Academic Management System Integration Of Private Universities

Sri Mulyani[1], Mohammad Fakry Gaffar[2], Aan Komariah[3], Suryadi[4], Ade Suhendar[5], Ius Rusnati[6], Sri Wulansari[7]

[1,2,3,4,5,6,7]Educational Administration Department, Universitas Pendidikan Indonesia, Bandung-Indonesia
* Corresponding author:
Email: sri.mulyani@pertiwi.ac.id

***Abstract**.*
The Academic Management System of Higher Education is a component of the Institutional Management System of Higher Education, which is concerned with the overall management tools that have been designed and compiled in a systematic and rigorous manner. Nowadays, as technology advances and student generations change, educational institutions are encouraged to continually respond to the use of technology in their service systems. The aim of this thesis is to identify and interpret research results relating to academic management system alignment. A descriptive qualitative approach is used in this research. According to the findings of the study, while universities do have an institutional management scheme in place, its execution is not optimal. Universities do have an Academic Management System in place, but it is not yet fully implemented. The academic Management System also has some elements missing, such as academic calendar scheduling, new student placement, new and old student enrollment, classes, grading, thesis instruction, and graduation.

***Keywords:** Academic Management System, Technology and universities.*

I.   INTRODUCTION

The college's academic management scheme was designed to make any operation process in the college run more smoothly.[1] However, several mechanisms become incompatible with one another, resulting in a large number of tumpeng processes that overlap and make the method more complex This will almost definitely necessitate harmonization between systems or subsystems so that the system as a whole will become an automated system.[2][3]

"Standards for institutional processes," according to Heras-Saizarbitoria [4], are "standards for how to design and handle organizations." These institutional guidelines are more often known as management system standards (MSSs), a concept with a long history of scholarly recognition.

Community-based, social and societal entrepreneurship have increased in Administrative process standards for how to plan and structure organisations explicitly need coordination so that the structures designed can be linked and welcoming. El-Homsi & Slutsky [5] quote Peter Drucker as saying, "No entity can probably succeed if it needs geniuses or supermen to run it." It must be structured in such a manner that it can function under the leadership of ordinary people."

It is explicitly stated that no organisation, even higher education organizations, will be effective until it is managed by a really decent individual.[6], [7] The only thing that can help an organization run better and even prosper is a cohesive and good structure. Based on the above, it can be inferred that an interconnected structure can enable an enterprise to move quickly and efficiently, allowing it to deliver and manufacture high-quality services and goods in the end.[8]

Higher Education, as one of the organizations designing and constructing an interconnected infrastructure, faces difficulties in putting the structure in place so that the system's processes do not clash [9]. The aim of this study is to determine the degree to which academic management structures in private universities have been integrated, as well as how the evolved integrated structure benefits all stakeholders in terms of service quality and effectiveness.

II. METHODS

This thesis employs a descriptive qualitative approach in which scholars attempt to examine the structure that has been created and applied in order to determine the alignment between each of the seven elements that have been developed[10]–[12]. Data from this analysis was collected from the system that was run, and the limitations and problems associated with its integration were identified.[13] Data can also be accessed by paper processing and an IT team with the potential to assess a system's flaws and benefits. After that, the information is checked, coded, and translated into data that can be viewed.[14]

III. RESULT AND DISCUSSION

A. RESULT

The following are the results of studies into the application of an institutional management system in private universities:

a. Academic Calendar and Lecture Schedule Preparation

The current situation in this element is that the present structure is not yet synchronized between the academic calendar planning system and the program. When management is creating a schedule, this is especially complicated since it must manually review the program as well as the placement of classes that conform to the semester.

b. Admission Selection for New Students

The findings in this study are that there are no selection guidelines yet; this condition makes the system run immeasurable and neat, because everyone involved in the admissions system of new students can make their own judgements and make their own decisions. There is no option to print the participant's own card; the second difficulty in the current situation is the system's integration, which prohibits students from printing their exam cards separately.

c. New student enrollment and old student re-registration

The study's results are as follows: a) BAAK's input proof of student payment is still manual; the same thing occurs with input proof of student payment, which is still handled by BAAK workers, allowing for the occurrence of errors that can be reduced, b) Reactivation of student status is still manual, and d) The number of acts is still manual. c) Student status reactivation is still done manually; d) By the completion of the enrollment period, the number of registered candidates, leavers, and dropouts cannot be determined in the scheme. e) Students fill out study plans online, but Academic Guide Lecturers do not approve them in the scheme.

d. Lectures

The following are the results of this analysis in terms of the aspects of lecture implementation: the list of participating students and lecturers is performed manually. Already in the scheme, but incomplete, and there is no synchronization between Google Classroom and task set, mid, and final assessments. This discovery has a significant impact on student service because not synchronizing learning practices has a negative impact.

This finding has a significant impact on student service by failing to synchronize the learning process can result in values that are not in compliance with the defined deadline.

e. Assessment

The study's results reveal that whilst the system currently has a comprehensive menu for the evaluation process, the challenge lies with the lecturer's human resources, which are often late in entering student scores into the system. This lecturer's constraints are many, along with his or her lack of experience with using the device to administer tests, as well as his or her preference for doing so manually. Another issue is that lecturers are not penalized if they are late in filling out students' grades.

f. Thesis Session and Guidance

Despite the fact that the system exists, the thesis administration menu has not been applied, according to the results of this element's study. This is due to the fact that dualism is still in use, with both a manual and an online method.

g. Graduation

A graduation administration menu exists in the new state, but it has not been introduced. The unimplemented scheme has the effect of making data collection for students who are qualifying for graduation more difficult

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B. DISCUSSION

Researchers found three very critical elements based on the results above, proving that the program is still very poor. The element of re-registration of new and old students up to the filling of KRS, the introduction of lectures, and the element of evaluation are the three elements contained in this analysis where the difference is very wide.

