MEASURING VALUE ADDED IN HIGHER EDUCATION FOR DEVELOPING COMPETENCY LECTURE TOWARDS QS ASIA UNIVERSITY

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Abstract. With increasing pressure on universities to play a role in the social innovation process, exploratory case studies investigate how the university concept of entrepreneurship manifests itself in the context of general university settings in Asia. Semi-structured interviews with crucial professors covering a variety of university disciplines are conducted to uncover attitudes towards the third mission of entrepreneurship and the complexity that underlies the development of inseparable entrepreneurial character within the institution. This research attempts to propose the use of SEM Model to predict, Economic Value Added (EVA) for universities. In this research, EVA applications for universities propose. It shows how EVA can increase awareness of the importance of asset use at universities and guide universities for better resource management. EVA is proposed to use in university environments in two different segments: for-profit and non-profit.

Keywords: Entrepreneurial university, Economic Value Added, Academic Value Added, Performance Measurement, Higher Education

I. INTRODUCTION

With increasing pressure on universities to play a role in the social innovation process, exploratory case studies investigate how the university concept of entrepreneurship (Etzkowitz et al., 2000) manifests itself in the context of general European university settings. Semi-structured interviews with critical professors covering a variety of university disciplines are carried out to reveal attitudes towards the third mission of entrepreneurship and the complexity that underlies the development of inseparable entrepreneurial character within the institution.

1. Cognitive intelligence competencies: – Systems thinking: seeing a situation as having causal events and perceiving the flow of information, people, or goods within an organization, community, or society. – Pattern recognition: seeing themes or patterns in seemingly random events.
2. Emotional intelligence community and hinder progress towards achieving the third mission. The case findings reveal that a robust top-down push towards the idea of university entrepreneurship will indeed reduce overall

II. BASIC THEORY

Competencies: – Emotional self-awareness: knowing one's own emotions and recognizing their impact.

1. Self-management competencies: – Emotional self-control: inhibiting disruptive emotions and impulses for the benefit of others. – Adaptability: flexibility in adapting to changing situations and handling ambiguity. – Achievement orientation: the drive to improve performance to meet inner standards of excellence. – Positive outlook: having a positive outlook on people, events, and the future.
2. Social intelligence competencies.
3. Social awareness competencies: – Empathy: understanding others' emotions, perspectives, and taking an active interest in them.

Case studies identify the emergence of an increasing schizophrenia gap between disciplines in universities. This attitude split has the potential to cause widespread disharmony among the academic There are six clusters of competencies that differentiate outstanding from average performers in many countries of the world (Bray et al., 1974; Boyatzis, 1982; 2006a, b; Kotter, 1982; Thornton and Byham, 1982; Luthans et al., 1988; Howard and Bray, 1988; Campbell et al., 1970; Spencer and Spencer, 1993; Goleman, 1998; Goleman et al., 2002). They are:

entrepreneurial activities throughout the university. This case study found support for Burgelman's (1983) understanding of the entrepreneurial process and identified several critical obstacles to realizing entrepreneurial ideals. Finally, this case study questions the statement of Etzkowitz et al. (2000) that the concept of university entrepreneurship is a global phenomenon with an isomorphic development pathway.

4. Organizational awareness: Reading the currents, decisions networks, and politics at the organizational level.
5. Relationship management competencies: – Inspirational leadership: guiding and motivating with a compelling vision. – Influence: using a range of tactics for persuasion. – Coaching and mentor: developing others' abilities through feedback and guidance. – Conflict management: resolving disagreements constructively. – Teamwork: cooperation and team building. Competencies are a behavioral approach to emotional, social, and cognitive intelligence (Boyatziz Richard, E. 2009).

III. METHOD

This study explores how the ideal of 'Entrepreneurial University' manifests itself in the context of a comprehensive university in which various disciplines and humanities coexist equally. This study aims to provide more in-depth insight into the views of the academic community about the ideals of university entrepreneurship. A various research site was chosen to enable the attitudes of academics from various disciplines to be studied, relative to the consistent manifestations of the aspirations ofce.

These profe ssors have the privilege of accessing information about the institution's strategic plans that emerge and are also aware of how the academics in their department feel about moving towards the third mission within the institution. This study seeks to represent the diversity of disciplines in the university population. Schools represent departments of academic backgrounds,
1. Arts & Social Sciences,
2. Business & Law,
3. Engineering, and
4. Politics and social. In each of these schools, three department heads were selected based on striking cohesiveness and inconsistency with the ideals of the entrepreneurial university, as stated by Etzkowitz et al. (2000).

