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**ANALYSIS OF TOP MANAGEMENT TEAM DEMOGRAPHIC
CHARACTERISTICS AND HIGHER EDUCATION PERFORMANCE
(Case Study: Higher Education Institutions in West Sumatera)**

SKRIPSI



**DELLA SILVIA
07 152 109**

**DEPARTMENT OF MANAGEMENT
FACULTY OF ECONOMICS
UNIVERSITY OF ANDALAS
PADANG 2011**

LETTER OF SKRIPSI APPROVAL

Herewith, Dean of Economics Faculty of Andalas University, Head of Department and Skripsi Supervisor, stated that:

Name : Della Silvia
Student Number : 07 152 109
Degree : S1 (Bachelor)
Field of Study : Strategic Management
Skripsi Title : **Analysis of Top Management Team
Demographic Characteristics and Higher
Education Performance. Case Study: Higher
Education Institutions in West Sumatera.**

Has already passed skripsi seminar on February 2nd, 2011 based on procedures and regulation, which prevail in the faculty of Economics.

**Padang, February 2011
Skripsi Supervisor,**



**Prof. Dr. Herri, SE, MBA
NIP. 196312151990011001**


Approved by:

Dean of Faculty of Economics,

Head of Management Department

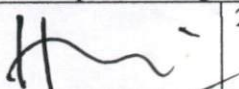
**Prof. Dr. H. Syafruddin Karimi, SE.MA
NIP : 195410091980121001**

**Dr. Harif Amali Rivai, SE, M.Si
NIP : 197102211997011001**

	No. Alumni Universitas :	Della Silvia	No. Alumni Fakultas :
	<p>a) Tempat / Tanggal Lahir : Mungka/ 08 Februari 1989 b) Nama Orang Tua : Yurison, S.Pd dan Resmayeni c) Fakultas : Ekonomi d) Jurusan : Manajemen e) No.BP : 07152109 f) Tanggal Lulus : 02 februari 2011 g) Lama Studi : 3 tahun, 5 bulan h) Alamat Orang Tua : Jalan Jambak Jirat, Kubang, Kec. Guguak, Kab. Lima Puluh Kota.</p>		
<p>ANALYSIS OF TOP MANAGEMENT TEAM DEMOGRAPHIC CHARACTERISTICS AND HIGHER EDUCATION PERFORMANCE (Case Study: Higher Education Institutions in West Sumatera)</p> <p><i>Skripsi S1 Oleh : Della Silvia</i> <i>Pembimbing : Prof. Dr. Herri, SE. MBA</i></p> <p>ABSTRACT</p> <p><i>This research views that strategic leadership is needed to improve the performance of higher education and it need to be advanced. Demographics characteristics of TMT are one of element in strategic leadership to support performance of organizations. Demographics characteristics describe the profile of TMT and TMT itself will determine the future of the organization. So because of that we have to discuss about demographics characteristics of TMT. The approach taken for this research was quantitative analyses of 30 top management teams of high educational in west Sumatra. The demographics characteristics consist of age, gender, functional background and educational level in the higher education performance. Because of the time and cost obstacle, this research only examines the higher education in West Sumatera. The Sample representatives are the Top Management Teams in Higher education in West Sumatera. Top management team characteristics affect the higher education performance in West Sumatera. In term of age, tend to brings effect to the higher education performance in West Sumatera, then this study found the man in West Sumatra is males have a high opportunity to carry the load as leaders than woman. The homogeneity of functional background in West Sumatera tend to give bad contribute to organizational performance, the result of this research shows that lower educational level of TMT have a tendency to decrease in performance of HEIs.</i></p> <p>Keywords: Demography Characteristics of TMT, Higher Education Institutions</p>			

Skripsi ini telah dipertahankan di depan sidang penguji dan dinyatakan lulus pada tanggal 3 Agustus 2010.

