professor Nat Vorayos, Ph.D.  
11<sup>th</sup> Annual SEAAIR Conference Chairman

## SEAAIR EXECUTIVE COMMITTEE

1. **President of SEAAIR**  
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## LOCAL ORGANIZING COMMITTEE

1. **Local Advisory**  
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2. **Steering Committees:**  
Nat Vorayos, Asst.Prof., Ph.D.  
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Niwes Nantachit, Assoc. Prof., M.D.  
Wandee Taesotikul, Assoc. Prof.  
Theera Visitpancich, Assoc. Prof.
3. **Local Organizing Committee**
  - a. **Conference Co-Chairs**  
Nat Vorayos, Asst.Prof., Ph.D.  
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  - b. **Technical program Co-chairs**  
Krisada Tanchaisak, Asst. Prof., Ph.D.  
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**11<sup>th</sup> Annual SEAAIR Conference**  
**University Social Responsibility: Pathways to Excellence**  
**November 2 – 4, 2011**

*The Empress Hotel & Convention Centre*

**Oral Presentation**

**Wednesday November 2, 2011**

**13:00 – 15:00 hr.**

**WPM1-1**

**Institutional Capacities and Capabilities**

**Chair(s):** Shawyun Teay

**Location:** Chiang Mai Room 3-4-5

- |                      |                 |   |
|----------------------|-----------------|---|
| <b>13:00 – 13:20</b> | <b>WPM1-1-1</b> | <b>The Use of Strategic Management Approach in University Social Responsibility Planning and Implementation</b><br>(P. 21)<br><i>Duangduen Chancharoen, Narat Wattanapanit, Nathee Kerdaroon, Parichat Noentong and Pornpen Oggungwal</i> |
| <b>13:20 – 13:40</b> | <b>WPM1-1-2</b> | <b>Strategic USR Management Framework</b><br>(P. 26)<br><i>Teay Shawyun</i>   |
| <b>13:40 – 14:00</b> | <b>WPM1-1-3</b> | <b>Learning Experience: Does it Matter for Institutions to Provide Conducive Teaching Environment?</b><br>(P. 36)<br><i>Norhanim Dewa, and Sabarudin Zakaria</i>  |
| <b>14:00 – 14:20</b> | <b>WPM1-1-4</b> | <b>Strategic Analysis of Students' Interests Mapping to Forecast and Develop Higher Education Institution's International Competitiveness</b><br>(P. 42)<br><i>Lindiawati</i>   |
| <b>14:20 – 14:40</b> | <b>WPM1-1-5</b> | <b>Effects of Unconscious Reframing in Diminishing Sexual Orientation of Young Male Homosexuals in an Exclusive School in Metro Manila</b><br>(P. 47)<br><i>Maria Loida Faye C. Borbon</i>  |
| <b>14:40 – 15:00</b> | <b>WPM1-1-6</b> | <b>Lecturers' and Employees' Perception on GCG Implementation in Widyatama University</b><br>(P. 53)<br><i>Rafael G. Aida W., and Lasmanah</i> ✓  |

**WPM1-2**

**Educational and Technological Advances and Applications**

**Chair(s):** Tatik Suryani

**Location:** Chiang Mai Room 1

- |                      |                 |   |
|----------------------|-----------------|---|
| <b>13:00 – 13:20</b> | <b>WPM1-2-1</b> | <b>Effect of Women and Men Students' Attitudes On Corporate Responsibility in Society Effect</b><br>(P. 59)<br><i>Triana Mayasari, and Erida Herlina</i>  |
| <b>13:20 – 13:40</b> | <b>WPM1-2-2</b> | <b>How the Internet is Related to Metacognitive Strategies Used in Academic Writing: The Smooth Combination of Technology and Education</b><br>(P. 64)<br><i>Urarat Parnrod</i>   |
| <b>13:40 – 14:00</b> | <b>WPM1-2-3</b> | <b>Student's Intensity and Practice's Skill on Integrating Technology into Bank Accounting Course</b><br>(P. 69)<br><i>Diyah Pujiati, and Nanang Shonhadji</i>  |
| <b>14:00 – 14:20</b> | <b>WPM1-2-4</b> | <b>A Community-Driven Research Initiative: Acoustic Technology for Non-Destructive Evaluation to Increase Export Value of Mangosteens</b><br>(P. 75)<br><i>Hathaichanok Thavichai, Nattapong Swangmuang, Kasemsak Uthaichana, Nipon Theera-Umpon, Hideyuki Sawada, and Tanachai Pankasemsuk</i> |
| <b>14:20 – 14:40</b> | <b>WPM1-2-5</b> | <b>Analysis of Multiple Choice Tests for the University Entrance Test</b><br>(P. 80)<br><i>Moedjadi Hardjosuwito, and Alfiah Hasanah</i> ✓  |
| <b>14:40 – 15:00</b> | <b>WPM1-2-6</b> | <b>The Application of Innovative Progressive Learning Model on Entrepreneurship Course Delivered in University of Ciputra</b><br>(P. 88)<br><i>Tina Melinda</i>   |

**WPM1-3**  
**IR Responses and Responsibilities**

**Chair(s):** Krisda Tanchaisak  
**Location:** Chiang Mai Room 2

- 13:00 – 13:20 **WPM1-3-1** Students' Perceptions and Participations towards Social Contribution Activities  
(P. 92)  
*Krisda Tanchaisak*
- 13:20 – 13:40 **WPM1-3-2** Corporate Social Responsibility (CSR) in Higher Educational Institute: Senior Management Perspectives: A Case Study of Chiang Mai University  
(P. 98)  
*Narumon Kimpakorn, Boonsawart Prugsiganont, Robert E., Waters, Jr., Tanya Promburom, and Jomjai Sampet*
- 13:40 – 14:00 **WPM1-3-3** University Social Responsibility: Pathways of Lampang Rajabhat University  
(P. 103)  
*Duangchan Diowilai, Chutima Khamboonchoo, Duangjai Pille, and Pongprad Soonthornpasuch*
- 14:00 – 14:20 **WPM1-3-4** Student Transition Rates in an Australian Higher Education Institution  
(P. 106)  
*Andrias Paramita*
- 14:20 – 14:40 **WPM1-3-5** Aligning of Knowledge Management and People Management (Case of Private University in Indonesia)  
(P. 112)  
*Dyah Kusumastuti, and Haryanto Prabowo ✓*

