

immediately and then integrated into the next quality standard. If the audit results have reached the standard, the planning process in the next cycle must be improved so as to produce kaizen or continuous quality improvement.

The four stages are intended to ensure that every activity in providing education in Higher Education is guaranteed quality and each work unit always carries out evaluations to find its strengths and weaknesses so that changes can be made towards continuous quality improvement. (Sudarsana et al. 2014) According to Sudarsana et al (2014) in the Policy Book of the Denpasar State Hindu Dharma Institute, quality standards include aspects of academic and non-academic activities consisting of seven BAN-PT quality standards integrated with the National Higher Education Standards as mandated by Law No. 12 of 2012 which includes:

- a. Standards: Vision, Mission, Goals, Goals, Strategy. Contains a basic framework that provides direction to the study program in the formulation and implementation of its main tasks. The basic framework in question includes the vision, mission, goals, objectives, and strategies for achieving them. The basic framework above is described by each study program based on the formulation of the faculties and institutes so that these standards contribute to the achievement of the overall vision of the institution.
- b. Standard Governance, Leadership, Management System, and Quality Assurance. This standard contains the basic principles that govern how a unit/study program is managed based on the principles of good university governance (GUG) which prioritizes effectiveness, efficiency, transparency, and accountability.
- c. Standard Students and Graduates. Includes several basic measures that can be an indicator of an effective learning process and at the same time a reflection of the quality of graduates. These standards should be formulated at all levels of academic management, with the principles at the highest level being the minimum.
- d. Standard Human Resources (HR). Human resources that support academic and administrative processes must meet the minimum qualification requirements. For lecturers to fulfill minimum educational qualifications, functional and professional positions must be the main ones. In addition, the ratio of the number of lecturers to students and the distribution of fields of knowledge are also standards that must be considered. Furthermore, education personnel must have competencies that support the entire administrative process effectively and efficiently.
- e. Standard Curriculum, Learning, and Academic Atmosphere. The input, process, and atmosphere of the learning process must support the formation of outputs/graduates. The curriculum must be developed based on the paradigm of the unity of science that is adapted to the dynamics of society. The academic process is carried out by taking into account the principles of educational science with the support of a conducive academic atmosphere for achieving maximum results.
- f. Standard Financing, Infrastructure, Facilities, and Information Systems. Financing standards must be based on unit needs as reflected in planning documents that contain performance targets.
- g. Standard Research, Community Service, and Research Collaboration and community service is carried out based on fairness and involvement of lecturers through a competition mechanism. Cooperation is built based on understanding to achieve benefits for both parties.

3.3. Theory Z

Organizational Theory Z was developed by William G. Ouchi in his 1981 article entitled Theory Z: How American Business Can Meet the Japanese Challenge. This theory is a combination of American management and Japanese management, where all the shortcomings of both theories are eliminated and take advantage of both theories (Ouchi 1981). According to Ouchi, there are 12 strategies for a typical organization that wants to apply Theory Z to its company.

- a. People who are doubtful or skeptical are guarded because by frequently involving these people in work, without considering them different, trust will arise after understanding each other.
- b. Company management should re-audit its philosophy, taking lessons from past experiences and asking employees how the company should be.
- c. The company's management must notify the company's leaders of the results of the philosophy audit. And company leaders must be willing to listen to the results obtained by management with an open mind so that there can be trust between management and company leaders.
- d. The company must have a good and motivating work structure so that when someone struggles, they believe that the team will fight with him together.
- e. Companies must build some interpersonal skills, such as communication. So employees know how to respect the manager and when to interrupt the conversation.
- f. Companies must test themselves and their systems, and the extent to which Theory Z has been implemented.
- g. Companies stabilize jobs. This can be done by providing challenges or variations of tasks to employees.

- h. The company designed a slow evaluation and promotion.
- i. The company expands its employees in their career paths. It means providing experience in several different aspects so that the person knows what each department is doing. This is done to retain employees in the company.
- j. Company management must practice theory Z at the lower level. Changing this habit of course must start from the top by improving management professionalism so that management can go through the problems that will be faced at lower levels.
- k. The company must design a place where every employee can participate in the company's decision-making.
- l. Companies must get used to the attitude of kinship with everyone.

