

Increasing Student Competence by Implementing Strategic Management in Indonesian Private University

Bambang Nur Cahyaningrum¹, Wisnu Untoro², Ahmad Ikhwan Setiawan³ & Lilik Wahyudi⁴

Abstract

The objective of this study is to investigate the impact of implementing strategic management, lecturer professionalism, and controlling learning quality on student competency at private universities in Indonesia. The research utilized a sample size of 182 respondents, selected through a stratified random sampling method. Data were collected using structured questionnaires distributed to lecturers and students of private universities. The data were then analyzed using the Structural Equation Modeling technique, employing the Smart Partial Least Square application program to ensure robust and reliable results. The research findings indicate several key factors that have a positive and significant impact on student competency, lecturer professionalism, and learning quality control at private universities in Indonesia. Firstly, the application of strategic management, lecturer professionalism, and learning quality control all contribute to enhancing student competency. This indicates that a well-implemented strategic management framework, along with professional and competent lecturers, significantly improves student learning outcomes. Secondly, the implementation of strategic management and quality control of learning positively affects the professionalism of lecturers. This highlights the importance of strategic initiatives and rigorous quality control measures in fostering a professional academic environment. Thirdly, the implementation of strategic management has a positive impact on controlling the quality of learning. Effective strategic management practices ensure that educational institutions maintain high standards of teaching and learning processes. Lastly, the control of learning quality partially mediates the relationship between implementing strategic management and student competence as well as lecturer professionalism. This mediation effect suggests that quality control mechanisms are crucial in translating strategic management efforts into tangible improvements in both student and lecturer performance. These findings underscore the importance of strategic management, lecturer professionalism, and quality control in enhancing the educational outcomes of private universities in Indonesia. Future research could explore the specific components of strategic management and quality control that most significantly influence educational quality, as well as investigate these relationships in different regional contexts.

Keywords: *Private higher education, quality control, strategic management, student competency*

¹ Dr Candidate, Universitas Sebelas Maret Surakarta, Indonesia; Universitas Veteran Bangun Nusantara, Sukoharjo, Indonesia; Email: bambangnurcahyaningrum@gmail.com

² Prof. Dr, Universitas Sebelas Maret Surakarta, Indonesia, Email: wisnu.untoro@gmail.com

³ Prof. Dr, Universitas Sebelas Maret Surakarta, Indonesia, Email: aikhwansse@gmail.com

⁴ Prof. Dr, Universitas Sebelas Maret Surakarta, Indonesia, Email: lilikwahyudi@hotmail.co.uk

Introduction

Strategic management in Indonesian private universities is becoming more important to improve education quality and student competency (Syakur et al., 2020). Quality assurance or quality control theory helps ensure that teaching and learning meet quality standards (Juran & Godfrey, 2016). Quality assurance (QA) and quality control (QC) are related to learning quality control (Potgieter et al., 2011). QA involves systematic planning, evaluation, and monitoring to meet education quality standards (Suhaemi & Aedi, 2015). However, QC monitors and controls operational learning quality (Gibbs & Coffey, 2004).

When strategic management is used, it is important to combine QA and QC ideas to improve the quality of education in private universities (Mallillin & Mallillin, 2020). Universities can improve the quality of teaching, the development of curricula, and the management of human resources by putting planned strategies into action. These all help to make lecturers more professional and students smarter (Chatzoglou et al., 2015; Hoyle, 2017; Juran & Godfrey, 2016).

This study specifically investigates the management strategic to enhance students competency in a Universitas Veteran Bangun Nusantara (henceforth, Univet) Indonesia for two reasons. First, Univet is the oldest private university in Sukoharjo where management has been run for a mature age. Second, the implementation of strategic management to enhance university policy in Univet has been run and modified continuously.

Previous research has shown that implementing strategic management is key to making professors more professional and students more skilled at private universities in Indonesia (Tutun, 2022). But in this changing and complicated situation, quality assurance institutions need to step in and help make learning quality control work (Irnowati, 2023; Muhtarom et al., 2009). According to Crosby (2006), QA/QC theory stresses the need for higher education to be more organized and plan for quality management. It is the job of quality assurance institutions to connect strategic management, the professionalism of lecturers, and the competence of students with good quality control in learning (Hénard & Roseveare, 2012).

In the realm of higher education, enhancing student competency is of the utmost importance (Bond et al., 2018; Blesia et al., 2021). Particularly in private universities in Indonesia, the implementation of strategic management can aid in resolving a number of recurring issues. A deficiency in soft skills is one of several obstacles to increasing student competency through strategic management. Although many students possess solid academic knowledge, they struggle with communication, teamwork, and leadership (Aryawan, 2022). As a result, it is imperative that universities incorporate soft skills training into their curricula through the organization of seminars, workshops, and extracurricular activities (Stensaker et al., 2007).

In addition to this, a dearth of student engagement can be observed, as certain students may exhibit reduced participation in campus organizations, activities, or research endeavors (Sonedi, 2018). Hence, it is imperative for universities to foster active engagement by means of mentoring initiatives, internships, and collaborative undertakings with the business sector (Faham et al., 2017). Subsequently, variations in teaching quality occur: the caliber of instruction may differ among instructors and courses (Aryawan, 2022). Universities must therefore conduct routine evaluations of instructors, provide teaching preparation, and guarantee the quality of learning materials. In addition, a deficiency in career readiness is evident, as many graduates are not adequately equipped to enter the professional realm (Asmawi, 2005). As a consequence, it is imperative for universities to enhance their affiliations with industry, offer internship initiatives, and disseminate knowledge regarding professional prospects (Hackett et al., 2023).

The era of globalization requires entrepreneurial skills, which are lacking in some cases (Prawiyogi & Toyibah, 2020). Universities must incorporate entrepreneurial approaches into the curriculum, train students, and support their ventures (Achcaoucaou et al., 2014). Research and innovation are neglected, so students should be encouraged to participate (Koenen et al., 2015). Universities must facilitate research, incentivize student participation, and conduct research (Byun et al., 2011). Private universities in Indonesia can solve this problem and prepare students for work and society by using strategic management (López et al., 2019).

By focusing on quality assurance, quality control, and strategic management, this article will examine how quality assurance institutions control learning quality and increase lecturer

professionalism and student competence in the private sector. This research aims to improve public education by enhancing private university students' skills in Indonesia. The urgency of this research is to anticipate globalization trends, modern progress, and rapid technological developments, which will increase competition, complexity, challenges, and threats for private universities in Indonesia. Thus, Indonesian private universities must immediately improve their services and performance to compete globally.

Research Questions

Derived from the background of the study above, the following research questions are sought to answer:

- How does the application of strategic management impact student competency at Univet Sukoharjo Indonesia?
- In what ways does the implementation of strategic management enhance the professionalism of lecturers at Univet Sukoharjo Indonesia?
- How does lecturer professionalism influence student competency at Univet Sukoharjo Indonesia?
- What is the impact of implementing strategic management on controlling the quality of learning at Univet Sukoharjo Indonesia?
- How does learning quality control affect student competency at Univet Sukoharjo Indonesia?
- What is the relationship between learning quality control and the professionalism of lecturers at Univet Sukoharjo Indonesia?
- To what extent does learning quality control mediate the relationship between the implementation of strategic management and student competency at Univet Sukoharjo Indonesia?
- How does quality control in learning mediate the effect of strategic management implementation on the professionalism of lecturers at Univet Sukoharjo Indonesia?

Literature Review and Hypothesis Development

The Role of Quality Assurance in Improving the Quality of Learning

Juran & Godfrey (2016) define quality assurance as a methodical approach aimed at guaranteeing that the higher education learning process adheres to pre-established criteria. QA implementation can contribute to an increase in the caliber of education, which can subsequently boost the professionalism of instructors and the proficiency of students (Hallinger & Lu, 2011). According to research by Nez-Canal et al. (2022), private universities can overcome the obstacles associated with enhancing the quality of education by implementing effective management strategies. Universities have the ability to discern deficiencies in learning quality and formulate approaches to enhance the professionalism of instructors and the proficiency of students by implementing Strategic Management (Anthonysamy et al., 2020). Institutions of Quality Assurance play a crucial role in regulating the caliber of instruction in higher education. Asmawi (2005) states that quality assurance institutions are tasked with evaluating, monitoring, and enhancing the learning process in order to guarantee compliance with quality standards (Blesia et al., 2021).

Crosby et al., (1990) defined quality control as a method of managing the quality of a product or process by consistently monitoring and measuring it. Within the realm of education, the implementation of quality control (QC) can assist universities in recognizing and resolving obstacles that impede the enhancement of learning quality (Chatzoglou et al., 2015). Based on this literature, it can be inferred that the introduction of strategic management in private universities in Indonesia should be connected to the principles of quality assurance, quality control, and the significance of quality assurance institutions in monitoring the quality of education (Syakur et al., 2020). Combining these three concepts is anticipated to make a substantial impact in enhancing the professionalism of lecturers and the competence of students (Stensaker et al., 2007).

The relationship between the application of strategic management and student competency

Increasing student competency at private universities in Indonesia can be achieved through the implementation of QC-focused strategic management, which includes direct supervision of the learning process (Coles et al., 2015). According to Gibbs and Coffey (2004), there are numerous advantages to using strategic management in the context of overseeing and enhancing student competencies. Establishing specific objectives is one of several components of strategic management that affect students' competences (Parayitam & Papenhausen, 2018). All

organizations, including schools, need a well-defined goal to succeed in strategic management. Schools and universities can better tailor their learning and competency development programs to students when they have well-defined goals (Kesiktas & Akcamete, 2011). Students are provided with a well-defined path and objective to enhance their skills.

Later on, when discussing efficient use of resources, consider Gettinger and Seibert (2002). Effective resource management is another aspect of strategic management (Jarvill et al., 2018). This includes managing infrastructure, finances, and human resources (faculty and staff). Institutions of higher learning can better equip their students to become competent citizens through effective management of their resources (Benito-Osorio et al., 2013).

Additionally, meeting student needs (Coles et al., 2015). Strategic management can determine student needs and expectations by analyzing the internal and external environment (Jennings & Greenberg, 2009). Educational institutions can tailor programs to these needs (Domitrovich et al., 2017). This helps students develop job-market or industry-relevant skills. Next, create a relevant curriculum (Benito-Osorio et al., 2013). Strategic management allows schools to adapt their curricula to global trends and job market demands (Jennings & Greenberg, 2009). A relevant and adequate curriculum helps students develop career-relevant skills.

Continuous improvement and evaluation are also references. Strategic management uses continuous evaluation and improvement to develop student competencies (Jennings & Greenberg, 2009). Educational institutions can assess learning and competency development programs and get feedback from students, alumni, and stakeholders (Domitrovich et al., 2017). Educational institutions can continuously improve student competencies this way. Strategic management of student competencies is crucial to providing high-quality, relevant education. This also helps students develop work skills.