**Wednesday November 2, 2011**  
**15:40 – 17:20 hr.**

**WPM2-1**  
**Institutional Capacities and Capabilities**

**Chair(s):** Shawyun Teay  
**Location:** Chiang Mai Room 3-4-5

- 15:40 – 16:00 **WPM2-1-1** Mapping the Recruitment Method of New Employees for Managing Job Preparation Program in Higher Education  
(P. 118)  
*Harry Widyantoro, and Tjahjani Prawitowati*
- 16:00 – 16:20 **WPM2-1-2** The Effect of Alignment between Personal and Organization Ambition on Student Engagement and Satisfaction  
(P. 123)  
*Tjahjani Prawitowati, and Harry Widyantoro*
- 16:20 – 16:40 **WPM2-1-3** What Happens to Organization Performance in the Dimension of Bundling Strategic Resource with IT Capabilities?  
(P. 127)  
*Warrapojn Panrod, and Kaedsiri Jaroenwisian*

**WPM2-2**  
**Educational and Technological Advances and Applications**

**Chair(s):** Avorn Opatpatanakit  
**Location:** Chiang Mai Room 1

- 15:40 – 16:00 **WPM2-2-1** Developing and Improving the Quality of Learning Process in Higher Education By E-Learning (Moodle – Forum Software)  
(P. 133)  
*Romanus Wilopo*
- 16:00 – 16:20 **WPM2-2-2** The Effectiveness of EQ Intervention Program ( EQuIP) in Strengthening the Emotional Competence of Transnational Students with Absentee Parents  
(P. 139)  
*Jenneth G. De Guia*
- 16:20 – 16:40 **WPM2-2-3** The Effectiveness of Modified-Systematic Desensitization Program in Reducing Levels of Test Anxiety and Enhancing Accounting Achievement  
(P. 145)  
*M.J. Arquion*
- 16:40 – 17:00 **WPM2-2-4** The Effectiveness of the Weblog Used as an Online Computer Assisted Learning Tool on Enhancing Writing Abilities of Low- Intermediate EFL Students  
(P. 151)  
*Thanawan Suthiwartnarueput, and Punchalee Wasanasomsithi*
- 17:00 – 17:20 **WPM2-2-5** Perceptions of Teachers in Portfolio Assessment in Teaching Math & Science Concepts  
(P. 157)  
*Mary Joan Guzman*

**WPM2-3**  
**IR Responses and Responsibilities**

**Chair(s):** Raj Sharma

**Location:** Chiang Mai Room 2

- 15:40 – 16:00 WPM2-3-1** Exploring the Technology Readiness of Business Students in an E-learning Environment Business College  
(P. 163)  
*Emma Yulianti, and Laila Saleh Marta*
- 16:00 – 16:20 WPM2-3-2** Implementation of Student Centered Learning Model in Teaching Learning Process to Increase the Students' Performance and Core Competency  
(P. 167)  
*Lia Amaliawiyati, Asfia Murni, and Wawan Wirahmana* ✓
- 16:20 – 16:40 WPM2-3-3** Students' Perceptions Regarding Ramkhamhaeng University's Social Responsibility Practices  
(P. 173)  
*Narat Wattanapanit*
- 16:40 – 17:00 WPM2-3-4** Defining and Redefining the Graduates: The STMTCC Thrust on Institutional Development  
(P. 179)  
*Ma. Rhona J. Pelasol*
- 17:00 – 17:20 WPM2-3-5** University Social Responsibility: Training of Accounting to support Small and medium Enterprise (SMEs)  
(P. 185)  
*Intan Oviantari* ✓

**Thursday November 3, 2011**

**9:00 – 10:20 hr.**

**TAM1-1**  
**Institutional Capacities and Capabilities**

**Chair(s):** Olivia Legaspi

**Location:** Chiang Mai Room 3-4-5

- 9:00 – 9:20 TAM1-1-1** Good Governance Management Model for Ratchaburi Subdistrict Administration Organization  
(P. 189)  
*Nakom Teerasuwannajuck*
- 9:20 – 9:40 TAM1-1-2** Mangrove Throughout the Years: Its Narrative Development and Social Relevance  
(P. 194)  
*Araceli C. Doromal*
- 9:40 – 10:00 TAM1-1-3** Promoting Developmental Outcomes for Children-in-Conflict with the Law: A DLSU-D Framework  
(P. 200)  
*Alice T. Valerio*
- 10:00 – 10:20 TAM1-1-4** The Lessons that Students Learned from their Engagement in Community Outreach Activities  
(P. 206)  
*Olivia M. Legaspi*

**TAM1-2**  
**Educational and Technological Advances and Applications**

**Chair(s):** Jomjai Sampet

**Location:** Chiang Mai Room 1

- 9:00 – 9:20 TAM1-2-1** Applying the Rational Unified Process (RUP) Approach to Implement eLearning at Saint Mary's University of Bayombong, Nueva Vizcaya  
(P. 210)  
*Gertrude G. Danao*
- 9:20 – 9:40 TAM1-2-2** Non-Degree Program's Student Information System [NDP-SIS] A Development of a Student Life Cycle Management System for De La Salle-College of Saint Benilde  
(P. 216)  
*Mateo R. Borbon, Jr.*
- 9:40 – 10:00 TAM1-2-3** USR – A Program Structure Approach  
(P. 220)  
*Nirwan Idrus*