Abstrak ini telah disetujui oleh pembimbing dan penguji :

Tanda Tangan	1		2	3
Nama Terang	Prof. Dr. Herri, SE. MBA	Dr. Rahmy Fahmi, SE. MBA	Donard Gomes, SE. M.Buss	

Mengetahui,
Ketua Jurusan Manajemen

Dr. Harif Amali Rivai, SE. M.Si
Nip. 197102211997011001

Tanda Tangan

Alumnus telah mendaftar ke Fakultas / Universitas dan mendapat Nomor Alumnus :

	Petugas Fakultas / Universitas	
No. Alumni Fakultas :	Nama	Tanda Tangan
No. Alumni Universitas :	Nama	Tanda Tangan

PREFACE

Bismillahirrahmanirrahim

Alhamdulillah,

Deeply praise for ALLAH, Lord of the world, the owners' of living things, Allah azza wa jalla, that always listened and answered my prayers. Alhamdulillah through His guidance, finally, I finished this skripsi and also our prophet, Muhammad S.A.W the messenger that brings Islam proceeding as direction for the community.

This skripsi is proposed to fulfill partial requirement in achieving undergraduate degree at Management Department, Faculty of Economics, Andalas University. It describes empirical studies about Analysis of Top Management Team Demographic Characteristics and Higher Education Performance, Case Study: Higher Education Institutions In West Sumatera. I would like to say thanks for my great skripsi supervisor, Prof.Dr.Herri, SE,.MBA, and Donard, SE, M.Buss, Thankyou for patient and advice.

I understand this skripsi need to be improved due to its weaknesses to achieve perfection. I therefore would gladly welcome suggestions and critics to improve its quality. I hope that this skripsi will make a valuable contribution to academicians and reader in general.

Padang, February 2011

Della Silvia

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In the name of Allah, the most gracious, the most merciful. Alhamdulillah, praise is to Allah SWT who has given the writer strength and chance to finish this skripsi with the title "Analysis of Top Management Team Demographic Characteristics and Higher Education Performance, Case Study: Higher Education Institutions in West Sumatera."

The writer realizes that this skripsi is still far from perfection. So, the writer is expecting guidance and suggestion to reach the perfection in this skripsi. Then, writer also realizes that the successful cannot be separated from the favors and assistances of exceptional people to whom I am very grateful. On this occurrence, I would like to express my gratitude to those who have support and encourage me on my life, especially in academic life.

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CHAPTER I

INTRODUCTION

1.1 Background

The lower quality of human resource management is a primary problem faced by Indonesia that can impede the improvement of education especially in the globalization era as of today. In this condition, Indonesian government has to take part in managing the human resource management from many aspects such as intellectuality, spirituality, morality and responsibility as well. The management process can be done systematically and continuously through high quality of education system in both formal and informal way, started from elementary until higher education. It will not be effective if the performance of the higher education is below standard (Tanuatmaja, 2009).

In essence, higher education in Indonesia faces various different situations all the time. It is very difficult to predict the future accurately, moreover, it is also difficult to particular organizations to foresee their future precisely. Examining events that have occurred allows them to know how to prepare the future. For that, strategic leadership is needed. Strategic leadership emphasizes on the importance of organization leaders to possess vision that can be manifested in practical implementation by all organization members. Thus, the human resource within the organization can be used optimally for the attainment of organization objectives (Ireland & Hitt, 2005). Strategic leaders are also expected to navigate their organization successfully into an unknown and increasingly complex future. In this case, top management team is expected to appear as a strategic leader because they hold the key role to determine the direction and activity of that organization. Without effective strategic leadership, the probability that a firm can

achieve like satisfactory performance when confronting the challenges of the globalization era will be greatly reduced. Leadership as a team having a look at leadership aspect as a collective process between individual and between networks (Lemay, 2009).

This research views the strategic leadership is essentially needed to improve the performance of higher education and that why it needs to be advanced. Education is one of main priorities development in West Sumatera. Furthermore, the local government is always trying to improve the performance of education in West Sumatera, not only science and technology but also the improvement of religious faith. This case is in accordance with the strategic planning program of National Education, including: the increasing of education access, competency and competing power of nation; the increasing of education quality and; the increasing of education management and services transparently, accountability and good governance. Therefore, higher education is needed, because higher education is a unique organization, that its source of qualified human resource management that become requirement for improving of competing power by a country (Porter, 1990). Hence, the availability of top management team are also needed because they understand and able to face the challenge in higher education.

The demand for quality improving, the tight of competition among the higher education, the advance of science and technology are some of many others challenges that must be faced by top management team in implementing the strategic leadership in higher education. More specifically, for example, higher educations in Indonesia are generally not able to present yet as center of research that one of higher education identity (Kadiman, 2006). Thus, strategic leadership becomes more important and interesting to be assessed. It is expected that the introduction and identification of strategic leadership

implemented by top management team will improve the performance of higher education continuously.