H1: The application of strategic management has a positive and significant effect on student competency at private universities in Indonesia.

The relationship between implementing strategic management and lecturer professionalism

Using strategic management along with the QA idea, like reviewing and keeping an eye on lecturer performance, can have a big and positive effect on making lecturers at private universities in Indonesia more professional (Parakhina et al., 2017). When used to improve lecturer

professionalism, strategic management can have a number of positive effects (Shain & Gleeson, 1999). Competency development is one of the things that can affect how well strategic management is used by lecturers in terms of their professionalism (Suhaemi & Aedi, 2015). Schools can make sure that lecturers get the right professional development programs by using strategic management. Lecturers can keep up with the latest changes in their scientific and educational fields by using this program to improve their knowledge, skills, and attitudes. This makes lecturers more professional and makes sure they are still useful in a time of fast change (Parakhina et al., 2017).

Following that is performance management (Rohman et al., 2023). Management of lecturer performance, including performance evaluation, feedback, and recognition of their work accomplishments, is another facet of strategic management (Kolsaker, 2008). Academic institutions can implement efficient performance management systems to discern the merits and drawbacks of instructors, thereby facilitating the provision of necessary guidance and assistance to enhance their professionalism.

In addition to the aforementioned recommendations, enhancing teaching and learning remains equally significant (Meilana, 2020). Educational institutions have the ability to develop suitable teaching and learning development programs for instructors by employing strategic management. This includes implementing technological advancements in learning, introducing novel teaching methodologies, and enhancing student evaluation systems. By utilizing this program, instructors have the ability to enhance the caliber of their instruction, heighten student involvement, and attain superior academic results (Hakim, 2018).

The advancement of research and the creation of publications (Prasetyo & Fadhli, 2023) strategic management can aid in the development of the scientific publications and research professionalism of lecturers. Academic establishments have the capacity to furnish lecturers with the necessary resources and assistance to conduct pertinent research and generate high-caliber scientific publications. This practice aids in enhancing the scholarly standing of instructors and guarantees their ongoing contribution to the advancement of knowledge and scientific progress (Meilana, 2020; Rohman et al., 2023).

The integration of strategic management principles into the realm of lecturer professionalism holds significant promise in enhancing the overall standard of instruction and learning. This assists instructors in enhancing their leadership, teaching, research, and overall performance. Thus,

academic establishments can staff their lectures with proficient, credentialed instructors who are successful in accomplishing their educational objectives.

H2: The implementation of strategic management has a positive and significant effect on the professionalism of lecturers at private universities in Indonesia.

The relationship between lecturer professionalism and student competence

Implementing a quality control approach to maintain lecturer professionalism can greatly enhance student competency at private universities in Indonesia. This is because professional lecturers are more likely to deliver high-quality teaching (Tang et al., 2016b). The professionalism of lecturers is closely correlated with the competence of students (Di Battista et al., 2022). There are various factors associated with the correlation between these two entities, one of which pertains to the concept of efficient instruction. Experienced educators possess the expertise and abilities necessary to deliver impactful instruction to students. They have the ability to employ diverse instructional techniques, utilize pertinent educational materials, and offer valuable evaluative input. This facilitates students' comprehension and proficiency in the subject matter, consequently enhancing their competence (Di Battista et al., 2022).

Additionally, personal guidance is of equal significance (Mpofu & Maphalala, 2018). Professional instructors also offer individualized mentoring to students. They dedicate time and attention to assisting students in overcoming academic or personal challenges, offering guidance on career choices, and aiding students in identifying and cultivating the specific skills necessary for success in their respective fields. This guidance enhances student proficiency and facilitates their attainment of academic and professional objectives (MacFarlane, 2001), besides, in the pattern of skill development (Kunter et al., 2013). Professional teachers can help students learn the skills they'll need to do well in the job market. As part of their lessons, they can stress the importance of improving communication, problem-solving, analytical, creative, leadership, and teamwork skills. Professional teachers can also tell their students about internships, research projects, and extracurricular activities that will help them gain useful skills. All of this helps students get better at what they do and gets them ready for the real world of work (Prasetyo et al., 2022).

H3: Lecturer professionalism has a positive and significant effect on student competence at private universities in Indonesia.

The relationship between implementing strategic management and controlling the quality of learning

Significant correlations can exist between strategic management implementation and learning quality control (Sitkin et al., 1994). In order to accomplish predetermined objectives, strategic management is a methodical undertaking involving the planning, organization, direction, and control of organizational resources (Ramsey & Duhe, 2010). The utilization of strategic management within the realm of education centers on the manner in which strategic decision making can contribute to the enhancement of learning quality (Kohtamaki et al., 2012).

In essence, learning quality control (LQC) pertains to the procedure of guaranteeing that the learning process transpires in accordance with predetermined criteria and fulfills anticipated outcomes (Mosadeghrad, 2012). Among the numerous benefits that can result from the application of strategic management in this situation is the identification of objectives and strategies. Clear learning objectives and strategies are established in strategic management in order to attain a competitive edge and enhance the caliber of learning. The implementation of strategic management facilitates the identification of both immediate and long-term objectives, in addition to the development of plans to attain them (Ramsey & Duhe, 2010).

Control is crucial to goal achievement (Moldovan, 2012). Strategic management allows for effective learning objective measurement and control systems. Data collection, analysis, and action are needed to ensure learning is going as planned (Kohtamäki et al., 2012). Asan & Tanyaş (2007) discuss policy and regulation alignment. Strategic management helps enforce learning policies and regulations. This ensures learning quality and compliance with standards (Priyambodo & Hasanah, 2021).

It involves continuous improvement (Priyambodo & Hasanah, 2021). Strategic management helps learning organizations identify weaknesses and improve learning quality continuously. This involves assessing learning, creating corrective action plans, and managing their implementation. In conclusion, strategic management of learning quality is crucial to improving learning effectiveness and efficiency. Learning can be improved by setting clear goals and strategies, controlling goal achievement, following policies and regulations, and continuously improving.

H4: The implementation of strategic management has a positive and significant effect on controlling the quality of learning at private universities in Indonesia.

The relationship between learning quality control and student competency

Good quality control of learning can help students get better at what they're doing (Mogensen & Schnack, 2010). Controlling the quality of learning and student competence is linked. In this case, the link is about making sure the quality of learning (Rahmatullah, 2016). Learning quality control means keeping an eye on and rating the quality of the lessons taught by teachers or schools (Mkonongwa & Department, 2016). With good quality control, learning will be organized and follow the rules that have already been set (Anggraeni, 2014). These changes will help students improve their skills because they will be using the right materials and methods to learn (Kunter et al., 2013). That way, students will have a better chance of learning the skills that are expected of them.

Other times, one of the most important studies on the link between learning quality control and student competence is that of constructive feedback (Mesárošová & Mesároš, 2012). Reading and judging student learning outcomes like tests, assignments, and projects is also part of quality control. Students can find out where they are strong and weak in mastering competencies by getting appropriate and helpful feedback (Nelyubina et al., 2016). This helps them get better and gain more skills. Good quality control will make the feedback given more useful and help students improve their skills more effectively (Sauber et al., 2008).

In conclusion, good and effective quality control of learning can help students get better at what they do. Making sure that students learn well and get helpful feedback will give them a better chance to develop the skills that are expected of them. So, it's important to set up good quality control for learning so that it can better help students develop their skills.

H5: Learning quality control has a positive and significant effect on student competency at private universities in Indonesia.

The relationship between learning quality control and lecturer professionalism

The quality control of learning is intricately linked to the level of professionalism exhibited by lecturers (Anggraeni, 2014). To establish a connection between the quality of learning and the professionalism of lecturers, it is necessary to conduct research on the aspects of effective learning quality (Komba et al., 2013). Learning quality control encompasses the actions taken to guarantee the high standard of learning (Teelken & Lomas, 2009). Experienced educators will participate in the process of designing and executing educational activities in line with established criteria. The instructors will employ efficient pedagogical techniques, furnish pertinent instructional resources, and offer constructive evaluations to the students. Professional educators will further enhance their expertise through self-improvement and training to guarantee high-quality education for students (Snoek et al., 2011).

Next, in overseeing the assessment of educational objectives (Randle & Brady, 1997), ensuring the quality of learning also entails the examination and assessment of student learning outcomes. Experienced educators will engage in this evaluation process with great care (Arthur, 2009). The instructors will thoroughly review the learning outcomes, offer precise and valuable feedback to students, and create chances for students to enhance and cultivate their skills. Experienced educators will utilize student learning outcomes to enhance the learning process and improve the delivery of material in future sessions (Hautz, 2022).

Studying standards and regulations' suitability is crucial (Sachs, 2003). Controlling learning quality requires meeting educational institution standards and regulations. Professional lecturers will know and follow these rules (Connell, 2009). They will ensure their learning meets requirements and guidelines. This demonstrates lecturers' professionalism and responsibility as educators (Whitty, 1992).

Learning quality control and lecturer professionalism are linked. Professional lecturers will plan, implement, and carefully read student learning results. Educational institution standards and regulations will also be followed. Additionally, professional lecturers will improve their skills through self-development and training. To support lecturers' professionalism in delivering quality learning, good learning quality control is essential.

H6: Learning quality control has a positive and significant effect on the professionalism of lecturers at private universities in Indonesia.

H7: Learning quality control can mediate the effect of implementing strategic management on student competency at private universities in Indonesia.

H8: Quality control in learning can mediate the effect of implementing strategic management on the professionalism of lecturers at private universities in Indonesia.

Methods

Research design

The study uses associative quantitative research methods to look for connections between variables. Data is gathered through surveys with questionnaires sent to respondents (Hair & Brunsved, 2019; Sugiyono, 2015b). According to Sugiyono (2015a), the type of research used in this study was causality research, which looks for explanations in the form of cause-and-effect relationships between different ideas, variables, or management strategies. The goal of this study is to show that there is a cause-and-effect link between the different situations described in the variables. Based on this, a broad conclusion is reached (Ferdinand, 2014b). The study took place at Univet Sukoharjo, Central Java in Indonesia from January 2024 to March 2024, three months went by while the study was being done.

Study Sample

A population, which comprises individuals, events, or things that share similar characteristics, is the focal point of a researcher's attention due to its status as the universe under investigation (Ferdinand, 2014b). The participants of this research comprised students, faculty, and staff of Univet Sukoharjo Indonesia. Email and WhatsApp numbers were utilized to contact these individuals at the time of the study. As recommended by Roscoe (1975), the population comprises a total of 415 individuals: 70 lecturers, 45 staff members, and 300 students. This figure was determined in an effort to determine the optimal number of individuals, which was between 300 and 500. Refer to table 1.