- 10:00 – 10:20 **TAM1-2-4** A Comparison of the Achievement of First Year Students in English II  
(P. 226) (222102) Class via Student Teams-Achievement Division (STAD) Method  
and Lecture Method  
*Rinda Warawudhi*

**TAM1-3**  
**Academic Endeavors and excellence**

**Chair(s):** Krisda Tanchaisak  
**Location:** Chiang Mai Room 2

- 9:00 – 9:20 **TAM1-3-1** What Fundamental Lawyering Skills do Law Students of Chiang Mai  
(P. 231) University Need to Improve Their Legal Practice Ability?  
*Chainarong Luengvilai, and Pitipong Yodmongkon*
- 9:20 – 9:40 **TAM1-3-2** Interpersonal Skills Learning in Information System Department for  
(P. 237) Developing Soft Skills and Caring Attitude  
*Faza Faikar Cordova, and Erma Suryani*
- 9:40 – 10:00 **TAM1-3-3** Exploring Undergraduate Students' Learning Difficulties Through Multiple  
(P. 243) Intelligence Theory  
*Tajularipin Sulaiman, Roselan Baki, and Wan Marzuki Wan Jaafar*

**Thursday November 3, 2011**  
**10:30 – 11:50 hr.**

**TAM2-1**  
**Institutional Capacities and Capabilities**

**Chair(s):** Olivia Legaspi  
**Location:** Chiang Mai Room 3-4-5

- 10:30 – 10:50 **TAM2-1-1** Developing Hardskill and Softskill for Improving Students Performance  
(P. 249) in Accounting Department at Stie Perbanas Surabaya  
*Gunasti Hudwinarsih, and Supriyati*
- 10:50 – 11:10 **TAM2-1-2** Opportunities and Challenges in Solid Waste Management  
(P. 254) *Araceli C. Doromal*
- 11:10 – 11:30 **TAM2-1-3** Analysis of Community Service Implementation in Supporting the Growth  
(P. 260) of Micro and Small Enterprise  
*Lasmanah, and Rafael G. Aida Wijaya ✓*
- 11:30 – 11:50 **TAM2-1-4** The Development Concept of Service Quality at Student Affairs  
(P. 265) Deptment of Widyatama University Using Factor Analysis  
*Tezza Adriansyah Anwar, and Ayuningtyas Yuli Hapsari ✓*

**TAM2-2**  
**Quality Tenacity and Tenets**

**Chair(s):** Jomjai Sampet  
**Location:** Chiang Mai Room 1

- 10:30 – 10:50 **TAM2-2-1** Students' Perception On Attraction And Service Satisfaction In STIE  
(P. 271) Perbanas Surabaya  
*Soni Harsono*
- 10:50 – 11:10 **TAM2-2-2** PACUCOA Level IV Accreditation of Marine Engineering Program:  
(P. 276) Response to Quality Education and Training in the Philippines  
*Rolando A. Alimen, and Ralph. L. Pador*
- 11:10 – 11:30 **TAM2-2-3** The Sertec Legacy: What Were the Quality Assurance Practices Perceived  
(P. 280) to be Most Effectiveness in Former Teknikons?  
*Jacob Selesho*

**TAM2-3**  
**Academic Endeavors and excellence**

**Chair(s):** Don S. Malabanan  
**Location:** Chiang Mai Room 2

- 10:30 – 10:50 TAM2-3-1** Higher Education Readiness to Implement International Financial Reporting Standard (IFRS) and Changing International Environment  
(P. 283) *Nanang Shonhadji*
- 10:50 – 11:10 TAM2-3-2** Entrepreneur Self-Efficacy Influence of Interest to Students For Entrepreneurship The Role of Gender Differences Moderation  
(P. 288) *Aniek Maschudah Ilfitriah, and Emma Yulianti*
- 11:10 – 11:30 TAM2-3-3** Advancing Genuine Development through University Social Responsibility  
(P. 293) *Rio R. Mazo*
- 11:30 – 11:50 TAM2-3-4** The Impact of Promotional Mix to Widyatama University's Brand Image in the District of Cianjur (Research at High Schools in the District of Cianjur)  
(P. 297) *Adam Faritzal, and Sri Wiludjeng Sp* ✓

**Thursday November 3, 2011**  
**13:00 – 14:40 hr.**

**TPM1-1**  
**Institutional Capacities and Capabilities**

**Chair(s):** Don S. Malabanan  
**Location:** Chiang Mai Room 3-4-5

- 13:00 – 13:20 TPM1-1-1** Institutional Research Capabilities of a Maritime University in Asia: Pathway towards Global Excellence in Maritime Education  
(P. 311) *Rolando A. Alimen, and Cicero D. Ortizo*
- 13:20 – 13:40 TPM1-1-2** An Exploratory Study of University X's State of Readiness in Scholarship of Teaching, Shared Governance and Change Management  
(P. 318) *Hamzah Bin Md.Omar, and Mohd Khairuddin Abdullah*
- 13:40 – 14:00 TPM1-1-3** Quality of Physical Service and Environment Provided for Students Learning in Chandrakasem Rajabhat University  
(P. 324) *Staporn Tawonatiwas, Phachamon Jaisaard, and Pattaraporn Kitchainukoon*

**TPM1-2**  
**New, Creative, Innovative and Esteric Initiatives**

**Chair(s):** Tatik Suryani  
**Location:** Chiang Mai Room 1

- 13:00 – 13:20 TPM1-2-1** Music Therapy for Physically Disabled Children  
(P. 328) *Jakkrit Klaphajone, Lakkana Thaikruea, Annette Janine George, and Anuruk Tantong*
- 13:20 – 13:40 TPM1-2-2** Community Service based Learning as USR Program and the Impact for Marketing University  
(P. 334) *Tatik Suryani*
- 13:40 – 14:00 TPM1-2-3** Waste Segregation in De La Salle University – Dasmariñas  
(P. 340) *Je Johari dela Cruz*
- 14:00 – 14:20 TPM1-2-4** Environmental Hazards in the housing of older people from the academic staff of AMS, CMU  
(P. 342) *Supawadee Putthinoin, and Nopasit Chakpitak*
- 14:20 – 14:40 TPM1-2-5** Using Knowledge Management To Drive Creative Cities in Thailand  
(P. 347) *Korawan Sangkakorn*