Strategic leadership concept will be useful to identify the characteristics belong to a strategic leader and what will be done by a leader in doing his/her job (Davies and Davies, 2005). Strategic leadership manages the organization's capacity to deliver value to its customers. Another way to look at strategic leadership help to bridge the gap between strategy formulation and strategy implementation.

In the reality, it is hard to find the previous research that apply the approach of strategic leadership in Indonesia, especially a research that deals with strategic leadership in higher education in West Sumatera. Moreover, this research can be expected to enrich the studies on the implementation of strategic leadership in Indonesia. It gives a new perspective about strategic leadership in higher education. Higher educations in Indonesia face a unique organization challenge since the objectives are only looking for the profit.

One of the fields in the strategic leadership is demographics characteristics. The research on the characteristics of the TMT demographics problem is very important because it will be a reference to the organization in term of leadership in higher education. Demographics characteristics will describe the profile of TMT and TMT itself in determining the future of the organization. Therefore we have to discuss the demographics characteristics of TMT.

However researcher will limit the research on top management team characteristic in determining the performance of higher education only. Therefore, researcher gives the title for this research as follows:

“ANALYSIS OF CHARACTERISTICS OF TOP MANAGEMENT TEAM AND ORGANIZATIONAL PERFORMANCE”

Case Study: Higher Education Institutions in West Sumatera

1.2 Research Questions

Based on the introduction above the problem statement of this research are as follows:

1. What are the profiles of TMT's demographic characteristics of West Sumatera's HEIs?
2. What are the demographic characteristics and HEIs performance in West Sumatera.

1.3 Research Objectives

Based on above problem statement, the objectives of this research are:

1. To explore the demographic characteristics of top management team in West Sumatera.
2. To identify the demographic characteristics and HEI performance in West Sumatera.

1.4 The Benefit of this Research

This research is important because it discusses about the leadership on higher education that is very useful for development of education in West Sumatera generally, and the higher education itself particularly. The following are the significance that can be provided by this research:

1. For Higher Education

This research will give some valuable input to the leaders in higher education and higher education especially located in West Sumatera as references and even if possible it

also can be references for others higher education in Indonesia. This research contribute to the individual evaluation of TMT itself in term of demographics characteristics aspect compare to performance of their organization. Then, this research can be used as reference for those who have authorization in decision making to select the TMT in HEIs in demographics characteristics aspect.

2. For literature and science

This research will give the new perspectives about strategic leadership study especially in analysis demographics characteristics of TMT in higher education specifically west Sumatera. It is expected this research provide the data and information for the next research similar are in the future.

1.5 Scope of the Research

This research analyzes the demographics characteristics of Top Management Team in higher education in West Sumatera. The demographics characteristics consist of age, functional background, educational level in the higher education performance. Because of the time and cost obstacle, this research only examines the higher education in West Sumatera. The sample representatives are the Top Management Team in Higher education in West Sumatera.

1.6 Contribution of the Study

This research attempts to find and to prove the influential relationships of demographics characteristics of top management toward organizational performance. This research is important because it discusses the leadership on higher education that is

useful for the development of education in West Sumatera, particularly, the higher education. The following are the significance that can be given by this research higher education itself, this result will give some valuable input to the leaders in higher education and higher education especially in West Sumatera as references, and even if possible it also can be references for others higher education in Indonesia.

CHAPTER II

LITERATURE REVIEW

2.1 Leadership Defined

There are many view points regarding leadership concepts. Different people will define leadership in different meaning. Leadership has been defined in term of the power relationship that exists between leaders and followers. From this viewpoint, leaders have power and wield it to effect change in others. Others view leadership as an instrument of goal achievement in helping group members achieve their goals and meet their needs. This view includes leadership that transforms followers through vision setting, role modeling, and individualized attention. Finally, some scholars address leadership form a skills perspective. This viewpoint stress the capabilities (knowledge and skills) that make effective leadership possible (Northouse, 2003). Leadership is defined as the process of influencing others towards achieving some kind of desired outcome (de Jong & Den Hartog, 2007).

