ALUMNI INVOLVEMENT IN HIGHER EDUCATION MANAGEMENT PROCESS (CASE STUDY AT STIH AWANG LONG)

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Abstract

This study aims to analyze alumni involvement in the process of higher education management at the Awanglong College of Law (STIH) and identify strategies for improving it. Using a qualitative approach with a case study method, data was obtained through interviews, observations, and documentation studies. Data analysis was carried out using an interactive model from Miles, Huberman, and Saldana (2014) which includes: data condensation, data display, and conclusion drawing and verification, through the stages of focusing, simplifying, abstracting, and transforming. Data validity testing was carried out using triangulation of techniques and sources to ensure the credibility of the findings. The results of the study indicate that alumni involvement is still limited, unstructured, and not yet integrated into the POAC (Planning, Organizing, Actuating, Controlling) educational management framework developed by George R. Terry. Alumni involvement is most visible at the implementation stage, but lacking in the planning, organizing, and supervision aspects. Therefore, an improvement strategy is needed that includes: (1) the formation of an alumni forum in strategic planning, (2) optimization of alumni organizations in the campus structure, (3) sustainable collaborative programs, and (4) alumni involvement in quality evaluation. With the right strategy, alumni can become strategic partners in building a quality and sustainable higher education management system.

Keywords: Alumni engagement, higher education management, STIH Awanglong,

1. Introduction

Awanglong College of Law (STIH) as a higher education institution has the responsibility to produce competent graduates in the field of law. The success of an educational institution is not only measured by the ongoing academic process, but also by the contribution and involvement of its alumni in the development of the institution. Alumni have great potential in supporting the sustainability and progress of the college, both in academic aspects, network development, and improving the quality of new graduates.

From the perspective of educational management, alumni can play a role as one of the important pillars in carrying out management functions in educational institutions, such as planning, organizing, directing, and controlling. Through involvement in fundraising, providing scholarships, training for students, and building professional networks, alumni can become strategic partners in strengthening the existence of STIH Awang long in the world of education and professionals. Several previous studies have shown that alumni involvement has a significant impact on the development of higher education institutions. For example, research by Astin (1993) shows that alumni participation in various academic and non-academic activities can improve the reputation of the institution and strengthen social networks for new graduates. Meanwhile, research by Weerts & Ronca (2008) emphasizes that a strong relationship between alumni and institutions can increase funding opportunities and the development of academic programs. In addition, a study by Cabrera, Weerts, & Zulick (2005) highlights that alumni involvement in student mentoring programs can help improve the quality of education and graduates' work readiness.

Another study by McDearmon & Shirley (2009) highlighted that alumni engagement can be influenced by their experiences during their studies, as well as the existence of programs that actively invite alumni to contribute. Meanwhile, a study by Perna & Titus (2005) showed that social and economic factors also influence the level of alumni participation in supporting their higher education institutions. On the other hand, a study by Clotfelter (2003) revealed that alumni who had positive experiences during their studies tended to be more active in providing financial and non-financial contributions to their institutions.

However, there are still various challenges in optimizing alumni involvement in the higher education management process at STIH Awang long. These challenges include the low level of involvement, the lack of an effective coordination system between the institution and alumni, and the lack of programs that specifically involve alumni in campus management. Therefore, a more in-depth study is needed regarding the strategy for optimizing alumni involvement in the higher education management process at STIH Awang long in order to provide a more significant impact on the progress of the institution.

This research aims to analyse alumni involvement in the higher education management process at STIH Awang long and identify strategies that can be applied to increase alumni involvement in supporting sustainable institutional development.

2. Literature Review
2.1 Higher Education Management
Higher education management is a management process that covers all activities in higher education institutions, According to Law No. 12 of 2012 concerning Higher Education, the terminology of higher education and higher education has a different meaning. Higher Education is a level of education after secondary education which includes diploma programs, undergraduate programs, master's programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by higher education institutions based on Indonesian culture. While higher education institutions are educational units that organize Higher Education. The types of higher education according to the law are academic education, vocational education, and professional education. The types of higher education institutions consist of several, namely: academies, polytechnics, colleges, institutes, and universities. Furthermore, the government has also stipulated that the legal entity for organizing higher education institutions carried out by the community/private sector must be in the form of a foundation or social body. And for state universities, the university itself is already a State-Owned Legal Entity (BHMN) which is parallel to the State-Owned Enterprises (BUMN). Management of activities based on management functions starting from planning, implementation, to evaluation in order to achieve educational goals effectively and efficiently. According to George R. Terry, the basic functions of management consist of four main aspects known as the POAC concept (Planning, Organizing, Actuating, Controlling).