**TPM1-3**  
**Academic Endeavors and excellence**

**Chair(s):** Raj Sharma  
**Location:** Chiang Mai Room 2

- 13:00 – 13:20** TPM1-3-1 **USR – A Pedagogy Dilemma in Asia**  
(P. 351) *Nirwan Idrus*
- 13:20 – 13:40** TPM1-3-2 **Collective Efficacy Amongst Secondary School Teachers in Kota Belud, Sabah**  
(P. 356) *Dewi Isma Madzlan, Khalid Johari, Shukri Zain, and Melati Jilon*
- 13:40 – 14:00** TPM1-3-3 **Non-Completion of Degrees in the College of Education Graduate Studies: Causes and Recommended Solutions**  
(P. 365) *Olivia M. Legaspi, Maria Luisa S. Abiador, and Dina U. Gagasa*
- 14:00 – 14:20** TPM1-3-4 **Role Play Method of Teaching for Improving the Students Academic Performance in Banking Laboratory Course**  
(P. 370) *Anggraeni*
- 14:20 – 14:40** TPM1-3-5 **The Influence of the Graduate Faculty's Habits of Mind On the Relationship Between Their Core-Self Evaluations and Adult Learning Practices: Implications to Graduate School Teaching**  
(P. 375) *Ma. Florecilla C. Cinches*

**Thursday November 3, 2011**  
**15:40 – 17:20 hr.**

**TPM2-2**  
**New, Creative, Innovative and Esteric Initiatives**

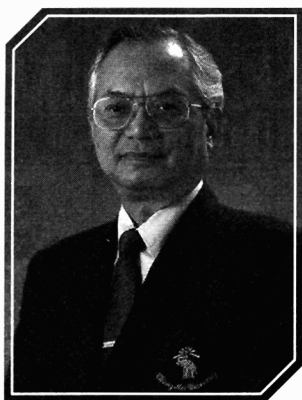
**Chair(s):** Don S. Malabanan  
**Location:** Chiang Mai Room 1

- 15:40 – 16:00** TPM2-2-1 **Redefining the Sunset Years: The Lived Experiences of Retired University Educators in Bridge Employment**  
(P. 381) *Noel S. Marañon*
- 16:00 – 16:20** TPM2-2-2 **Emotional Intelligence and the Work Performance of the Fulltime Faculty of a Sectarian Institution: Implications to Personal and Social Competencies**  
(P. 387) *Ana Lee P. Garcia, and Mam*
- 16:20 – 16:40** TPM2-2-3 **Environmentally Responsible Individuals: Challenge to Sustainable Environmental-Friendly Management**  
(P. 393) *Rolando A. Alimen, Marietta Agustin-Teaño, and Cicero D. Ortizo*
- 16:40 – 17:00** TPM2-2-4 **Lived Experiences and Lessons Learned: The Case of Seven Effective School Leaders in the Philippines**  
(P. 397) *Nieves M. Medina, and Lester Luis U. Medina*

TPM2-3  
Academic Endeavors and excellence

Chair(s): Avorn Opatpatanakit  
Location: Chiang Mai Room 2

- |               |                      |  |
|---------------|----------------------|--|
| 15:40 – 16:00 | TPM2-3-1<br>(P. 402) | Sexting as Socio-Cultural Practice and Its Influence Among Filipino Youth: A Journey to Explore<br><i>Rolando A. Alimen, and Marietta Agustin-Teaño</i>  |
| 16:00 – 16:20 | TPM2-3-2<br>(P. 407) | Cluster analysis in the determination of Widyatama University Students Segments<br><i>Taufik Rachim, and Zulganef</i> ✓  |
| 16:20 – 16:40 | TPM2-3-3<br>(P. 412) | The Role of Ethnocentrism in Higher Students Behavior to Consume (The Study of Made in China Fashion Products in Bandung)<br><i>Zulganef, and Taufik Rachim</i>  |
| 16:40 – 17:00 | TPM2-3-4<br>(P. 419) | The Comparative Analysis of Academic Advisor Pattern I and Pattern II Considered from Student's Interest in Business and Management Faculty of Widyatama University<br><i>Sri Wiludjeng Sp, and Lasmanah Ina</i> ✓ |
| 17:00 – 17:20 | TPM2-3-5<br>(P. 425) | Determinants of Work Performance of Stakeholders: An Evaluation of the Human Resource Short Term Training Program of the University of Mindanao<br><i>Reynaldo O. Cuizon, and Michelle Y. Acledan</i>              |



## Welcoming ADDRESS

It is with great pleasure and pride that I, on behalf of Chiang Mai University, welcome you to Chiang Mai, Thailand for the South East Asian Association for Institutional Research's 11<sup>th</sup> Annual SEAIR Conference, *University Social Responsibility: Pathways to Excellence*, on 2-4 November 2011. We are truly honored to be this year's host, and to uphold this honor, have worked diligently here at Chiang Mai University to organize and deliver what I trust will be a satisfying and valuable conference for all participants. We have not done this alone, however – a special thanks to the SEAIR Executive Committee and to SEAIR itself for all of their hard work and support, without which this conference would not be possible.

Chiang Mai University is proud to be a member of SEAIR, whose work to benefit, assist, and advance research leading to improved understanding, planning, and operations for post-secondary institutions in the region has and continues to benefit us all. While a relatively new association, SEAIR has already made a substantial impact in institutional research, and I trust that this 11<sup>th</sup> SEAIR Conference here in Chiang Mai will add to this already growing legacy.