Table 1.
Demography of the Study Sample

Group	Population Size	Respondents	Response Rate (%)
Lecturers	70	38	54.29
Staff	45	42	93.33
Students	300	102	34.00
Total	415	182	43.86

In order to obtain a subset of the population, the sample consisted of 415 individuals (Moleong, 2021). However, as the data collection concluded, the following groups of individuals responded to the online questionnaire: lecturers (38), staff (42), and students (102). Consequently, the ultimate sample size comprised 182 respondents. The sample was thereby selected through the implementation of purposive sampling methods (Ferdinand, 2014b).

Research Instruments

The research instrument uses an 18-item online questionnaire devised as a 1-4 Likert scale with four options, Strongly Agree, Agree, Disagree, and Strongly Disagree (Ferdinand, 2014). The questionnaire consists of four indicators, namely (1) application of strategic management 4 options, (2) controlling the quality learning 4 options, (3) student ability 6 options, and (4) lecturer professionalism 4 options. The questionnaire grid appears in table 2.

Table 2.
Research Instrument

No	Variables	Indicators	Item No
1	The application of strategic management is a process carried out by an organization to implement predetermined strategies to achieve predetermined long-term goals.	Number and quality of students, and teaching staff Competitiveness, reputation, quality of study programs and curriculum Finance, resource management, Relations with external stakeholders Infrastructure, facilities, Research and scientific contributions	IOSM1 IOSM2 IOSM3 IOSM4
2	Controlling the quality of learning is a process carried out in education to ensure that the learning provided to students reaches the specified quality standards.	Student performance Retention of material Learning process Student activity and Student assessment and feedback	QCL1 QCL2 QCL3 QCL4
3	Student abilities are the abilities possessed by students in terms of cognitive, psychomotor and attitude. Cognitive abilities include understanding, application, analysis, synthesis, evaluation, and creativity in understanding and mastering the material being taught.	Understanding Application Analysis Synthesis Evaluation Creativity and Criticism	SC1 SC2 SC3 SC4 SC5 SC6
4	Lecturer professionalism is the ability and attitude demonstrated by a lecturer in carrying out his duties and responsibilities as an educator and teacher in higher education.	Academic competency Commitment to learning Ethics and integrity Personal development and involvement in campus life	POL1 POL2 POL3 POL4

Before data collection, the validity of the questionnaire was tested using the KMO measure, and its reliability was assessed using Cronbach's Alpha. Refer to table 3 to see the validity estimate and table 3 to see the reliability testing. The calculation of the validity and reliability was used SPSS version 25.

Table 3.
Validity Test Results

Variable	Question Items	Significance	R table	Results		Information
				sig	R count	
Application of strategic management	IOSM1	0.05	0.173	0,000	0.647	Valid
	IOSM2	0.05	0.173	0,000	0.535	Valid
	IOSM3	0.05	0.173	0,000	0.695	Valid
	IOSM4	0.05	0.173	0,000	0.664	Valid
Controlling the quality of learning	QCL1	0.05	0.173	0,000	0.495	Valid
	QCL2	0.05	0.173	0,000	0.673	Valid
	QCL3	0.05	0.173	0,000	0.823	Valid
	QCL4	0.05	0.173	0,000	0.705	Valid
Student abilities	SC1	0.05	0.173	0,000	0.596	Valid
	SC2	0.05	0.173	0,000	0.703	Valid
	SC3	0.05	0.173	0,000	0.702	Valid
	SC4	0.05	0.173	0,000	0.544	Valid
Lecturer professionalism	SC5	0.05	0.173	0,000	0.365	Valid
	SC6	0.05	0.173	0,000	0.427	Valid
	POL1	0.05	0.173	0,000	0.442	Valid
	POL2	0.05	0.173	0,000	0.364	Valid
	POL3	0.05	0.173	0,000	0.543	Valid
	POL4	0.05	0.173	0,000	0.362	Valid

Source: Results of Processed SPSS Questionnaire Data Version 25

Based on Table 4 all research instrument items are valid and can be used for data collection at the research location.

Table 4.
Reliability Test Results

Reliability Statistics		
Variable	Cronbach's Alpha	N of Items
Application of strategic management	,742	4
Controlling the quality of learning	,835	4
Student abilities	,932	6
Lecturer professionalism	,793	4

Source: Results of Processed SPSS Questionnaire Data Version 25

Based on Table 3, it is known that the value of Cronbach alpha for each variable is 0.742; 0.835; 0.932; and $0.793 > 0.60$. So the questionnaire is declared reliable or consistent (Ali & Asrorzi, 2014).

Data collection technique

The 18-item online survey was sent out to 415 people through Google Form in order to gather data. A total of 182 people out of 415 responded to the G-forms; this included 42 faculty members, 102 students, and 38 staff members. The SPSS data processing application program was used to analyze the G-form responses. After that, the study employs a SEM strategy with the help of the Smart Partial Least Square (SmartPLS) program. In order to test hypotheses and conduct inner model analysis, SmartPLS is utilized.

Data Analysis Technique and Hypothesis Testing

The research employed a quantitative approach to data analysis. Problems are addressed through the utilization of quantitative analysis and PLS analysis (Hair & Brunsved, 2019). As a theory confirmation method, PLS can be utilized as an alternative to Structural Equation Modeling, which has a weak theoretical foundation (Hair et al., 2017). PLS is a technique that employs the SEM model, which is utilized to address the challenge of identifying relationships between complex variables when the sample size is small. A minimum of one hundred data samples is required for the SEM method (Ghozali & Latan, 2017). In this study, hypothesis testing was conducted through the examination of path coefficient values, T-statistics, and P-Values (Ghozali & Latan, 2017). At a 5% level of significance, the research hypothesis can be deemed accepted when the P-Values exceed 0.5, the Path Coefficient value exceeds zero, and the T-Statistic value exceeds 1.973 (Hair et al., 2017; Ghozali & Latan, 2015).

Results

Classic assumption test

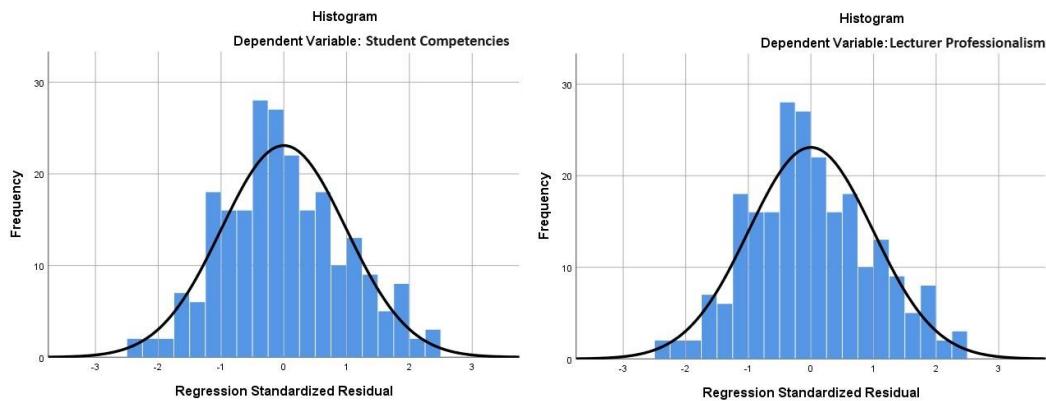


Figure 1. Normality Test
Sources: Primary data analysis 2024

The data collected from Univet Sukoharjo, Central Java Province, consisted of responses from lecturers and students concerning the implementation of strategic management, lecturer professionalism, and student competency. Each of these variables was assessed using a structured questionnaire, with questions designed to capture the extent and effectiveness of strategic management practices, the professional behavior and capabilities of lecturers, and the competencies exhibited by students. The histograms of the dependent variable (student competency) and the regression standardized residuals indicate a bell-shaped distribution, suggesting that the data conforms to a normal distribution. This normality of data was further validated using statistical tests, making it appropriate to apply regression analysis for examining the relationships between variables. See table 5.

Table 5.
Multicollinearity Test Results Equation 1

Model		Collinearity Statistics	
		Tolerance	VIF
	(Constant)		
1	Application of strategic management	0.991	1,009
	Controlling the quality of learning	1,000	1,000
	Lecturer professionalism	0.991	1,009

a. Dependent Variable: Student Competency

Sources: Primary data analysis, 2024

Based on Table 5, the Variance Inflation Factor (VIF) values for all variables were below 10, and the Tolerance (TOL) values were above 0.1. This indicates that there is no significant

multicollinearity among the independent variables, allowing the use of multiple linear regression models in this research. The absence of multicollinearity ensures that the relationships identified between variables are reliable and not distorted by high correlations among the predictors. Refer to table 6.

Table 6.
Multicollinearity Test Results for Equation 2

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1 Application of strategic management	1,000	1,007
Controlling the quality of learning	1,000	1,007
Student Competencies	1,000	1,007

a. Dependent Variable: Lecturer Professionalism

Based on Table 6, the VIF value < 10 and TOL (Tolerance) > 0.1 in all variables, therefore it can be stated that the multiple linear regression model does not have symptoms of multicollinearity or there is no strong correlation between the independent variables, so it can be used in this research. This indicates that there is no significant multicollinearity among the independent variables. The absence of multicollinearity ensures that the multiple linear regression model used in this study is reliable and that the relationships identified between variables are not distorted by high correlations among the predictors. This allows for a more accurate interpretation of the impact of strategic management practices on educational outcomes. Refer to table 7.

Table 7.
Heteroscedasticity Test Results Equation 1

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	Beta	
(Constant)	1,607	2,418		0.507
1 Application of strategic management	0.047	0.081		0.038 0.565
Controlling the quality of learning	0.042	0.153		0.018 0.782
Lecturer professionalism	0.099	0.121		0.054 0.416

a. Dependent Variable: ABRESID

Sources: Primary Data Analysis 2024

Table 7 states that each variable has a significance of > 0.05 , namely the implementation of strategic management (X) variable of 0.565, control of learning quality (Y) of 0.782 and lecturer professionalism (Z2) of 0.416 . So it can be concluded that there is no heteroscedasticity problem in the regression model used. These values indicate the absence of heteroscedasticity in the regression model, meaning that the variance of the errors is consistent across all levels of the

independent variables. This validation ensures the reliability of the regression analysis and the robustness of the findings. See table 8.