Table 1. Theories X, Y and Z

	Theory X	Theory Y	Theory Z
It is Human Nature To	Avoid work Need compulsion Shirk responsibility Seek to commanded Value security Lack ambition	Find work natural if committed, Show initiative Self-control Self-direction Seek-responsibility Value creativity	(Same as Y)
Commitment	Irrelevant	People need to commit to the organization	The Organization needs to commit to people.

Table 2. Basic Conflicts and Theories

	Theory x	Theory Y	Theory Z
Following Policy vs sensitivity	Possible conflict	Possible conflict	Possible conflict
Delegating authority vs authorized goals	Possible conflict	Possible conflict	No Conflict
Process vs Product	Possible conflict	Possible conflict	Possible conflict
Power vs morale	Possible conflict	No Conflict	No Conflict

Theory Z was applied in the field of education by William Ouchi in 1993 which resulted in the quality of educational institutions paying attention to the following 6 elements:

- a. trust,
- b. self-motivation,
- c. reward system,
- d. skill improvement training,
- e. joint control and decision making as well as
- f. quality learning.

The role of Theory Z in the cycle is to provide guidance for management to improve institutional performance by motivating employees by paying attention to the institutional culture that continues to be developed. The purpose of applying Theory Z in management is to build loyalty that focuses on the roles and positions of employees so that employees feel comfortable working, feel an important part of the institution, and in the end employees will work more effectively and efficiently to improve institutional performance.

The implementation of Theory Z is suitable for universities because the indicators used are in accordance with the overall conditions of universities, namely: trust, lifetime employment, joint decision making, comprehensive attention to employees who need adjustments so that they can absorb the values of the association, especially in the education management field.

3.3.1 Trust

According to William Ouchi in Lunenburg (2011), no institution can exist without trust and closeness. Theory Z in the field of education also emphasizes communication and trust relationships between leaders and those being led,

including close interpersonal relationships between students, lecturers and students, lecturers and lecturers, education staff and lecturers, and education staff and students. To build trust, Theory Z provides 5 directions that need to be done, namely: closeness and friendship, rules, professional experience, attention and empathy, communication, and habituation. Sources of trust are closeness, friendship, and communication can be built by carrying out ritual activities together as one of the important aspects of creating an organizational culture in daily activities.

Effective communication must be built between leaders and the entire academic community, built without barriers, can discussed at any time, regularly hold meetings to discuss problems in their respective units as well as convey information. In accordance with William Ouchi's suggestion for the implementation of theory Z in the field of education, to gain trust it is necessary to build effective communication between lecturers and students, lecturers and lecturers, lecturers and leaders, lecturers, leaders, and education staff (Wasono et al 2015).

3.3.2 Motivation

Higher education employee motivation in work is influenced by 2 factors, namely internal and external factors. Internal factors are everything that affects employee motivation that comes from the individual himself or self-motivation, this factor is a track record that forms a mindset, family background, attitude, religiosity, and everything related to personality. External factors are organizational influences that shape attitudes, behavior, and professionalism that comes from corporate cultures, such as employee rules, work environment, and colleagues. The two factors that influence employee orientation are worked out, so increasing employee motivation also requires 2 approaches that can motivate individuals and motivate groups or units.

Efforts to increase commitment and employee motivation can be done by various methods including the motivation theory of David Mc. Cleland with N-Ach mentions that this theoretical approach classifies employee motivation with general characteristics that can be distinguished into characteristics of need (need for power), need for friendship (need for affiliation), and people with the need for achievement (need for achievement). The approach to excel in lecturers is different from that of administrative staff. Lecturers as professionals need 3 motivational factors to provide the best performance, namely: 1) autonomy, aka freedom in their work. Lecturers usually have a basic desire to be able to carry out their tasks independently, such as research, teaching, dedication, 2) increasing expertise in the field they are engaged in,

Building human resources in universities with educated and highly educated personnel does not only pay attention to the financial welfare side such as salary, and insurance, but also provides stimulants so that enthusiasm and motivation to work emerge. Stimulants to provide this motivation do not have to be in the form of material but in the form of providing support, intellectual challenges, and opportunities. One of the motivational techniques for highly educated employees with a high level of independence and a high target to achieve organizational goals, a strategy is needed that can accommodate these interests. The groups created to achieve these goals need to be accelerated and accommodated so that the capabilities of these lecturers can be channeled.

