



SKRIPSI

**THE EFFECT OF STUDENT PERCEPTION ON
ACADEMIC QUALITY VARIABLES TOWARD
STUDENT PERFORMANCE
(Case study: International and Regular Program)**

F A R A H

06 152 016

Proposed as a partial requirement to obtain Bachelor degree

MANAGEMENT DEPARTMENT

ECONOMICS FACULTY

ANDALAS UNIVERSITY

PADANG

2010

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THE EFFECT OF STUDENT PERCEPTION ON ACADEMIC QUALITY VARIABLES TOWARD STUDENT PERFORMANCE
 (Case Study: International and Regular Program, Faculty of Economics, Andalas University)

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ABSTRACT

The issue of quality now is a significant theme in higher education management. This research is investigating the effect of Student perception on Academic Quality Variables toward Student Performance of International and Regular Program, at Faculty of Economics, Andalas University. Based on literature reviews there are 4 kinds of student perception on academic quality: Academic Instruction, Campus Life, Guidance and Recognition. The total of 150 respondents in International and Regular Program, Faculty of Economics, Andalas University were surveyed in this research but only 135 respondent can be analyzed for frequency distribution, meanwhile 98 respondents can be analyzed by multiple linear regression. The finding has some interesting results. Based on the perception of student in international program the finding indicates that guidance has a significant relationship with student performance, and based on student perception of regular program the finding indicates that academic instruction has a significant relationship with student performance.

Keyword: Student perception on Academic Quality Variables, Student Performance.


Skripsi ini telah dipertahankan di depan sidang penguji dan dinyatakan lulus pada tanggal 12 November 2010.

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CHAPTER I

INTRODUCTION

1.1 Background

In the last decade, the issue of quality has become significant theme and will continue to be one of the predominate points of debate in higher education. The pursuit of quality is driven by three main farces; consumer demands for increase standard and performance, the need of organizational excellence and efficiency and accountability to stakeholders (Peters & Waterman, 1986). However, defining quality is no simple task. There are two main schools of thought in determining quality which comprise: the supply-side managerialist approach, and the demand -side consumer approach.

According to the managerialist approach to quality, it is the responsibility of the respective supply organization to define state, measure, evaluate and monitor quality standard. The principles of the managerialist model are embedded in the school of Deming (1986) and Juran (1989). These practitioners, born in US, were responsible for the quality movement in Japan after Second World War. They later returned to their homeland to assist the American production sector organizations establish the principles of quality controls. Although neither Deming nor Juran examined issues of quality in the higher educational institutional framework, their philosophies and practices are evident in the quality programs adopted by universities in the Western world (Gatfield, 1997). These areas of practices include: emphasizing a top-down managerial approach, calling for a specific and quantifiable annual set of

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organizational objectives; stipulating that the defining public determine fitness for purpose; emphasizing quantitative techniques; and finally stressing economic efficiency as the main objective. This approach to quality is the determinant paradigm in the Australian higher education debate and documented by many including, Karmel (1992), Murphy (1994), and Massaro (1995).

The second approach to understanding quality is that it is defined by consumers on the demand-side. Many researchers from the service marketing discipline, but not representing higher education, take the consumer determined perspective of quality. These scholars include Lewis and Blooms (1983); Gronroos (1984); Parasuraman et al. (1985) and Smith (1995).

According to Marginson and Wende (2007), in the global knowledge economy, universities are the medium for relationships and global movement of people, information, knowledge, technologies, products and financial capital. This results in "international mobility; global comparison, bench-marking and ranking; and the internationalization of institutions and system" becoming important issues in government and universities around the world (Marginson & Wende, 2007) including Indonesia. However, 'not all universities are (particularly) international, but all are subjects to the same processes of globalization- partly as objects, victims even, of these processes, but partly as subjects, or key agents, of globalization' (Scott, 1998, as cited in Marginson & Wende, 2007, p.5). In the case of the Indonesian higher education system, although they are all subject to globalization, it seems to be not clear how they respond in terms of internationalization.

CHAPTER VI

CONCLUSION

This chapter provides conclusions drawn from findings and discussion presented in the previous chapter, followed by assessment of the potential limitations present in this study and possible future directions for the research.

6.1 Conclusion

This research is a quantitative research to get statistical data to show the effect of student perception on academic quality variables toward student performance, by using multiple linear regression analysis. It has been conducted on International and Regular Program, Economics Faculty, Andalas University.

The data used are primary and secondary data. Primary data is gathered by questionnaires distribution to students of Economics Faculty, Andalas University. Then, secondary data is gathered by doing literature review. Quantitative method is used to quantitatively test hypotheses of the research. Data have been processed by using a multiple regression model with SPSS 15.0 software tool as previous data processing, classical assumption test has been performed in order to ascertain that data are normally distributed and satisfy the normality assumption.

1. Student perception on academic quality variables has significant and positive effect on student performance (GPA) of International Program.

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