1. *New Student Registration & Old Student Re-Registration*

The findings revealed that some students do not fill out research plans, because they do not appear on the school enrollment list, but they still attend class. This occurs when students register late due to financial constraints and fail to return to the academic team. As a result, the final score is entered, and the student is no longer present in the examination recapitulation. The finding is related with the opinion of Omemu [15] that states "Since all data is stored in a database, resources to students such as extension, elimination, clarification, or insertion, and the creation of current and new registration files would be able to be resolved in a very short period by developing a student registration management system that incorporates a database and uses visual basic programming language 6.0.".

Through designing computer-based data processing systems and variables, it is possible to logically organize variables that facilitate the formation or creation of such reports. (b). With the introduction of this scheme, it is possible to use less human resources (minimize labor) while maintaining the same level of service efficiency [16].

The report backs up the findings of a larger study on university administration's practices in the re-registration process for both new and returning students.[17] According to the study, the registration process not only helps to confirm the continuity of student learning, but also to enable students to enroll in courses that correspond to their previous accomplishments. Re-registration operations are often considered very important/vital as well as procedural. Since re-registration ensures students' attendance in the classroom, it is beneficial.

2. Lecturing

Lectures are learning process activities that include students that are enrolled who have contracted specific classes, lecturers, times, and locations for each semester's learning process. Skewes [18], for example, claims that Teaching is described as engaging with students in order to help them understand and apply information, principles, and processes. To teach is to include students in the process of learning; thus, teaching entails involving students in the active creation of understanding.[19]

The findings revealed that, despite the fact that the schedule was socialized from afar and reported to the lecturer in question, the schedule was

still not implemented in line with the agreed-upon teaching willingness, resulting in the schedule being adjusted every two weeks during the first two weeks of the lecture.

The findings support studies published in the journal International Journal of Environmental and Science Education by Rimma A. Kutbiddinovaa, Aleksandra A. Eromasovaa, and Marina A. Romanova [20], which notes that The new focus in education on the development of competencies as a person's preparation and capacity to engage in action and communication necessitates the establishment of pedagogical and psychological environments in which the pupil may communicate not only his or her academic and cognitive activity, but also his or her personal social status, individuality, and self-expression as a subject of study.

The teaching and learning process provides not only for increased skills and cognitive tasks, but also for how they can place themselves in the social life in which they work and engage in activities.

c. Assessment

The findings revealed that the Midterm Exam: assessment process was conducted at the eighth meeting and the Final Exam was administered at the sixteenth meeting for each course according to the academic calendar's timetable had not been working optimally. There are also some classes that are not being implemented in compliance with the school calendar. This is in accordance with Basera's [21] viewpoint, which notes that Just about 5% of the overall items sampled measured higher-level thinking abilities of some kind, and only 3% of evaluation items on assessments reflected high-level intellectual awareness. The remaining 95% of items tested included low-level skills such as remembering facts, estimating, and applying formulas to solve repetitive problems similar to those found in textbooks or in class.

Examination of exam files and recording of exam results by each lecturer, which were processed by Academic Affairs and Computer Center, did not run smoothly; according to documentation reports, only 40% of lecturers assessed exam results on time. The findings are in accordance with Huda, Md. Kabir, and Tanvir Siddiq's [22] (2020) study, which found that An assessment can be a very crucial component of the teaching and learning process, since it can both advance understanding and quantify or certify outcomes.

It can be argued that assessment is a very important part of the teaching and learning process because it allows one to see their progress in terms of knowledge and also to quantify outcomes so that they are entitled to receive value. While Emma Medland [23] said that assessment is the process of identifying strengths, capabilities, and competencies that may be useful in situations other than the one in which they are being measured...

Students were able to demonstrate the breadth of their learning and express more clearly what they had internalized during the study curriculum.[24]

The aim of the evaluation process, it is described, is to quantify the quality, abilities, and competencies that would be useful to students in order for them to be able to demonstrate the outcomes of their learning process in the society.[25] The assessment process is undoubtedly a measurement process that would be extremely beneficial to both stakeholders in determining the success of universities' teaching and learning processes.

IV.   CONCLUSION

Researchers found three very critical elements that are precisely the application is still very thin, based on the results of the analysis above. The element of her enrollment of new and old students up to the filling of studies preparation, the execution of lectures, and the evaluation element are the three items contained in this analysis where the difference is very wide.

The academic management framework has not been sufficiently embraced and integrated, according to the study's results. Each component is still incomplete and does not interact with the others. As a result, by incorporating the elements of an integrated academic management system must be created.

Universities do have an Academic Management System in place, but it is not yet fully implemented. The academic Management System also has some elements missing, such as academic calendar scheduling, new student placement, new and old student enrollment, classes, grading, thesis guidance, and graduation.

V.   ACKNOWLEDGMENTS

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