The expected alignment or departmental misalignment based on information gathered from interviews with two informants who are knowledgeable and respected both within the core administration of the university, as well as other sources such as university minutes, research income, patenting activities, the formation of spinoff companies, generations external funding and industry linkages. university entrepreneurship.

The location of some instances chose because the organizational structure is representative of traditional comprehensive universities that prove in the Asian context. Secondly, this site chose because it is in the early stages of the entrepreneurial trajectory, with institutional policies recently recognizing its third academic mission, which reflects many university institutions in Indonesia. As part of an exploratory case study analysis, professors from various university disciplines were interviewed to capture their attitudes about university entrepreneurial ideals that emerged in their institutions.

The professor level chose as the appropriate sample population for several reasons. All interview of professors are heads of their research departments/institutions and have significant experience operating in a university environment. The level of professors represents a fundamental layer of university management because they are assigned to operationalize university policies within their departments. Thus, these individuals are ideally positioned to observe how the third academic mission practice.

The head of a highly entrepreneurial research institute was also included in the interview sample to represent the periphery of university research. A pseudonym was assigned to the professors to ensure the anonymity and openness of the discussion. Interviews with key informants mainly took a semi-structured format but also included short survey instruments. Interviews should describe as open discussions about the concept of university entrepreneurship. While interviews act as a method of collecting primary data, information also obtains from official university and government documentation, and quantitative data about patients, research, spinoffs, and publications from universities. The remainder of this paper presents the main findings from the case study analysis. The relationship in this research describe below:
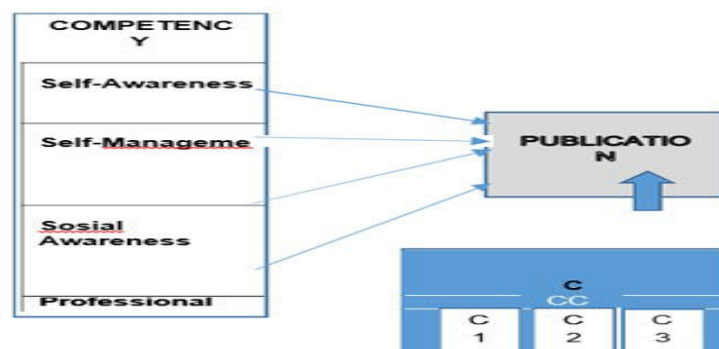

Figure1. SEM Model Diagram
Source: Author, 2019

Self-Awareness, Self-Management, Social Awareness, and Professional relationship to outcome Publication. Self-Awareness is conscious knowledge of one's own character, feelings, motives, and desires. Self-Management is management of or by oneself; the taking of responsibility for one's own behavior and well-being. Social Awareness or Social consciousness is consciousness shared by individuals within a society (Marx, K. 1859). According to Karl Marx, human beings enter into certain productive, or economic, relations and these relations lead

to a form of social consciousness. Professional describes as the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform their specific role within that profession. In addition, most professionals are subject to strict codes of conduct, enshrining rigorous ethical and moral obligations (Postema, Gerald J. 1980).