Table 8.
Heteroscedasticity Test Results Equation 2
Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	Beta	
(Constant)	2,606	2,418		0.503
1 Application of strategic management	0.057	0.081	0.049	0.464
Controlling the quality of learning	0.053	0.153	0.029	0.681
Student competencies	0.078	0.121	0.065	0.515

a. Dependent Variable: ABRESID

Sources: Primary Data Analysis 2024

Based on Table 8, the significance values for all variables were greater than 0.05: 0.464 for the implementation of strategic management, 0.681 for control of learning quality, and 0.515 for student competency. These values indicate the absence of heteroscedasticity in the regression model, ensuring that the variance of the errors is consistent across all levels of the independent variables. This validation confirms the reliability of the regression analysis and the robustness of the findings.

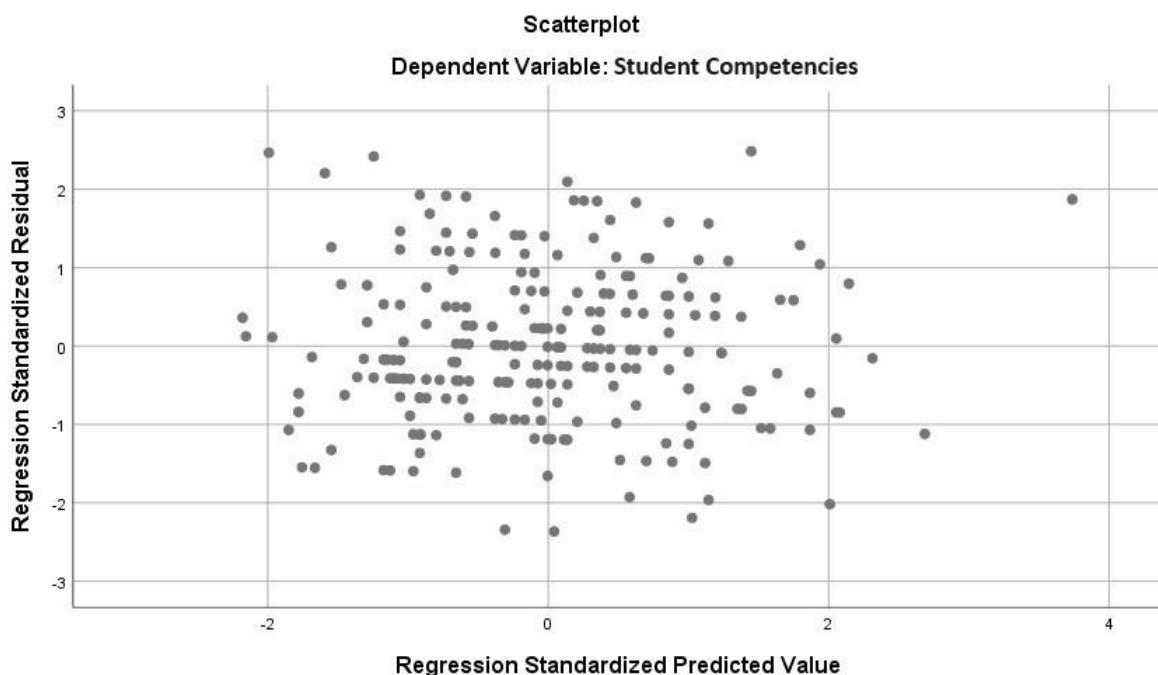


Figure 2. Linearity Test Results
Sources: Linearity test based on primary data 2024

From the scatterplot image, it is evident that the plot spreads randomly both above and below zero on the standardized residual regression axis. This randomness indicates that there is no clear pattern or trend in the residuals, suggesting that the assumptions of linearity and homoscedasticity are met. Consequently, based on the linearity test using the graphic analysis method, the regression model formed is declared linear. This validation ensures that the relationships identified in the model are appropriate and that the regression analysis is reliable.

The results of this study provide significant insights into the importance of strategic management and QA/QC mechanisms in enhancing educational outcomes in private universities. The substantial relationships identified through regression analysis confirm that strategic management practices are vital for creating an environment conducive to professional growth among lecturers and competency development among students. The mediating role of QA/QC further emphasizes the need for effective quality control measures to maximize the benefits of strategic management in higher education.

Figure 3 below is an image of the outer model testing results using SmartPLS 3.2.9:

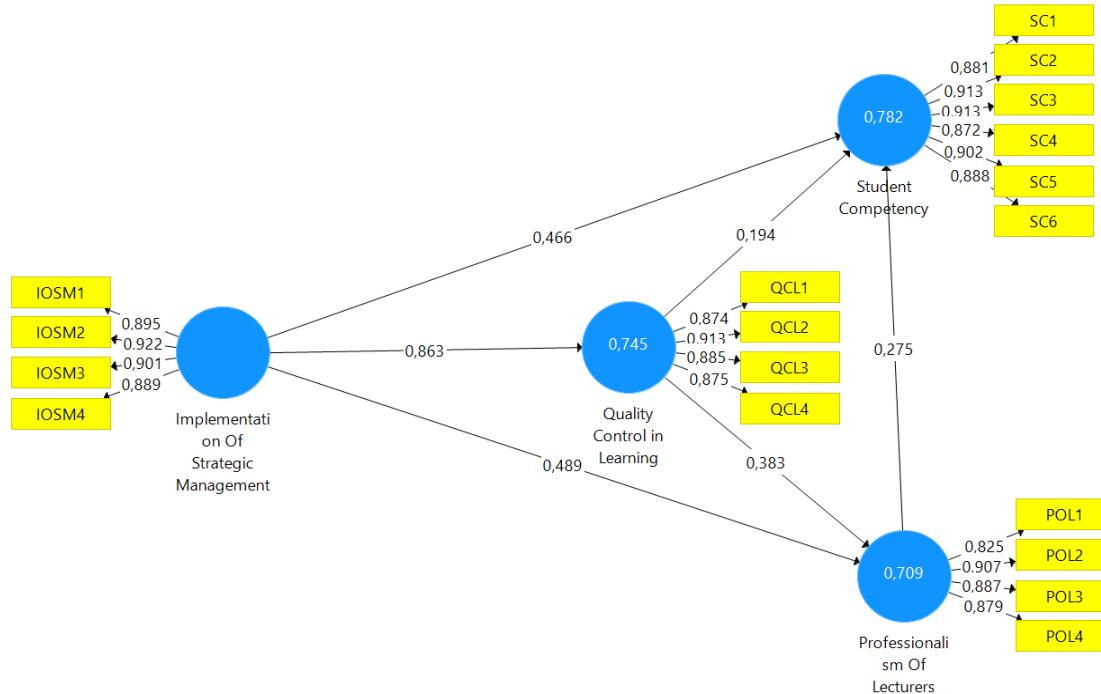


Figure 3. Outer Model

Structure Measurement/ Inner Model

Structure/inner model measurements are used to see variable relationships through the bootstrapping process. The t-statistical test parameters are obtained to predict the relationship between variables.

Path Coefficient Analysis

The criteria for the path being analyzed are significant, if it has a CR value \geq t table, or a significance level (p) of less than 5%. The results of the path coefficient analysis test are in Table 8.

Table 9.
Hypothesis Test Results

	Original Sample (O)	T statistics (O/STDEV)	P Values
Implementation of Strategic Management -> Student Competencies	0.466	4,879	0,000
Implementation of Strategic Management -> Lecturer Professionalism	0.489	4,781	0,000
Lecturer Professionalism -> Student Competence	0.275	3,607	0,000
Learning Quality Control -> Student Competency	0.194	2,962	0.003
Learning Quality Control -> Lecturer Professionalism	0.383	3,871	0,000
Application of Strategic Management -> Quality Control in Learning	0.863	30,382	0,000

Source: Processed primary data, 2023

It is evident from Table 8 that all hypotheses put forth in this research were deemed accepted, as indicated by P-Values less than 0.05. Each of the hypotheses is explicated as follows:

Hypothesis 1: The implementation of strategic management practices at private universities in Indonesia yields a noteworthy and favorable impact on student competency. When examining the impact of IOSM on SC at private universities in Indonesia, the associated P-Values were $0.000 < 0.05$ and the T-Statistics value was $4,879 > 1.973$. In conclusion, H1 is deemed to be accepted.

Hypothesis 2: Professors' professionalism at private universities in Indonesia is significantly and positively impacted by the implementation of strategic management. The T-statistics values obtained for examining the impact of IOSM on POL at private universities in Indonesia were $4.781 > 1.973$ and P-Values were $0.000 < 0.05$. The conclusion that H2 is acceptable can be drawn.

Hypothesis 3: The professionalism of lecturers notably and favorably influences the competence of students enrolled in private universities in Indonesia. Testing the effect of POL on SC at private universities in Indonesia yielded the following results: T-statistics = $3.607 > 1.973$; P-Value = 0.000; and 0.05; respectively. The conclusion that H3 is acceptable can be drawn.

Hypothesis 4: The adoption of strategic management practices significantly and favorably impacts the regulation of learning quality at private universities in Indonesia. The T-statistics value for examining the impact of IOSM on QCL in private universities in Indonesia was $30,382 > 1.973$, and the corresponding P-values were $0.000 < 0.50$. The conclusion that H4 is acceptable can be drawn.

Hypothesis 5: The impact of Learning Quality Control on student competency at private universities in Indonesia is both positive and statistically significant. The T-statistics value for examining the impact of QCL on SC at private universities in Indonesia was 2.962, which was greater than the significance level of 1.973. The corresponding P-values were 0.003 and less than 0.50. As a result, H5 is deemed to be accepted.

Hypothesis 6: Learning Quality Control influences the professionalism of lecturers at private universities in Indonesia in a positive and statistically significant way. When examining the impact of QCL on POL at private universities in Indonesia, the T-statistics value was determined to be 3,871 which was greater than 1,973, and the P-Values were 0.000 which was less than 0.50.

The conclusion that H6 is acceptable can be drawn. See table 10.

Table 10.
Indirect Influence

	T Statistics	T Table	P Values	Information
Application of Strategic Management -> Quality Control in Learning -> Student Competencies	4,880	1,973	0,000	Positive and Significant
Application of Strategic Management -> Quality Control in Learning -> Lecturer Professionalism	5,007	1,973	0,000	Positive and Significant

Source: Processed data, 202 4 .

Hypothesis 7: Based on the outcomes of the SmartPLS V.3.2.9 analysis of specific indirect effects for the seventh hypothesis (table 12 Specific Indirect Effects), it was determined that there is a positive relationship between the implementation of strategic management and student competence via quality control in learning mediation (T Statistics value = $4.880 \geq 1.973$, P-Value $0.000 \leq$

0.05). A positive value for the path coefficient indicates that student competence as measured by Quality Control in Learning is positively correlated with the degree of strategic management implementation in private universities.