Chiang Mai University is particularly pleased to host you here in our home, Chiang Mai, a city that encompasses a lively mix of the modern and traditional, providing an exciting and beautiful backdrop to this year's conference that I trust you will all find time to explore.

Welcome fellow colleagues to Chiang Mai and SEAIR 2011.

Yours sincerely,



Prof. Pongsak Angkasith, Ed.D.  
President  
Chiang Mai University

# Aligning of Knowledge Management and People Management

## Case of Private University in Indonesia

Dyah Kusumastuti

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**Abstract**— This paper reports on the best practice of developing KM and aligning academics as knowledge workers with the university's commitments to social responsibility. The work was based on collected data, on websites, on interviews with university leaders, KM research reports, evidences of KM application, faculty management and the application of social responsibility. In this study a reputable private university, namely Bina Nusantara University, was the selected by virtue of it winning the coveted status of Most Admired Knowledge Enterprise (MAKE) Award. The findings of this work showed that five major university processes are enhanced. These are the curriculum design, administrative services, research processes, student and alumni services, and the professional services to community. University Social Responsibility is strengthened by the results of aligning the knowledge worker management including competency-based performance and competency-based reward system with the strategies of the knowledge enterprise university.

**Key Word** : Knowledge Management, People, Social Responsibility

### I. INTRODUCTION

Changes in global, political and economic structures have ushered in a competitive lifestyle that demands continuous revision and improvement in the quality of life of the organizations and management strategies.

Three important actions were identified by the Indonesian Higher Education Development Policy of 2009. These are Equity and Expanded Access to Higher education, Quality enhancement, relevance and competitiveness, and good university governance, accountability and public image. The Ministry of National Education's Strategic Plan to 2014 targets 30% Gross Enrolment Rate (GER) in higher education in Indonesia increasing from 17.26% in 2007. The GER in South Korea as a comparison reached 90% already (Prabowo, 2009).

However, Higher Education in Indonesia faces a dilemma. While increasing academic capacity and enhancing quality will attract increased enrolments, university graduates also contribute to increasing unemployment rates following their graduation. It would seem that the labor market's requirements are both knowledgeable and practical employees.

To face the challenges of the 21st century Knowledge Society, university need to focus on the development of professionalism, leadership, management, and empowerment of the Indonesian nation. ICT based KM in HE to maintain

the competitive advantage is expected to produce graduates who are able to compete in the global world as Knowledge Workers. In 2005, Indonesian government policy states that lecturers & teachers should have professional, Social Pedagogy and Personality competences. Therefore, HE as a service provider must have organization capability, mainly in (1) program development and academic resources / faculty member, (2) academic operational services, (3) research and innovation, (4) social responsibility, (5) strategic cooperation, and (6) development and management of Intellectual Property Rights. Application of KM will build a positive learning environment in the organization. There is also a recognition that social responsibility can only be implemented if the people / faculty have a positive view of the organization (Simmons, 2008). So the application of KM and faculty member/lecturer management is an important enabler in the achievement of university performance and commitment in realizing social responsibility.

### II. HIGHER EDUCATION(HE) MANAGEMENT SYSTEM

Generally, Indonesian Higher Education (HE) is guided by the country's declaration that their responsibilities are governed by the educational philosophy of "Tri Dharma Perguruan Tinggi" (or *The Trilogy of Higher Education*) which is made up of teaching and learning, research, and service to the community. University management system is therefore a unique system that combines academic interests and educational services business. Both are considered to be mutually inclusive and therefore directly influence university performance.

In a university generally, its management system focuses on 3 (three) main aspects, such as process, content, and resources. Each of these aspects must be managed in an integrated way to achieve the vision, mission, goals and university development requirements. Certainly, there are other requirements in addition to the three aspects above which may be stated as : organizational culture, values, work ethos, leadership and government policy. To achieve better performance, university needs to develop and implement a good strategy.

The roles of lecturers as a Knowledge Workers or Human capital therefore extend beyond the immediate teaching and learning, research and community service as mentioned above, but also to apply their knowledge and expertise as well as skills to generate new professional services.

Human capital can be defined as real capital which is linked to the quality of the human existence in the organization. Lecturer/Faculty Management is therefore very important in Knowledge Society to ensure that this capital continuously help in creating excellence in the University and in using rapidly advancing technology that continuously create innovation, as shown in figure 1.

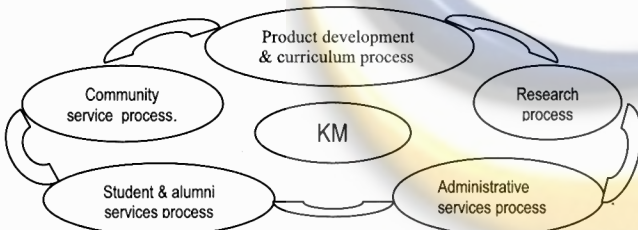
Process	Content	Resources
Core process : •Teaching learning •Research •Community	Curriculum & Management •Content •Metodology •Knowledge object •Research output •Academic Forum	Human Resource •Lecturer •Employee
Other supporting Processes		Financial Research
Information systems	Knowledge management	IT Infra structure

Organisazion & Management System

**Figure 1. HE Organization & Management System (Prabowo,2009)**

**A Knowledge Management In Higher Education**

According to Kidwell (2001), Knowledge Management in the university involves five main processes namely 1) product development process and curriculum, 2) research process, 3) administrative services process, 4) student & alumni services process, 5) community service process. In each process, KM provides benefits to improve the quality of the process and outcome, as shown in Figure 2



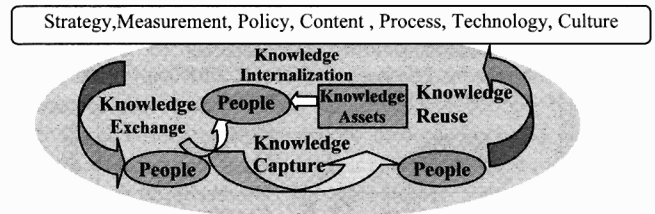
**Figure 2 Knowledge Management in Higher Education**

**III.APPLICATION OF KM IN BINA NUSANTARA UNIVERSITY /BINUS**

BINUS UNIVERSITY which started as Modern Computer Course Training Institute on October 21, 1974 became BINUS UNIVERSITY on 8 August 1996. The rapid expansion and development could be traced to the dedication of its management and staff in providing quality education. It has 6 Faculties namely the Faculties of Computer Studies, Economics and Business, Science and Technology, Language and Culture and Psychology.