IV. RESULT
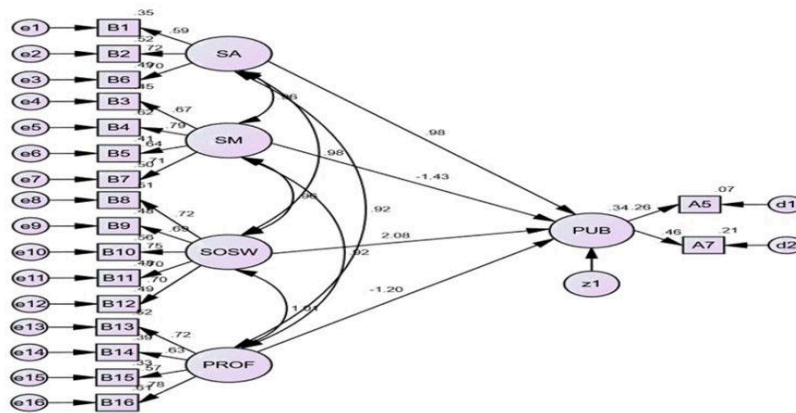Using SEM model, we develop model with SPSS Amos, the result is

Figure 1. SEM Model EVA in Entrepreneur University
Source: Author, 2019

Tabel 1. Regression Weights EVA Model in Entrepreneur University

Model			Estimate		S.E.	C.R.	P
			RW	SRW			
PUB	<---	SA	0.548	0.983	1.642	0.334	0.739
PUB	<---	PROF	-0.774	-1.196	1.681	-0.46	0.645
PUB	<---	SOSW	1.022	2.08	1.865	0.548	0.584
PUB	<---	SM	-0.959	-1.425	1.757	-0.546	0.585
B1	<---	SA	0.81	0.591	0.131	6.201	***
B2	<---	SA	1.001	0.718	0.134	7.474	***
B6	<---	SA	1	0.698			
B3	<---	SM	1.223	0.674	0.189	6.482	***
B4	<---	SM	1.29	0.79	0.176	7.342	***
B5	<---	SM	1	0.64			
B7	<---	SM	1.206	0.709	0.179	6.75	***
B8	<---	SOSW	0.887	0.717	0.108	8.24	***
B9	<---	SOSW	0.856	0.691	0.108	7.903	***
B10	<---	SOSW	1	0.748			
B11	<---	SOSW	0.956	0.696	0.12	7.963	***
B12	<---	SOSW	0.93	0.698	0.116	7.992	***
B13	<---	PROF	1.051	0.72	0.171	6.158	***
B14	<---	PROF	1.072	0.626	0.191	5.614	***
B15	<---	PROF	1	0.571			
B16	<---	PROF	1.324	0.783	0.204	6.487	***
A5	<---	PUB	1	0.261			
A7	<---	PUB	1.927	0.462	1.449	1.33	0.183

*** = 1% Significant
** = 5% Significant
* = 10% Significant

Tabel 2. Reliable Construct EVA Model in Entrepreneur University

Measurement Model			Loading Factor (λ)	λ^2	$e = 1 - \lambda^2$	CR	VE
PUB	<---	SA	0.983	0.966	0.034		
PUB	<---	PROF	-1.196	1.430	-0.430	-0.04286	2.1884325
PUB	<---	SOSW	2.080	4.326	-3.326		
PUB	<---	SM	-1.425	2.031	-1.031		
			0.442	8.75373	-4.75373		
SELF AWARENES							
B1	<---	SA	0.591	0.349	0.651		
B2	<---	SA	0.718	0.516	0.484	0.709658	0.45066967
B6	<---	SA	0.698	0.487	0.513		
			2.007	1.35201	1.647991		
Self Management							
B3	<---	SM	0.674	0.454	0.546		
B4	<---	SM	0.790	0.624	0.376	0.797492	0.49766425
B5	<---	SM	0.640	0.410	0.590		
B7	<---	SM	0.709	0.503	0.497		
			2.813	1.99066	2.009343		
Sosial Awarenes							
B8	<---	SOSW	0.717	0.514	0.486		
B9	<---	SOSW	0.691	0.477	0.523		
B10	<---	SOSW	0.748	0.560	0.440	0.83572	0.5045388
B11	<---	SOSW	0.696	0.484	0.516		
B12	<---	SOSW	0.698	0.487	0.513		
			3.55	2.52269	2.477306		
Professional							
B13	<---	PROF	0.720	0.518	0.482		
B14	<---	PROF	0.626	0.392	0.608	0.772197	0.4623515
B15	<---	PROF	0.571	0.326	0.674		
B16	<---	PROF	0.783	0.613	0.387		
			2.7	1.84941	2.150594		
Sosial Awarenes							
A5	<---	PUB	0.261	0.068	0.932		
A7	<---	PUB	0.462	0.213	0.787	0.23324	0.1407825
			0.723	0.28157	1.718435		

Source: Author, 2019

The result are Self-awareness and Self-management relationship with publication is highly positive, 98%, while Social awareness only 2.08% to publication. On the other way, professional is highly negative to publication, -1.20%.

V. CONCLUSION

At this stage, self-awareness and self-management have shown particular attention to academics, while social awareness is still very little about publication. However, the qualifications supported by professionals in Indonesia are still very weak with negative values.

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