Hypothesis 8: Based on the outcomes of the SmartPLS V.3.2.9 analysis of specific indirect effects for the eighth hypothesis (table 9 Specific Indirect Effects), it was determined that the implementation of strategic management on lecturer professionalism via quality control in learning resulted in a positive relationship (T Statistics value = 5.007 \geq 1.973, P-Value 0.000 \leq 0.05). A positive path coefficient value indicates that as the implementation of strategic management in private universities improves, there is a corresponding increase in the professionalism of lecturers as measured by quality control in learning.

Discussion

Strategic management to student competency

Through the research results, we can say that the first hypothesis is correct: using strategic management has a positive and significant effect on the skills of students at private universities in Indonesia. This means that more strategic management will help students get better at their studies at private universities in Indonesia, mainly in Sukoharjo, Central Java Province, Indonesia.

These results are in line with QC theory in QA/QC, which stresses how important it is to keep an eye on and manage the learning process in order to get the best results. Hassan and Hashim (2021), who support this idea, talk about how implementing strategic management can improve the quality of learning and the outcomes for students who learn. Other research says the same thing: using strategic management can have a big and positive effect on how well students do in school (Benito-Osorio et al., 2013; Coles et al., 2015; Domitrovich et al., 2017; Gettinger & Seibert, 2002; Gibbs & Coffey, 2004; Jarvill et al., 2018).

Strategic management of student competencies has many benefits (Gibbs & Coffey, 2004). Clear goals are one of several strategic management factors for student competencies (Parayitam & Papenhausen, 2018). Strategic management requires a vision and mission for organizations, including schools. Schools and universities can design student learning and competency development programs with clear goals (Kesiktas & Akcamete, 2011). Students have a clear goal for skill development. Strategic management requires effective resource management, including human resources (faculty and staff), infrastructure, and budget (Jarvill et al., 2018). Educational

institutions can provide a good learning environment and facilities to develop student competencies with good resource management (Benito-Osorio et al., 2013).

Besides that, it's important to figure out what students need and make sure they get it (Coles et al., 2015). This can be done by analyzing the internal and external environment, which is something strategic management does (Jennings & Greenberg, 2009). This means that schools can come up with the right programs to meet these needs (Domitrovich et al., 2017). This helps students learn skills that are useful in the job market or for specific industries. There was making a useful curriculum (Benito-Osorio et al., 2013). Strategic management helps schools create lessons that are relevant to changes in the world and the needs of the job market (Jennings & Greenberg, 2009). A relevant and adequate curriculum helps students learn the skills they'll need to do well in their careers.

Continuous evaluation and improvement is something else that can be used as a guide (Kesiktas & Akcamete, 2011). Strategic management also includes evaluating and making changes all the time in order to help students learn new skills (Jennings & Greenberg, 2009). Schools can find out how well their learning and skill-building programs are working by asking students, alumni, and other interested parties for feedback (Domitrovich et al., 2017). In this way, schools can keep making improvements to how they teach and help students learn. This study shows that more strategic management needs to be used in private universities in Indonesia, especially in Sukoharjo, Central Java Province, in order to help students get better at what they're doing. If strategic management can be better used in private universities, it will have a big effect on how well students do in school.

Strategic management to the professionalism of lecturers

That strategic management has a positive and significant effect on the professionalism of lecturers at private universities in Indonesia is one way to look at the second hypothesis. In other words, more use of strategic management will make professors at private universities in Indonesia, especially in Sukoharjo, Central Java Province, more professional.

These results support the QC theory in QA/QC, which says that a well-thought-out strategy can help and keep an eye on how well lecturers are doing. Rao and Raju (2021), who talk about how implementing strategic management can help make lecturers more professional, are sources that support this idea. This is what other studies have found: using strategic management can have a

big and positive effect on how professional lecturers are (L. Hakim, 2018; Kolsaker, 2008, 2008; Meilana, 2020; Parakhina et al., 2017, 2017; Prasetyo & Fadhli, 2023; Rohman et al., 2023).

Strategic management for lecturer professionalism has many benefits (Shain & Gleeson, 1999). Competency development can affect lecturer professionalism and strategic management (Suhaemi & Aedi, 2015). Strategic management allows educational institutions to create lecturer professional development programs. This program helps lecturers keep up with educational and scientific advances in knowledge, skills, and attitudes. This boosts lecturers' professionalism and keeps them relevant in a fast-changing world (Parakhina et al., 2017).

In performance management (Rohman et al., 2023), strategic management includes lecturer performance appraisal, feedback, and recognition (Kolsaker, 2008). Performance management helps educational institutions identify lecturers' strengths and weaknesses and provide the support they need to improve their professionalism. Beyond that, improving teaching and learning is crucial (Meilana, 2020). Strategic management helps educational institutions create adequate lecturer training programs. Introduce new teaching methods, use technology in learning, and improve student evaluation. This program helps lecturers improve teaching, student engagement, and learning outcomes (Hakim, 2018).

Research and publication growth (Prasetyo & Fadhli, 2023) comes after that. Strategic management can also help professors become more professional by encouraging them to do research and publish their findings. Schools can help lecturers do relevant research and write good scientific papers by giving them the tools and resources they need. This makes lecturers' academic reputations better and makes sure they keep adding to knowledge and scientific progress (Meilana, 2020).

Finally, strategic management can help develop lecturer leadership when it comes to building leadership skills (Kolsaker, 2008). Lecturers can learn and improve the leadership skills they need to run departments, oversee projects, and take part in other academic activities through a leadership development program. Rohman et al. (2023) say that this helps build the professionalism of lecturers as good and responsible leaders. Because of this study, it is important for private universities in Indonesia, especially in Sukoharjo in Central Java Province, to use strategic management more in order to make professors more professional. To make professors more professional, it will be very helpful if private universities could improve how they use strategic management.

Lecturer professionalism towards student competence

The research findings support the interpretation of the third hypothesis, which posits that there exists a positive and statistically significant relationship between lecturer professionalism and student competence in private universities located in Indonesia. This implies that with the enhancement of lecturer professionalism, student competence will increase at private universities in Indonesia, particularly in Sukoharjo, Central Java Province.

Consistent with the QC theory in QA/QC, which emphasizes that professional lecturers can improve students' learning outcomes, motivate them, and deliver quality instruction, these results support this notion. This notion is supported by Ali and Sahin (2020), who emphasize the significance of lecturer professionalism in the academic success of students. Additional research supports the notion that student competence can be significantly and positively impacted by the professionalism of lecturers (Di Battista et al., 2022; A. Hakim, 2015; Kunter et al., 2013; Lucky & Yusoff, 2015; MacFarlane, 2001; Mpofu & Maphalala, 2018).

The relationship between student competence and lecturer professionalism is robust (Di Battista et al., 2022). One aspect that is interconnected with the relationship between these two concepts is its implications for pedagogical effectiveness. Proficient instructors possess the requisite expertise and capabilities to deliver impactful instruction to learners. They are capable of employing a variety of instructional strategies, utilizing pertinent materials, and offering constructive criticism. This facilitates students' comprehension and mastery of the material, consequently enhancing their level of proficiency (Di Battista et al., 2022).

Individual help is also very important (Mpofu & Maphalala, 2018). Professional lecturers also give students one-on-one help. They spend time and effort helping students deal with problems in school or in their personal lives. They also give students career advice and help them figure out and develop the skills they need to be successful in their fields. This advice helps students get better at what they're doing and helps them reach their academic and career goals (MacFarlane, 2001).

Besides that, professional teachers can help students learn the skills they will need to be successful in the work world according to the pattern of skills development (Kunter et al., 2013). As part of their lessons, they can stress the importance of improving communication, problem-solving, analytical, creative, leadership, and teamwork skills. Professional teachers can also tell their students about internships, research projects, and extracurricular activities that will help them gain

useful skills. All of this helps students get better at what they do and gets them ready for the real world of work (Prasetyo et al., 2022).

On top of that, there is motivation and inspiration (MacFarlane, 2001). Professional teachers can also inspire and motivate their students to reach a high level of skill. By giving good feedback and being a good example, lecturers can get students very excited about learning and make the classroom a good place to develop skills. Professional teachers also push students to be responsible and proactive in their own learning, which helps them become more independent and boosts their self-esteem (Tang et al., 2016a). This study shows that in order to help students get better at what they do, it is also important to make professors at private universities in Indonesia, especially in Sukoharjo, Central Java Province, more professional. It will have a big effect on how well students do in school if professors at private universities are more professional.

Strategic management to control the quality of learning

The application of strategic management has a positive and statistically significant impact on regulating the quality of education at private universities in Indonesia, according to the fourth hypothesis. This indicates that as the implementation of strategic management in private universities in Indonesia, particularly in Sukoharjo, Central Java Province, increases, control over the quality of education will be enhanced.

This study supports and aligns with prior research that posits a constructive and substantial impact of strategic management implementation on learning quality control (Asan & Tanyaş, 2007; Kohtamaki et al., 2012; Moldovan, 2012; Mosadeghrad, 2012; Priyambodo & Hasanah, 2021; Ramsey & Duhe, 2010).

Sitkin et al. (1994) found that the correlation between strategic management implementation and learning quality control can be quite substantial. In order to accomplish predetermined objectives, strategic management is a methodical undertaking involving the planning, organization, direction, and control of organizational resources (Ramsey & Duhe, 2010). The utilization of strategic management within the realm of education centers on the manner in which strategic decision making can contribute to the enhancement of learning quality (Kohtamaki et al., 2012).

Learning quality control, in essence, pertains to the procedure of guaranteeing that the learning process transpires in accordance with predetermined criteria and fulfills anticipated outcomes (Mosadeghrad, 2012). Among the numerous benefits that can result from the application of

strategic management in this situation is the identification of objectives and strategies. Clear learning objectives and strategies are established in strategic management in order to attain a competitive edge and enhance the caliber of learning. The implementation of strategic management facilitates the identification of both immediate and long-term objectives, in addition to the development of plans to attain them (Ramsey & Duhe, 2010).

Controlling your progress toward your goals is just as important (Moldovan, 2012). Strategic management makes it possible to create measurement and control systems that work well to make sure that learning goals are met. This includes gathering information, analyzing it, and doing what needs to be done to make sure learning is going as planned (Kohtamaki et al., 2012). There is the matter of following rules and policies (Asan & Tanyaş, 2007). Implementing strategic management also helps make sure that all rules and laws that apply to learning are followed to the letter. This keeps the quality of learning high and follows the rules that have already been set (Priyambodo & Hasanah, 2021). It has to do with improving all the time (Priyambodo & Hasanah, 2021). Using strategic management, learning organizations can find their weak points and new ways to make things better so that the quality of learning keeps getting better. This includes evaluating the learning process, coming up with plans for how to fix problems, and making sure those plans are carried out. According to this study, more strategic management needs to be used in private universities in Indonesia, especially in Sukoharjo, Central Java Province, in order to improve quality control of learning. A big step toward controlling the quality of learning will be taken if strategic management is better implemented in private universities.