**A. Model Knowledge Management System(KMS)**

KMS Development at BINUS used a trilogy of approach namely - People, Process and Technology, and is aligned with the University strategic plan. Through these three elements is the development of KMS starts from two perspectives as shown in Figure 3.



**Figure 3 Knowledge Management System (KMS) (Fahmi,2003)**

1.To include the activities of creating the knowledge process and innovation such as: knowledge exchange, knowledge capture, knowledge reuse, and knowledge internalization. Overall, this process creates a learning organization – an organization which has expertise in creation, acquisition and spread of knowledge and adapting the activity to reflect the new understanding and innovation obtained.

2.To include the elements which affect the activity of knowledge creation, which is: Strategy – University’s strategic alignment with the KMS strategy measurement – the measurement taken to determine whether there is a KM improvement or benefits taken by policy – written rules or guidelines which has made by the university. Content – part of the university knowledge-base captured electronically. Process – processes used by the university’s knowledge worker in order to reach organization’s mission and goal. Technology – technology of information that facilitate process of identification, creation and diffusion of knowledge definition among the organization’s elements at the whole part of the university. Culture – environment and context in which KM processes must occur ( mostly mentioned as value, norm and practices)

**B. KMS user (Stakeholder/People)**

Binus’ KMS user is anyone who is either the result of or involved in the process of formal education on-campus and off-campus. These therefore include students,, teachers, lecturers, faculty staff, alumni and management.

**C. KMS BINUS UNIVERSITY**

KMS framework of this university integrates the main processes and support content of knowledge-base generated from these processes and technology framework. Solution given is arranged based on practical application which can be directly applied. KM process for knowledge creation is developed through SECI (Socialization, Externalization, Combination and Internalization) process from Nonaka’s KM as shown in figure 4 and table 1.

The explicit knowledge can be revealed by words and numbers. Tacit knowledge is highly personal, difficult to formulate so that difficult to communicate and spread to others. The knowledge creation process is a spiral process which is an interaction between tacit and explicit knowledge. Interaction of this knowledge creates a new knowledge.

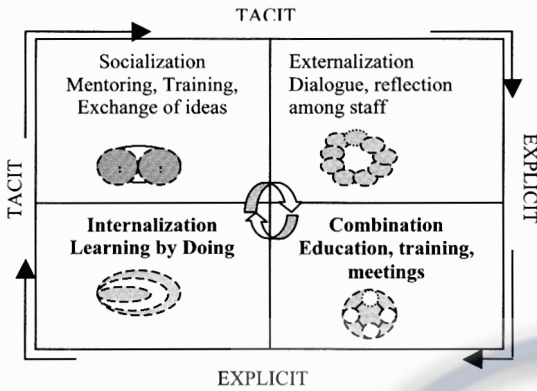


Figure 4. Knowledge Management Model ( Nonaka &Takeuchi,1995:62)

TABLE 1. SECI

<p><b>1) Socialization</b> Refers to the exchange of experience whereby personal knowledge is created in the form of mental models, such as mentoring, training and the exchange of ideas which generate tacit knowledge ( G.M Steyn,2003) Practically, socialization is implemented through knowledge capture activity through physical approach such as interaction between lecturer and students, lecturer and lecturer, student and student.</p>
<p><b>2) Externalization</b> Tacit knowledge is made explicit by means of dialogue and collective reflection among staff members( G.M Steyn,2003). Practically supported by 2 key factors. First, articulation of tacit knowledge – conversion of tacit to explicit – such as in dialogue. Second, translating tacit knowledge from the experts into understandable form, such as document, manual, etc.</p>
<p><b>3) Combination</b> Training which can be regarded as powerful tools to transfer knowledge, combined through meetings, documents and networking when people exchange knowledge ( G.M Steyn,2003) Practically, depend on 3 processes, which are 1) capturing and intregrating the new explicit knowledge – includes external data collecting from inside or outside of institution then combining those data. 2) wide spreading the explicit knowledge through presentation or direct meeting. 3) Processing the explicit knowledge so that easier to re-use – such as into planning document, market data, etc.</p>
<p><b>4) Internalization</b> Explicit knowledge becomes tacit knowledge through learning-by-doing, although documented knowledge can also play a role in this process By sharing experiences and learning by doing under the supervision of the mentor or facilitator, the trainee acquires professional knowledge (internalization) ( G.M Steyn,2003). Practically, implemented in two dimensions 1) implementing the explicit knowledge in acting and direct practise. 2) mastering the explicit knowledge through simulation, experiment or learning by doing.</p>

#### IV. BINUS UNIVERSITY AS KNOWLEDGE ENTERPRISE

Following are the **knowledge-driven activities** concerned with implementation. According to the Most Admired

Knowledge Enterprise (MAKE) there are 8 criteria that need to be followed:

##### A. Creating an enterprise knowledge-driven culture

1. Developing and deploying a knowledge-driven enterprise vision and strategy.  
2. Determining enterprise core competencies ( Developing BiNusians into a reliable 'cyber community' supported by solid IT systems and programs. The term "BiNusians" here includes not only students, graduates, alumni, and other academic bodies, but also members of the general public who have been or are closely involved in the educational programs offered by BiNus.