Planning is the process of determining the goals or targets to be achieved and determining the path and resources needed to achieve the goals as effectively and efficiently as possible. Plans are needed to provide the organization with its goals and determine the best procedures for achieving those goals. With a plan, it is possible:
1. Organizations can acquire and commit the resources needed to achieve goals.
2. Members of the organization to carry out activities that are consistent with existing goals and procedures.
3. Progress can be continuously monitored and measured, so that corrective action can be taken if the level of progress is not satisfactory. (Wibowo, Sampurno. 2009)

Organizing (*Organizing*)
According to George R. Terry (1986) is the act of establishing effective behavioral relationships between people, so that they can work together efficiently, and gain personal satisfaction in carrying out certain tasks, in certain environmental conditions in order to achieve certain goals or objectives. From the definition above, it is understood that organizing is basically an effort to complete the plans that have been made with the organizational structure of the implementer. The important thing to note in organizing is that each activity must be clear who is doing it, when it is done, and what the target is. According to L. Daft, Richard (2014) Organizing includes determining tasks, grouping tasks, delegating authority, and allocating resources throughout the organization.

Implementation (Actuating)
directing and motivating the implementer so that the goal is achieved. In this case, George R. Terry (1986) stated that actuating is an effort to move group members in such a way that they want and try to achieve the company's

goals and the goals of the company's members because the members also want to achieve those goals. From the definition above, implementation (actuating) is an effort to make planning a reality, through various directions and motivations so that each employee can.

Supervision (Controlling)
Evaluation and supervision of the implementation of activities to ensure that they are in accordance with the plan. This supervision is the application of a method or tool that is able to guarantee that the plan that has been implemented is in accordance with what has been determined. Supervision can occur in two ways, namely positive supervision which tries to find out whether the organization's goals are achieved effectively and efficiently. Negative supervision which tries to ensure that unwanted or needed activities will not happen again. In the supervision function (controlling), there are four (4) stages of the process that must be carried out, namely:
1. Setting performance standards At this stage, managers decide on work standards and future targets that will be used to evaluate the performance of the organization as a whole or parts/units of the organization.
2. Determining the implementation measures The next step is to measure actual performance, namely: (1) real output as a result of the behavior of members called output control, behavior will also be assessed.
3. Measuring actual performance and comparing it to established standards Managers evaluate actual performance to see how far it deviates from established standards. If performance is higher than the standard, the manager may decide that the standard is too low and will raise it in the next period, thus providing a challenge to subordinates. However, if performance is lower than the established standard, the manager must decide whether to take corrective action. Corrective action is easier to take when the cause of the performance decline is known and can be identified.
4. Taking necessary corrective action if performance deviates from standards The final step in the control process is to evaluate the results. Whether performance has been met or not, where managers learn a lot at this stage. If managers decide that performance is unacceptable, then they must try to solve the problem. Sometimes, performance problems arise because standards are set too high. For example, sales targets are so high that they are difficult to achieve. In this case, setting standards should be more realistic so that it will reduce the gap between actual performance and expected performance.

These four functions are important in the management of higher education institutions, including in terms of accommodating the involvement of stakeholders such as alumni.

2.2. The Role of Alumni in Higher Education
Alumni have a strategic position in supporting the development of educational institutions. Astin (1993) stated that alumni involvement in academic and non-academic activities can improve the reputation of the institution and expand the social network for graduates. Meanwhile, according to Weerts & Ronca (2008), alumni involvement can strengthen funding opportunities and curriculum development and other academic activities.

Furthermore, Cabrera, Weerts, & Zulick (2005) showed that alumni involved in student mentoring programs can contribute significantly to improving the quality of graduates. McDearmon & Shirley (2009) emphasized that positive experiences during study are a driving factor for active alumni participation.

2.3. Factors Influencing Alumni Engagement
Some factors that influence alumni involvement include:
1. Internal factors**such** as experiences during studies, perceptions of the institution, and sense of belonging.
2. External factors**such** as socioeconomic status and access to information regarding campus activities (Perna & Titus, 2005).
3. Active alumni organization**,**able to bridge communication between alumni and campus, and provide a space for real contributions for alumni.

Clotfelter (2003) emphasized that alumni who feel valued and involved in decision-making tend to be more active in supporting the institution, both financially and non-financially.

3. Methods
This study uses a qualitative approach with a case study method to analyze alumni involvement in the higher education management process at STIH Awang long. Data were collected through in-depth interviews, observations, and documentation studies (Creswell, 2014). Interviews were conducted with alumni, STIH Awang

long managers, and active students to gain a comprehensive perspective on alumni involvement in institutional management.