Controlling the quality of learning on student competency

Fifth hypothesis can be interpreted that controlling the quality of learning has a positive and significant effect on student competence at private universities in Indonesia. This means that the increasing quality control of learning will increase student competency at private universities in Indonesia, especially in Sukoharjo, Central Java Province.

This research confirms and is in line with previous research, which states that learning quality control can have a positive and significant effect on student competence (Anggraeni, 2014; Kunter et al., 2013; Mesárošová & Mesároš, 2012; Mkonongwa & Department, 2016; Mogensen & Schnack, 2010; Nelyubina et al., 2016; Rahmatullah, 2016).

Effective learning quality control can contribute to the development of student competencies (Mogensen & Schnack, 2010). The relationship between controlling the quality of learning and student competence, in this case the relationship is related to ensuring the quality of learning (Rahmatullah, 2016). Learning quality control includes monitoring and assessing the quality of learning carried out by lecturers or educational institutions (Mkonongwa & Department, 2016). With good quality control, learning will be carried out systematically and in accordance with established standards (Anggraeni, 2014). This will have an impact on developing student competencies better, because they will learn with appropriate and relevant materials and methods (Kunter et al., 2013). That way, students will have a better opportunity to master the expected competencies.

Conversely, an essential area of research concerning the correlation between learning quality control and student competence is constructive feedback (Mesárošová & Mesároš, 2012). Additionally, reading and assessing student learning outcomes, such as exams, assignments, and projects, is a component of quality control. Students have the ability to identify their areas of proficiency and areas for improvement in mastering competencies by means of appropriate and constructive feedback (Nelyubina et al., 2016). This affords them the opportunity to further develop their competencies and better themselves. Effective quality control facilitates the provision of feedback that is more pertinent and assists students in efficiently enhancing their competencies (Sauber et al., 2008). As a result of this research, it is crucial to enhance quality control measures at private universities in Indonesia, particularly in Sukoharjo, Central Java Province, in order to improve student competency. Enhancing learning quality control at private universities would yield a substantial influence on the proficiency of students.

Controlling the quality of learning on the professionalism of lecturers

It's possible that the sixth hypothesis means that controlling the quality of learning has a big and positive effect on how professional lecturers at private universities in Indonesia are. In other words, stricter rules on the quality of education will make professors at private universities in Indonesia, especially in Sukoharjo, Central Java Province, more professional. Previous research has shown that learning quality control can have a positive and significant effect on how professional lecturers are (Anggraeni, 2014; Arthur, 2009; Connell, 2009; Hautz, 2022; Komba et al., 2013; Randle & Brady, 1997; Sachs, 2003; Snoek et al., 2011). This study backs this up.

Controlling the quality of learning is closely linked to how professional the teachers are (Anggraeni, 2014). To find out how learning quality control and teacher professionalism are connected, more research needs to be done on good learning quality (Komba et al., 2013). Learning quality control means making sure that good learning happens (Teelken & Lomas, 2009). Professional lecturers will help plan and carry out learning in a way that meets established standards. They will use good teaching methods, give students useful information, and give them helpful feedback. Professional lecturers will also keep getting better by training and developing themselves, so that students can learn well (Snoek et al., 2011).

Regarding the administration of learning outcomes reading (Randle & Brady, 1997), to regulate the caliber of education, one must also read and assess student learning outcomes. Scholarly instructors will conscientiously participate in this assessment procedure (Arthur, 2009). They will diligently peruse learning outcomes, furnish students with explicit and constructive feedback, and create avenues for students to enhance and cultivate their proficiencies. In the future, professional instructors will utilize student learning outcomes as a foundation for enhancing the learning process and delivering material more effectively (Hautz, 2022).

The examination of the appropriateness of regulations and standards is of equal significance (Sachs, 2003). Adherence to the standards and regulations established by educational institutions is a component of quality control. These regulations and standards will be well understood and adhered to by professional lecturers (Connell, 2009). They will ensure that the learning they engage in complies with the established criteria and requirements. This exemplifies the lecturers' dedication to upholding professionalism and fulfilling their responsibilities as scholars (Whitty, 1992). Specifically in Sukoharjo, Central Java Province, this research indicates that in an effort to increase the professionalism of lecturers, it is also necessary to strengthen quality control measures at private universities in Indonesia. Enhancing learning quality control at private universities would undoubtedly affect the professionalism of instructors in a substantial way.

Strategic management to student competency through quality control in learning

The seventh and eighth hypotheses say that using strategic management can have a big and positive effect on how well students do in school and how professional the teachers are at private universities in Indonesia. Basically, strategic management has a big positive effect on how well

students learn and how professional lecturers are at private universities in Indonesia, especially in Sukoharjo, Central Java Province. This is because it helps with quality control in learning.

These findings show that managing the quality of learning can help bring about more student competency when strategic management is put into place. Previous studies (David et al., 2021; Ferreira et al., 2014; Jennings & Greenberg, 2009; Palah et al., 2022; Schuster et al., 2020) back up this idea with research that shows how important quality control is for making sure that the strategic management strategies used lead to the best learning outcomes.

These findings suggest that learning quality control may mediate strategic management and lecturer professionalism. Previous studies (Gleeson & Shain, 1999; Hallinger & Lu, 2014; Odden, 2011; Ozga, 2020; Shain & Gleeson, 1999) show that learning quality supervision improves lecturer performance. Quality control in learning moderates the relationship between strategic management and student competency and lecturer professionalism at private universities in Indonesia, especially in Sukoharjo, Central Java Province. This increases student competency and lecturer professionalism. Competitive partial mediation can affect strategic management, student competence, and lecturer professionalism at private universities in Indonesia, especially in Sukoharjo, Central Java Province. This shows that the independent variable strongly influences the dependent variable directly and indirectly, and competitive partial mediation occurs if the coefficient is positive.

Implications of the Study

Private universities should prioritize the development and implementation of strategic management frameworks. This involves setting clear objectives, allocating resources efficiently, and continuously monitoring progress. The positive impact of strategic management on lecturer professionalism and student competency underscores its importance in the educational sector.

The mediating role of quality control in the relationship between strategic management and educational outcomes suggests that universities must invest in effective quality assurance processes. These processes ensure that educational standards are maintained and improved, leading to better academic performance and professional development.

Conclusion

To sum up, enhancing strategic management practices in private universities can significantly improve student competencies. Enhanced strategic management practices can lead to significant improvements in lecturer performance and professional development. Professional lecturers contribute to better learning outcomes, preparing students for future academic and career success. Enhancing strategic management practices in private universities can significantly improve learning quality control. Effective quality control ensures that students receive relevant and high-quality education, leading to better learning outcomes. Furthermore, effective quality control ensures that lecturers deliver high-quality education and continuously improve their teaching practices. Enhancing strategic management practices in private universities can indirectly improve student competency through better quality control. Besides that, enhancing strategic management practices in private universities, can indirectly improve lecturer professionalism through better quality control.

Limitations

This study, however, is not without limitations. The research was confined to private universities in Indonesia, which may limit the generalizability of the findings to other educational contexts or geographic locations. Additionally, the cross-sectional nature of the study means that causal relationships cannot be firmly established.

Suggestions for Future Research

Future research should consider expanding the scope of the study to include public universities and institutions in different countries to validate the generalizability of the findings. Longitudinal studies would also be beneficial in establishing causality and understanding the long-term effects of strategic management on educational outcomes. Regarding the issues related to competence, “more research in different settings with different participants is required to fully understand still uncovered features of classroom interactional competence, which will lead to a more in-depth understanding of teaching and learning practices in language classrooms” (Walsh, 2012, p. 12).

Recommendations

Based on the findings, several recommendations can be made:

- Private universities should continue to implement and refine strategic management practices to enhance the professionalism of their lecturers and improve student competencies.
- Institutions should strengthen their QA/QC systems to ensure that the benefits of strategic management are fully realized.
- Policymakers and educational leaders should support initiatives that promote the integration of strategic management and QA/QC in higher education to foster better educational outcomes.
- Further training and professional development for lecturers should be prioritized to sustain and enhance the improvements brought about by strategic management.

References

Achcaoucaou, F., Guitart-Tarrés, L., Miravitles-Matamoros, P., Núñez-Carballosa, A., Bernardo, M., & Bikfalvi, A. (2014). Competence Assessment in Higher Education: A Dynamic Approach. *Human Factors and Ergonomics in Manufacturing & Service Industries*, 24 (4), 454–467. [https://doi.org/https://doi.org/10.1002/hfm.20394](https://doi.org/10.1002/hfm.20394)

Ali, M., & Asrori, M. (2018). *Educational Research Methodology and Applications*. Literary Earth.

Anggraeni, RD (2014). Increasing Lecturer Competence as the Quality Assurance of Lecturer Performance. *Management Studies*, 2 (5), 309–329. <http://www.davidpublisher.org/index.php/Home/Article/index?id=604.html>

Anthony, L., Koo, A.C., & Hew, S.H. (2020). Self-regulated learning strategies in higher education: Fostering digital literacy for sustainable lifelong learning. *Education and Information Technologies*, 25 (4), 2393–2414. <https://doi.org/10.1007/s10639-020-10201-8>

Arthur, L. (2009). From performativity to professionalism: Lecturers' responses to student feedback. *Teaching in Higher Education*, 14 (4), 441–454. <https://doi.org/10.1080/13562510903050228>

Aryawan, IW (2022). Implementation of Strategic Management in Increasing the Number of New Students at Dwijendra University. *Widya Accarya*, 13 (1), 53–61. <https://doi.org/10.46650/wa.13.1.1236.53-61>

Asan, Ş. S., & Tanyaş, M. (2007). Integrating Hoshin Kanri and the balanced scorecard for strategic management: The case of higher education. *Total Quality Management and*

Business Excellence , 18 (9), 999–1014. <https://doi.org/10.1080/14783360701592604>

Asmawi, MR (2005). Strategy to Increase Quality Graduates in Higher Education. *Makara Human Behavior Studies in Asia* , 9 (2), 66. <https://doi.org/10.7454/mssh.v9i2.124>

Benito-Osorio, D., Peris-Ortiz, M., Armengot, C.R., & Colino, A. (2013). Web 5.0: the future of emotional competences in higher education. *Global Business Perspectives* , 1 (3), 274–287. <https://doi.org/10.1007/s40196-013-0016-5>

Blesia, JU, Iek, M., Ratang, W., & Hutajulu, H. (2021). Developing an Entrepreneurship Model to Increase Students' Entrepreneurial Skills: an Action Research Project in a Higher Education Institution in Indonesia. *Systemic Practice and Action Research* , 34 (1), 53–70. <https://doi.org/10.1007/s11213-019-09506-8>

Bond, M., Marín, V.I., Dolch, C., Bedenlier, S., & Zawacki-Richter, O. (2018). Digital transformation in German higher education: student and teacher perceptions and usage of digital media. *International Journal of Educational Technology in Higher Education* , 15 (1), 48. <https://doi.org/10.1186/s41239-018-0130-1>

Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2011). English-medium teaching in Korean higher education: policy debates and reality. *Higher Education* , 62 (4), 431–449. <https://doi.org/10.1007/s10734-010-9397-4>

Chatzoglou, P., Chatzoudes, D., & Kipraios, N. (2015). The impact of ISO 9000 certification on firms' financial performance. *International Journal of Operations and Production Management* , 35 (1), 145–174. <https://doi.org/10.1108/IJOPM-07-2012-0387>

Coles, E. K., Owens, J. S., Serrano, V. J., Slavec, J., & Evans, S. W. (2015). From Consultation to Student Outcomes: The Role of Teacher Knowledge, Skills, and Beliefs in Increasing Integrity in Classroom Management Strategies. *School Mental Health* , 7 (1), 34–48. <https://doi.org/10.1007/s12310-015-9143-2>

Connell, R. (2009). Good teachers on dangerous ground: Towards a new view of teacher quality and professionalism. *Critical Studies in Education* , 50 (3), 213–229. <https://doi.org/10.1080/17508480902998421>

Crosby, D. C. (2006). Quality is easy. *Quality* , 45 (1), 58–62.