3. Designing a knowledge-driven enterprise structure and relationships between enterprise units. To make it easy for each unit to know about BINUS so we developed a Business Scenario.

4. Developing and managing enterprise knowledge values in order to synergize and maximize the overall performance of the entire Binus family. A Culture of Quality has been developed which involved every member of the academic corps. This Culture of Quality comprises: Trust in God, Continuous Improvement, Benchmarking, Sense of Closure, Sense of Belonging

5. Developing and managing enterprise knowledge behaviors  
In the daily application of this approach, these five aspects are clearly identified within a Value System that encourages consistent character, egalitarianism, honesty, open-mindedness, fairness, care, courage and a sense of responsibility.

6. Developing and managing enterprise knowledge systems/processes. Its Vision and Mission to produce qualified and applicable graduates has resulted in Binus achieving ISO 9001 Certification in 1997, one of the earliest HEI to obtain such recognition.

7. Creating and managing a knowledge-based human resource strategy. The Talent Management Directorate at Binus has developed the competency map and training matrix so all the employees get the right competences in their jobs.

Similarly, other criteria in this Program have a number of action items respectively. It is not possible to list them out in detail in this brief paper. However the major areas covered by this Binus Knowledge Enterprise include the following which will be elaborated on during the conference presentation:

- B. Developing knowledge workers through senior management leadership
- C. Delivering Knowledge-based products/services/solutions
- D. Maximizing enterprise intellectual capital
- E. Creating an environment for collaborative knowledge sharing

- F. Creating a Learning Organization
- G. Delivering value based on customer knowledge
- H. Transforming enterprise knowledge to shareholder value

As evidence of being a Knowledge Enterprise University, Binus clearly displays its philosophy as shown in Table 2:

TABLE 2  
Evidence of Binus' management philosophy

**Vision 20/20 : A world-class University.....,**  
**Mission** , Learning Management System (LMS) (BINUSMAYA), Human Resource Information System, Performance Management System (PMS), Executive Information System, **Create Sharing Knowledge (CSK), Annual Quality Award, Quality Management Center**, Directorate of **Talent Management**, BEC (BINUS Entrepreneurship Center)  
 Lecturer Resource Center (LRC), Instructional Design Center (IDC), Widia Center of Excellence for Teaching and Learning.  
 Employee Competency Map, Binus ScoreCard (BSC), Business Scenario, Work Ethics, Multi Channel Learning , Quality culture, Digital Library, Center for entrepreneurship, Discussion Forum in Binusmaya, Lotus Notes (K-Net), Binus.edu website (Corporate Website), Binusmaya website (Student Services and LMS).  
 BinusCenter website, BinusCareer website, School website, E-Learning Award, Employee dedication award, Taxonomy Bloom & Adult Learning Concept, Multi Channel Learning (MCL),  
 University Social Responsibility called with Teach for Indonesia( TFI)

## V. ALIGNING PEOPLE MANAGEMENT AND KM IN BINUS UNIVERSITY

To create Sustainable Competitive advantage, especially excellence in education and learning product at a university, developing a working system which is able to use knowledge is needed. Generally lecturers at university are too focused on

- 1) Delivering knowledge, but only a few have developed the knowledge
- 2) Academic activities which are nothing more than a repetition from time to time.
- 3) The 3 main functions of academic named "Tri Dharma Perguruan Tinggi", but not many are oriented to using KM
- 4) Teaching but not on the development of real academic culture.

Currently, development and teaching materials are still the main problem at universities in Indonesia. Academic activities are often just administrative, routine and repetitious. KM has to be able to be used to solve those problems above.

KM application and lecturer management must be aligned. For that we need lecturers at universities who can systemically enhance and transform themselves into precious human capital. This will bring about a change in the quality perception of lecturers based on simply seniority over time to one based on how involved are the lecturers with Knowledge Management at their university (Prabowo, 2009)

To maintain of lecturer's performance as knowledge worker, Binus uses the CBHRM (Competency Based Human resource Management) concept. This uses decision making based on Individual Competency measures through personal working behavior observed in an organization against their job competency requirements (Spencer, 1993).

Government policy stated in the Lecturer and Teacher Act requires that lecturers have Professional Competency, Social Competency, Pedagogy Competency and Personality. Having passed an examination on those four items, lecturers are awarded the Lecturer Certification. In addition the government provides monetary allowance irrespective of whether they teach in public or private universities.

In line with the government policy, the aligning of lecturer management and requirements of a Knowledge enterprise university at Binus is conducted by:

1. The Directorate of Talent Management (TM)  
While it reports directly to the CEO it has five functions reporting to itself as shown in Figure 5.

The Strategic Plan needs to cascade down to the various directorates, departments, section and individuals, so as to create the line of sight as shown in Figure 6.