In addition, this study also uses descriptive analysis to explore alumni involvement patterns based on management functions, namely management functions have gone through the planning, organizing, actuating, and controlling stages. Documentation studies are conducted by reviewing various related documents, such as academic reports, institutional policies regarding alumni, and programs that have been run by alumni in supporting STIH Awang long.

The data obtained were then analyzed using the interactive model of Miles, Huberman and Saldana (2014), namely data condensation, presenting data (data display), and drawing conclusions or verification (conclusion drawing and verification). (focusing), simplification (simplifying), summarization (abstracting), and data transformation (transforming). The data validity test uses a test tool, namely credibility (Credibility Test) using triangulation techniques and sources.

4. Results and Discussion

Based on the results of data collection through in-depth interviews, direct observation, documentation studies, and surveys via Google Form, it was found that the involvement of STIH Awang long alumni in the higher education management process in general is still partial, unstructured, and has not been fully integrated into the institution's management system. The thematic analysis conducted refers to the functions of educational management (POAC), namely planning, organizing, implementing, and supervising.

Planning

In terms of planning, alumni involvement is still seen as incidental. Several alumni provide input on the direction of institutional development, both informally through personal communication with campus administrators and in discussion activities that are not tied to a formal agenda. However, there is no mechanism that allows alumni to participate in the preparation of strategic plans, such as the Master Development Plan (RIP) or the campus Strategic Plan (Renstra). This shows that alumni contributions have not been systematically accommodated in the long-term decision-making process.

This finding shows a gap between the potential of alumni as strategic partners in institutional management and the practices that occur in the field. In fact, as stated by Weerts & Ronca (2008), the role of alumni in planning can broaden the perspective of the institution, bridge the needs of the labor market, and strengthen academic credibility.

Organizing

In terms of organization, STIH Awang long has an Alumni Association as an official forum. However, based on the results of interviews and documentation, the role of this alumni organization has not been maximized in bridging communication between alumni and the institution. There is no work structure that explains the duties and functions of alumni in campus activities in detail. Some alumni stated that they did not get enough information about institutional activities, so their participation was passive.

This condition reflects that alumni organizations have not been made an integral part of the campus management structure, as expected in the principles of organizing educational management. In this context, the theory of Perna & Titus (2005) is relevant, which states that weak organization is often the main inhibiting factor for active alumni participation in institutions.

Implementation (Actuating)

The most obvious alumni involvement is found in the implementation stage. Some alumni have participated in concrete forms such as giving public lectures, becoming speakers at seminars, helping students find internships, and even facilitating cooperation with the institutions where they work. However, these activities are mostly initiated personally without an official program from the institution.

This shows that alumni have the concern and willingness to contribute, but are not facilitated by a system that supports the sustainability of these activities. Without clear institutional direction and programs, alumni contributions are at risk of being unsustainable. A study by Cabrera, Weerts, & Zulick (2005) reinforces the importance of mentoring programs and systematic alumni involvement to improve the quality of education.

Controlling

In the supervisory function, alumni involvement is still very minimal. No policies or evaluation systems have been found that involve alumni in monitoring the quality of institutions or assessing graduate output. Alumni have also not been involved in feedback for improving the curriculum, learning system, or student services. In fact, alumni can provide objective and constructive perspectives based on their experiences in the world of work.

The absence of alumni in the supervisory function also indicates the weak integration of alumni in the internal quality management cycle of higher education. Research by Clotfelter (2003) shows that alumni who feel their opinions are valued and involved in decision-making tend to provide greater support for their institutions.

5. Conclusion

Based on an in-depth analysis using a qualitative approach and a case study model, it can be concluded that alumni involvement in the higher education management process at STIH Awang long is still limited, unsystematic, and not structured within the POAC education management framework. Alumni contributions are currently more dominant in the implementation aspect, but are less visible in the planning, organizing, and especially institutional supervision processes.

These results indicate that there is great potential that has not been optimized, considering that alumni have the capacity to strengthen institutions both in terms of academics, professionals, and social networks. For this reason, a strategy is needed to increase alumni involvement which includes (1) Establishing an official alumni forum in campus strategic planning. (2) Increasing the function of alumni organizations as part of the institutional management structure. (3) Developing sustainable collaborative programs between alumni and the campus. (4) Involving alumni in the process of monitoring and evaluating the quality of education.

With structured and strategic alumni involvement, STIH Awang long can not only improve the quality of education, but also build a higher education management system that is sustainable and adaptive to the challenges of the times.

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