Crosby, L. A., Evans, K. R., & Cowles, D. (1990). Relationship Quality in Services Selling: An Interpersonal Influence Perspective. *Journal of Marketing* , 54 (3), 68–81. <https://doi.org/10.1177/002224299005400306>

David, M.E., David, FR, & David, FR (2021). Closing the gap between graduates' skills and employers' requirements: A focus on the strategic management capstone business course. *Administrative Sciences* , 11 (1), 10. <https://doi.org/10.3390/admsci11010010>

Di Battista, S., Pivetti, M., Melotti, G., & Berti, C. (2022). Lecturer Competence from the Perspective of Undergraduate Psychology Students: A Qualitative Pilot Study. *Education Sciences*, 12 (2), 139. <https://doi.org/10.3390/eduesci12020139>

Domitrovich, C.E., Durlak, J.A., Staley, K.C., & Weissberg, R.P. (2017). Social-Emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88 (2), 408–416. <https://doi.org/10.1111/cdev.12739>

Faham, E., Rezvanfar, A., Movahed Mohammadi, S.H., & Rajabi Nohooji, M. (2017). Using system dynamics to develop education for sustainable development in higher education with the emphasis on the sustainability competencies of students. *Technological Forecasting and Social Change*, 123, 307–326. <https://doi.org/https://doi.org/10.1016/j.techfore.2016.03.023>

Ferdinand, A. (2014a). *Management Research Methods: Research Guidelines for Writing Theses and Dissertations in Management Science*.

Ferdinand, A. (2014b). *Management Research Methods 5th Edition*. Semarang: Undip Press.

Ferreira, J. J., Raposo, M. L., & Mainardes, E. W. (2014). Strategy and strategic management concepts: are they recognized by management students? *E+M Economics a Management*, 17 (1), 43–61. <https://doi.org/10.15240/tul/004/2014-1-004>

Gettinger, M., & Seibert, J. K. (2002). Contributions of study skills to academic competence. *School Psychology Review*, 31 (3), 350–365. <https://doi.org/10.1080/02796015.2002.12086160>

Ghozali, I. (2016). Application of Multivariate Analysis with the IBM SPSS 23 Program. In *Undip Publishing Agency* (8th ed.). Diponegoro University Publishing Agency.

Ghozali, I., & Latan, H. (2017). *Partial Least Square: Concepts, Methods, and Applications using the WarpPLS 5.0 program, 3rd Edition*. Semarang: Diponogoro University Publishing Agency.

Gibbs, G., & Coffey, M. (2004). The Impact Of Training Of University Teachers on their Teaching Skills, their Approach to Teaching and the Approach to Learning of their Students. *Active Learning in Higher Education*, 5 (1), 87–100. <https://doi.org/10.1177/1469787404040463>

Gleeson, D., & Shain, F. (1999). Managing ambiguity: Between markets and managerialism - A case study of “middle” managers in further education. *Sociological Review*, 47 (3), 461–490. <https://doi.org/10.1111/1467-954X.00181>

Hackett, S., Janssen, J., Beach, P., Perreault, M., Beelen, J., & van Tartwijk, J. (2023). The effectiveness of Collaborative Online International Learning (COIL) on intercultural competence development in higher education. *International Journal of Educational Technology in Higher Education*, 20 (1), 5. <https://doi.org/10.1186/s41239-022-00373-3>

Hair, J. F., & Brunsved, N. (2019). Essentials of business research methods. In *Essentials of Business Research Methods* . Routledge. <https://doi.org/10.4324/9780429203374>

Hair, J.F., Hult, G.T.M., Ringle, C.M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* . Sages: Thousand Oaks.

Judge, A. (2015). Contribution of Teacher Competence (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal Of Engineering And Science*4(2) , 4 (2), 1–12.

Hakim, L. (2018). Development Strategy of Pedagogical Competence to Improve Professionalism of Islamic Education Teachers. *Journal of Islamic Education* , 3 (2), 207. <https://doi.org/10.15575/jpi.v3i2.1406>

Hallinger, P., & Lu, J. (2011). Implementing problem-based learning in higher education in Asia: challenges, strategies and effects. *Journal of Higher Education Policy and Management* , 33 (3), 267–285. <https://doi.org/10.1080/1360080X.2011.565000>

Hallinger, P., & Lu, J. (2014). Modeling the effects of principal leadership and school capacity on teacher professional learning in Hong Kong primary schools. *School Leadership and Management* , 34 (5), 481–501. <https://doi.org/10.1080/13632434.2014.938039>

Hautz, H. (2022). The 'conduct of conduct' of VET teachers: governmentality and teacher professionalism. *Journal of Vocational Education and Training* , 74 (2), 210–227. <https://doi.org/10.1080/13636820.2020.1754278>

Hénard, F., & Roseveare, D. (2012). Fostering Quality Teaching in Higher Education: Policies and Practices. *An IMHE Guide for Higher Education Institutions* , 1 (September), 54. https://www.academia.edu/download/31567371/QT_policies_and_practices.pdf

Hoyle, D. (2017). ISO 9000 Quality Systems Handbook-updated for the ISO 9001: 2015 standard. In *ISO 9000 Quality Systems Handbook-updated for the ISO 9001: 2015 standard* . Routledge. <https://doi.org/10.4324/9781315642192>

Irñawati, W. (2023). Performance Development Strategic Management Model to Increase Lecturer Productivity at Private Universities. *Journal of Education and Teaching (JET)* , 4 (2), 233–251. <https://doi.org/10.51454/jet.v4i2.228>

Jarvill, M., Jenkins, S., Akman, O., Astroth, K.S., Pohl, C., & Jacobs, P.J. (2018). Effect of Simulation on Nursing Students' Medication Administration Competence. *Clinical Simulation in Nursing* , 14 , 3–7. <https://doi.org/10.1016/j.ecns.2017.08.001>

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research* , 79 (1), 491–525. <https://doi.org/10.3102/0034654308325693>

Juran, J. M. & Godfrey, B. A. (2016). Juran's Quality Handbook 5th ed. RE Hoogstoel & EG Schilling, eds. In New York: McGraw-Hill. McGraw Hill.

Kesiktas, A.D., & Akcamete, A.G. (2011). The relationship of personnel preparation to the competence of teachers of students with visual impairments in Turkey. *Journal of Visual Impairment and Blindness*, 105 (2), 108–124. <https://doi.org/10.1177/0145482x1110500208>

Koenen, A.-K., Dochy, F., & Berghmans, I. (2015). A phenomenographic analysis of the implementation of competency-based education in higher education. *Teaching and Teacher Education*, 50, 1–12. <https://doi.org/https://doi.org/10.1016/j.tate.2015.04.001>

Kohtamäki, M., Kraus, S., Mäkelä, M., & Rönkkö, M. (2012). The role of personnel commitment to strategy implementation and organizational learning within the relationship between strategic planning and company performance. *International Journal of Entrepreneurial Behavior and Research*, 18 (2), 159–178. <https://doi.org/10.1108/13552551211204201>

Kolsaker, A. (2008). Academic professionalism in the managerialist era: A study of English universities. *Studies in Higher Education*, 33 (5), 513–525. <https://doi.org/10.1080/03075070802372885>

Komba, WLM, Anangisye, WAL, & Katabaro, JK (2013). Teacher Professional Identity and Quality Assurance in Tanzania: The Case of The University of Dar es Salaam. *Journal of International Cooperation in Education*, 15 (3), 61–77.

Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105 (3), 805–820. <https://doi.org/10.1037/a0032583>

López, A. R., Souto, J.E., & Noblejas, M.L.A. (2019). Improving teaching capacity to increase student achievement: The key role of communication competences in Higher Education. *Studies in Educational Evaluation*, 60, 205–213. <https://doi.org/https://doi.org/10.1016/j.stueduc.2018.10.002>

Lucky, EOI, & Yusoff, NBM (2015). Evidence on teaching qualifications, characteristics, competence and lecturer performance in higher institutions in Nigeria. *International Journal of Management in Education*, 9 (2), 129–150. <https://doi.org/10.1504/IJMIE.2015.068758>

MacFarlane, B. (2001). Justice and Lecturer Professionalism. *Teaching in Higher Education*, 6 (2), 141–152. <https://doi.org/10.1080/13562510120045159>

Mallillin, L.L.D., & Mallillin, J.B. (2020). Competency Skills and Performance Level of Faculties In The Higher Education Institution (HEI). *European Journal of Educational Studies*, 6 (9), 1–19. <http://oapub.org/edu/index.php/ajes/article/view/2746>

Meilana, SF (2020). Development Professionalism Strategy In Lecturers Improve The

Competitiveness Of The Nation Through The Development Of Science And Technology. *ADI Journal on Recent Innovation (AJRI)* , 2 (1September), 222–226. <https://doi.org/10.34306/ajri.v2i1.64>

Mesárošová, M., & Mesároš, P. (2012). Learning to Learn Competency and Its Relationship to Cognitive Competencies of University Students. *Procedia - Social and Behavioral Sciences* , 46 , 4273–4278. <https://doi.org/10.1016/j.sbspro.2012.06.240>

Mkonongwa, L.M., & Department. (2016). Competency-based teaching and learning approach towards quality education. *Journal of Elementary School Teacher Education Research* , 6 (August), 128.