3.3.3 Decision-making and control sharing

The best performance according to Theory Z is if a policy or decision has the support of all lines of management and employees. Support is obtained when the decision-making or decision has been discussed collectively and there is a group responsibility. One way is to share control to give each other input and information on the leadership and structures below it so that the best decision is obtained.

The model of policy making and communication between the leadership of the Chancellor, Vice Chancellor, and Dean must be carried out as if there is no distance, can communicate and share at any time. All decisions/policies issued by the leadership have gone through a sharing mechanism, and evaluation so that it is a joint decision. The Chancellor together with his representatives takes policies collectively, although in the structure the responsibilities remain in accordance with their respective positions. This system can have implications if something goes wrong, the sense of guilt is felt in a congregation and if there is a success, it is a collective success (Nashir H. 2011). This relationship model can only be formed if the system has become a culture in a university.

3.3.4 Reward System

A fair reward system as one of the implementations of Theory Z in an educational institution is an important effort for organizations to reward their employees who have devoted themselves to the institution, are committed to, and contributed to the progress of the institution. According to William Ouchi in Lunenburg (2011), if the institution pays

attention to its employees who are committed to the goals, then the employees will have confidence that as long as they do and implement what the institutional program is, there will be equity in the end.

3.3.5 Training

The training provided is mostly done for lecturers and employees with the aim of improving performance, technical skills, and knowledge so that employees have the skills for the workload to be charged. On the other hand, leaders such as the Chancellor and Vice-Chancellor, Deans need to be trained in different materials from ordinary employees. The training carried out for certain levels has different competencies at other levels, as well as training for middle management levels that have different competencies.

The design of the training program as well as the internalization of values has the basis that each training is specifically designed according to its needs and each job has different stages and needs. The training model for various levels are distinguished according to the classification of leadership level, department level, study program, head of the Bureau, Head of Unit, and level of employees or ordinary lecturers.

Training can be carried out using the following models, including upgrading, refreshing, and job training. Upgrading is a refresher activity aimed at all higher education leaders. This activity can take the form of upgrading, workshops, or workshops for quality improvement and unity of steps in implementing leadership within the leadership environment. Refreshing is a form of non-formal training intended for leaders or employees.

In the early stages, prior to the training, an organizational needs analysis and a Training Need Analysis (TNA) were carried out. Analysis of organizational needs to analyze training needs based on the strategic needs of the institution in responding to future developments. Strategic needs are formulated with reference to two main elements: corporate strategy and corporate values. Corporate strategy is a strategy related to the choice of direction of the institution as a whole, as well as its management and corporate values are values within the company that can motivate employees to achieve company goals. Corporate values are formulated by leadership and designed to achieve the goals of the University as a whole.

Training Need Analysis (TNA) is an analysis to find out the training needs of all employees from upper, middle, or regular levels. The information obtained will help to determine what training is needed and then prioritize what training is really needed according to budget and time effectively.

4. Conclusion

Human resource management is seen as a fairly important role in the organization. HR management is a process that includes evaluating HR needs, getting people to meet those needs, and optimizing the utilization of these important resources by providing the right incentives and assignments, to match the needs and goals of the organization in which HR is located.

The management model for the implementation of the Internal Quality Assurance System is designed, implemented, and continuously improved based on the PDCA (Plan, Do, Check, Action) model. With this model, the goals to be achieved will be determined in advance through the right strategy and a series of activities. Then, the achievement of goals through these strategies and activities will always be monitored regularly, evaluated, and developed in a better direction on an ongoing basis.

The role of Theory Z in the cycle of trust, self-motivation, reward systems, skill improvement training, joint control, and decision-making and quality learning is to guide for management to improve institutional performance by motivating employees by paying attention to the institutional culture that continues to be developed. The purpose of applying Theory Z in management is to build loyalty that focuses on the roles and positions of employees so that employees feel comfortable working, feel an important part of the institution, and in the end employees will work more effectively and efficiently to improve institutional performance.

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