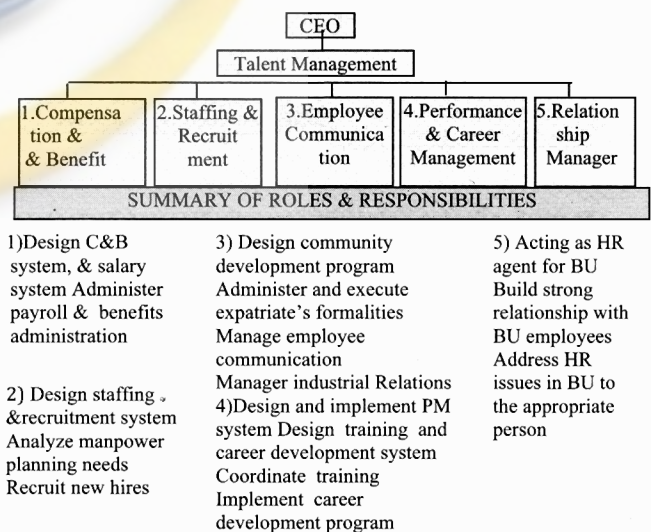


Figure 5. Organization of Directorate Talent Management

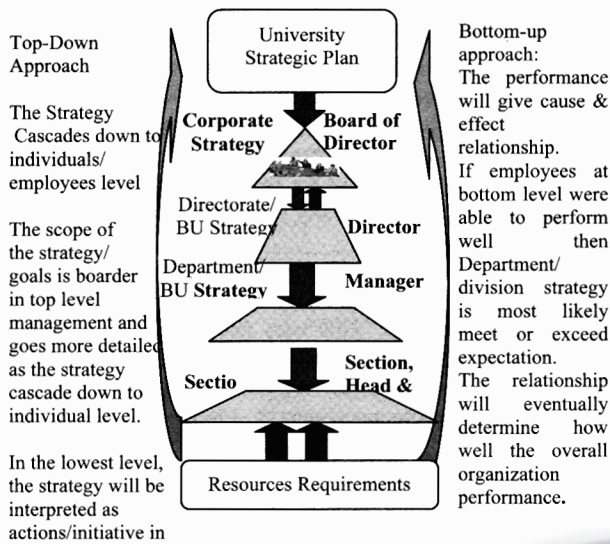


Figure 6 Cascading Strategic plan

- Alignment Lecture Performance and University Strategic Plan (USP). This is performed by cascading down to the Directorate, then to the employee or lecturer, thus lecturer's KPI are tied to the success of the University. Performance Appraisal evaluated through competencies and KPI are achieved, as shown in figure 7.

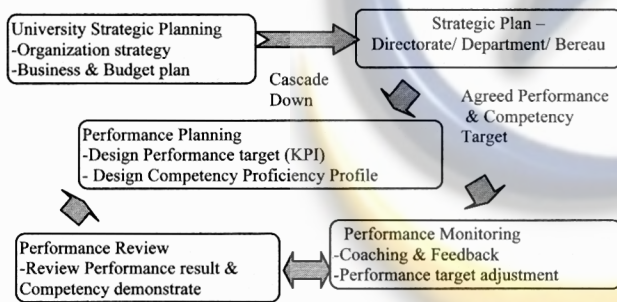


Figure 7. Aligning University Strategic Plan and Performance Appraisal

- Management system for the lecturers is conducted using Competency Based Concept through Performance Appraisal (PA) with the outcomes shown by KPI (Key Performance Indicator).

Below is the table for lecturer's PA. IKAD is "Indek Kinerja Akademik Dosen" (Efficiency Index for academics) and it refers to lecturers' performance in teaching-learning, research publication, community service including Social responsibility activity and academic advising as shown in Table 2

TABLE 2 Faculty Performance Standard (BINUS data)

KPI factor	Target	Weigh	1	2	3	4	5	6
Teaching ( IKAD Average )	> 3.00	50%	1,00-1,67	1,68-2,33	2,34-3,00	3,01-3,33	3,34-3,67	3,68-4,00
Publication (minimum 1 paper in National Conference)	2 Published Papers per Year total 4 points	30%	0	1	2	2	2	2
Community Service (CSR activity)	1 activity for each semester	5 %	0	1	2	2	2	2
Academic Advising	4 student/ Semester	15%	5	5	>6	10	10	10

- Performance Appraisal should be linked with other HR activities such as Reward, Training and Career Development. Reward systems refer to methods used to set fixed and variable pay for the jobs in an organization. The 3P (Position, Performance, People) approach of the reward management system supports the University's strategy, mission and objectives. It is highly pro-active and is fully integrated into University management practices and business strategy. The 3-P system ensures that HRM plays a central role in management decision making and the achievement of University goals as shown in Figure 8

Based on Compensation System interview, the lecturer salary based on 3 payments:

- Pay as the basic reward for the job. The amount depends on the lecturer's position.
- Pay for Competency, an allowance of lecturer's academic qualifications in accordance with government policy.
- Pay for result based on the achievement of KPIs or performance standard above.

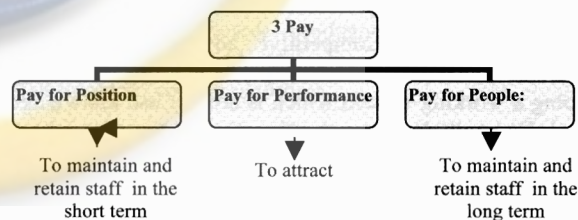


Figure 8: Pay for Position, Pay for Performance, Pay for People (Kusumastuti,2011)

## VI. BINUS UNIVERSITY COMMITMENT TO SOCIAL RESPONSIBILITY (SR)

Social Responsibility (SR) is considered achieved at Binus through the application of an integrated KM and ethical Lecturers Management system, including the 3P mentioned earlier.

It was found that the application of KM develops a positive learning and knowledge sharing environment which leads to the implementation of SR (Simmons, 2008). For example Binus' staffs are involved in the *Teach for Indonesia* (TFI) program, a community education program ([www.teachforindonesia.org](http://www.teachforindonesia.org)) which would not have been possible otherwise.

## VII. CONCLUSION AND IMPLICATION

HE must focus on creating and developing student and faculty as knowledge workers who can succeed and excel in a competitive global environment. KM in HE has become an integral part of the system with commitment from faculties, departments and all stakeholders of the university.

Knowledge creation is a human process gained through personal reflection, interactions and conducive environment. By managing knowledge, university can develop professional lecturers for long life learning commitment and who are efficient and effective. This is further supported by the implementation of ethical management practices as it will generate the targeted performance which in turn will contribute to SR especially at a time when the community in general views SR as a credible measure of the university's competitiveness.

Thus, by KMS that integrated with Performance Appraisal for knowledge-based reward of lecturer will enhance University Social Responsibility .

When this is achieved, we are then on the way towards Social Innovation a responsibility that appears to be shouldered by universities as well, although not too many universities realize this at the moment.

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