Mogensen, F., & Schnack, K. (2010). The action competence approach and the "new" discourses of education for sustainable development, competence and quality criteria. In *Environmental Education Research* (Vol. 16, Issue 1, pp. 59–74). Routledge. <https://doi.org/10.1080/13504620903504032>

Moldovan, L. (2012). Integration of Strategic Management and Quality Assurance in the Romanian Higher Education. *Procedia - Social and Behavioral Sciences* , 58 , 1458–1465. <https://doi.org/10.1016/j.sbspro.2012.09.1132>

Moleong, L. J. (2021). *Qualitative research methodology* . Bandung: PT Teen Rosdakarya.

Mosadeghrad, A. M. (2012). Towards a theory of quality management: an integration of strategic management, quality management and project management. *International Journal of Modeling in Operations Management* , 2 (1), 89. <https://doi.org/10.1504/ijmom.2012.043962>

Mpofu, N., & Maphalala, M. C. (2018). A comprehensive model for assessing student teachers' professional competence through an integrated curriculum approach. *The Journal for Transdisciplinary Research in Southern Africa* , 14 (2), 1–9. <https://doi.org/10.4102/td.v14i2.486>

Muhtarom, A., Pada, D., Management, J., Islam, P., Tarbiyah, F., Teacher Training, D., Religion, I., State, I., Hasanuddin, M., & Abstract, B. (2009). Implementation of Human Resources Management Implementation of Human Resources Management in Increasing the Professionalism of Lecturers at Islamic Religious Universities in Banten Province. *Tarbawi: Journal of Educational Management Science* , 1 (02), 117–130. <http://www.nu.or.id/a/public-m,dinamic-s,detail-ids,44-id,44239->

Nelyubina, EG, Safina, LG, Panfilova, LV, Kazantsev, IV, Molchatsky, SL, Stepanova, ES, & Ibrahimova, SA (2016). In-University quality management system of education based on the competence approach. *International Review of Management and Marketing* , 6 (1), 165–171.

Núñez-Canal, M., de Obesso, M. de las M., & Pérez-Rivero, C. A. (2022). New challenges in higher education: A study of the digital competence of educators in Covid times.

Technological Forecasting and Social Change , 174 , 121270.
<https://doi.org/https://doi.org/10.1016/j.techfore.2021.121270>

Odden, A. (2011). Strategic management of human capital in education: A framework. In *Strategic Management of Human Capital in Education: Improving Instructional Practice and Student Learning in Schools* . Routledge, New York. <https://doi.org/10.4324/9780203835692>

Ololube, N. P. (2008). Evaluation of competencies of professional and non-professional teachers in Nigeria. *Studies in Educational Evaluation* , 34 (1), 44–51. <https://doi.org/10.1016/j.stueduc.2008.01.004>

Ozga, J. (2020). Deskilling a Profession: Professionalism Deprofessionalisation and the New Managerialism. In *Managing Teachers as Professionals in Schools* (pp. 35–52). Routledge. <https://doi.org/10.4324/9780203761168-10>

Palah, S., Wasliman, I., Sauri, S., & Andriana Gaffar, M. (2022). Principal Strategic Management In Improving The Quality Of Education. *International Journal of Educational Research & Social Sciences* , 3 (5), 2041–2051. <https://doi.org/10.51601/ijersc.v3i5.497>

Parakhina, V., Godina, O., Boris, O., & Ushvitsky, L. (2017). Strategic management in universities as a factor of their global competitiveness. *International Journal of Educational Management* , 31 (1), 62–75. <https://doi.org/10.1108/IJEM-03-2016-0053>

Parayitam, S., & Papenhausen, C. (2018). Strategic decision-making: The effects of cooperative conflict management, agreement-seeking behavior and competence-based trust on decision outcomes. *Management Research Review* , 41 (1), 2–28. <https://doi.org/10.1108/MRR-12-2016-0285>

Potgieter, I. L., Basson, J., & Coetzee, M. (2011). Management competencies for the development of heads of departments in the higher education context: A literature overview. *South African Labor Relations* , 35 (1), 81–103. <https://journals.co.za/doi/abs/10.10520/EJC59649>

Prasetyo, MAM, & Fadhli, M. (2023). The New Professionalism Character in Education: Framing the Management Issue. *Tadbir: Journal of Educational Management Studies* , 7 (2), 245. <https://doi.org/10.29240/jsmp.v7i2.5079>

Prasetyo, MAM, Ilham, M., & Asvio, N. (2022). Lecturer Professionalism in Improving The Effectiveness of Higher Education Institutions. *International Journal of Educational Review* , 4 (1), 140–153. <https://doi.org/10.33369/ijer.v4i1.22406>

Prawiyogi, AG, & Toyibah, RA (2020). Strategy for Increasing Student Competency Through the Competency Certification Model. *ADI Interdisciplinary Digital Business Journal* , 1 (1), 78–86. <https://doi.org/10.34306/abdi.v1i1.103>

Priyambodo, P., & Hasanah, E. (2021). Strategic Planning in Increasing Quality of Education. *Nidhomul Haq: Journal of Islamic Education Management* , 6 (1), 109–126.

<https://doi.org/10.31538/ndh.v6i1.1138>

Rahmatullah, M. (2016). The Relationship between Learning Effectiveness, Teacher Competence and Teachers Performance at Madrasah Tsanawiyah at Serang, Banten, Indonesia. *Higher Education Studies*, 6 (1), 169. <https://doi.org/10.5539/hes.v6n1p169>

Ramsey, R.D., & Duhe, S.J. (2010). Strategic Management: Formulation, Implementation, and Control in a Dynamic Environment. In *International Journal of Commerce and Management* (Vol. 20, Issue 2). Routledge. <https://doi.org/10.1108/10569211011057281>

Randle, K., & Brady, N. (1997). Managerialism and professionalism in the 'cinderella service.' *Journal of Vocational Education and Training*, 49 (1), 121–139. <https://doi.org/10.1080/13636829700200007>

Rohman, A., Ulfatin, N., Arifin, I., Imron, A., & Salim, NA (2023). Lecturer Professionalism Development Program Strategy. *Journal of Law and Sustainable Development*, 11 (7), e1017–e1017. <https://doi.org/10.55908/sdgs.v11i7.1017>

Sachs, J. (2003). Teacher professional standards: Controlling or developing teaching? *Teachers and Teaching: Theory and Practice*, 9 (2), 175–186. <https://doi.org/10.1080/13540600309373>

Sauber, M. H., McSurely, H. B., & Tummala, V. M. R. (2008). Developing supply chain management program: A competency model. *Quality Assurance in Education*, 16 (4), 375–391. <https://doi.org/10.1108/09684880810906517>

Schuster, C., Stebner, F., Leutner, D., & Wirth, J. (2020). Transfer of metacognitive skills in self-regulated learning: an experimental training study. *Metacognition and Learning*, 15 (3), 455–477. <https://doi.org/10.1007/s11409-020-09237-5>

Shain, F., & Gleeson, D. (1999). Under new management: Changing conceptions of teacher professionalism and policy in the further education sector. *Journal of Education Policy*, 14 (4), 445–462. <https://doi.org/10.1080/026809399286288>

Sitkin, S. B., Sutcliffe, K. M., & Schroeder, R. G. (1994). Distinguishing Control From Learning in Total Quality Management: a Contingency Perspective. *Academy of Management Review*, 19 (3), 537–564. <https://doi.org/10.5465/amr.1994.9412271813>

Snoek, M., Swennen, A., & van der Klink, M. (2011). The quality of teacher educators in the European policy debate: Actions and measures to improve the professionalism of teacher educators. In *Professional Development in Education* (Vol. 37, Issue 5, pp. 651–664). Routledge. <https://doi.org/10.1080/19415257.2011.616095>

Sonedi, S. (2018). Private Higher Education Management Development Strategy. *Anterior Journal*, 17 (2), 69–78. <https://doi.org/10.33084/anterior.v17i2.1>

Stensaker, B., Maassen, P., Borgan, M., Oftebro, M., & Karseth, B. (2007). Use, updating and integration of ICT in higher education: Linking purpose, people and pedagogy. *Higher Education*, 54 (3), 417–433. <https://doi.org/10.1007/s10734-006-9004-x>

Sugiyono. (2015a). *Quantitative, Qualitative, and R&D Research Methods*. Alphabet.

Sugiyono. (2015b). *Quantitative, Qualitative and R&D Research Methods*. Alphabet.

Suhaemi, ME, & Aedi, N. (2015). A Management Strategy for the Improvement of Private Universities Lecturers' Professional Competences. *International Education Studies*, 8 (12), 241. <https://doi.org/10.5539/ies.v8n12p241>

Syakur, A., Sugirin, S., Margana, M., Junining, E., & Sabat, Y. (2020). Improving English Language Speaking Skills Using "Absyak" On-Line Learning Model for Second Semester in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3 (2), 684–694. <https://doi.org/10.33258/birle.v3i2.897>

Tang, SYF, Wong, AKY, & Cheng, MMH (2016a). Configuring the three-way relationship among student teachers' competence to work in schools, professional learning and teaching motivation in initial teacher education. *Teaching and Teacher Education*, 60, 344–354. <https://doi.org/10.1016/j.tate.2016.09.001>

Tang, SYF, Wong, AKY, & Cheng, MMH (2016b). Erratum: Examining professional learning and the preparation of professionally competent teachers in initial teacher education (Teachers and Teaching: Theory and Practice (2015) DOI: 10.1080/13540602.2015.1023028). *Teachers and Teaching: Theory and Practice*, 22 (1), 126. <https://doi.org/10.1080/13540602.2015.1064627>

Teelken, C., & Lomas, L. (2009). "How to strike the right balance between quality assurance and quality control in the perceptions of individual lecturers": A comparison of UK and Dutch higher education institutions. *Tertiary Education and Management*, 15 (3), 259–275. <https://doi.org/10.1080/13583880903073016>

Tutun, U.A. (2022). *Management Strategy for Improving the Quality of Lecturers in Higher Education*. Cahaya Smart Nusantara. https://books.google.co.id/books?id=spjhEAAAQBAJ&pg=PA4&dq=strategi+is&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_search&ovdme=1&sa=X&ved=2ahUKEwjfnfPrsMGCAxWtyzgGHY5fNI0Q6AF6BAgOEAM#v=onepage&q=strategies is&f=false

Walsh, S. (2012). Conceptualising classroom interactional competence. *Novitas-ROYAL (Research on Youth and Language)*, 6(1), 1-14.

Whitty, G. (1992). Quality Control in Teacher Education. *British Journal of Educational Studies*, 40 (1), 38–50. <https://doi.org/10.1080/00071005.1992.9973909>