In addition, leadership means the process of influencing a group toward the achievement of goals (Robins 2003). In their book, Robins said that leaders and mangers is not the same. Manager is appointed to their position. Their ability to influence is based on the formal authority inherent to their position. In contrast, leaders may either be appointed or emerge from within a work group. Leaders are able to influence other to perform beyond the action dictated by formal authority.

2.2 Strategic leadership

Boal and Schultz (2007) said “In spite of the long history of research on leadership, social scientists, primarily organization behavior scholars, have only recently begun to single out strategic leadership as a focus of attention” (Narayanan & Zane, 2009). In the same journal they said that the practice of “strategic leadership” appears to be animated by persistent myths, sometimes created by the trade press, other times by the personal experience of leaders.

There are so many definitions of strategic leadership. The most popular one is stated by Ireland and Hitt. Strategic leadership is defined as a person’s ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization (Ireland & Hitt, 2005). The others definitions of strategic leadership definition has inspired many others, and in Table 2.2 will display a selective, but representative set of definitions, many of which have built on their predecessors, identifying where possible for each definition, key facets such as level of analysis, stakeholders and processes(Narayanan & Zane, 2009).

Table 2.2

Definition of Strategic Leadership taken from Journal of Strategy and Management: Inventing a future for strategic leadership: phenomenal variety and epistemic opportunity by Narayanan and Zane

Author	Definition	Elements
Ireland and Hitt (2005,p. 43)	A person's ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization	(l) - Individual (s) - Organization (trait based)
House and Aditya (1997, p. 444)	Strategic leadership is directed toward giving purpose, meaning, and guidance to organizations	(l) – Individual or Organization (s) – Organization
Burgelman and Grove (2007, p. 967)	Strategic leadership – how top management designs the strategy-making process – is the means with which leadership style exerts its influence on corporate longevity	(l) – Individual or group (TMT) (s) – Organization (process based)
Boal (2004, p. 1504)	Strategic leadership is a series of decisions and activities, both process-oriented and substantive in nature, through which, over time, the past, the present, and the future of the organization coalesce. Strategic leadership forges a bridge between the past, the present, and the future, by reaffirming core values and identity to ensure continuity and integrity as the organization struggles with known and unknown realities and possibilities. Strategic leadership develops, focuses, and enables an organization's structural, human, and social capital and capabilities to meet real time opportunities and threats. Finally, strategic leadership makes sense of and gives meaning to environmental turbulence and ambiguity, and provides a vision and road map that allows an organization to evolve and innovate	(l) – Organization (s) – Unspecified (p) – Decisions, affirming values, developing capabilities, meaning-making, providing a vision (process based)
Elenkov <i>et al.</i> (2005, p. 666)	Strategic leadership is defined as the process of forming a vision for the future, communicating it to subordinates, stimulating and motivating followers, and engaging in strategy-supportive exchanges with peers and subordinates	(l) – Individual or organization (s) – Peers and subordinates (p) – Forming a vision, communication, motivation, engaging with peers and subordinates (process based)

Source: *Journal of Strategy and Management Vol. 2 No. 4, 2009 pp. 380-404*

Note: p = process, l = level, s = stakeholders

Stumpf and Mullen, (1991) argued that one set of concepts in particular, when not clearly understood and applied, seems regularly to inhibit managers in their efforts to exercise strategic leadership. These concepts help managers to answer the questions: Why are we doing what we are doing? Where do we want to be in the future? What do we need to accomplish by when? And, how are we going to get there from here? These concepts are: mission (the why), vision (the where), objectives and goals (the what and when), and strategy (the how). Further, they explained the following statement related to strategic leadership:

Mission — the Reason for Being

It is difficult to discuss questions of strategy without first being clear on what is the organization's mission. This is more than a statement of what it would like to accomplish over some period of time. It is a statement that details the organization's reason for being. For a mission statement to be useful to others in the organization, it must answer the question, "Why do we exist?" Maybe the answer seems obvious — for example, "We exist to make money" or, more likely, "We exist to provide a full range of financial services to consumers worldwide in a manner that ensures continued growth and profitability for our stockholders".

While many organizations have developed a mission statement for the enterprise as a whole, distinct business units and functional areas often do not have a mission statement specifying their reason for being. Nor do managers, supervisors, and workers necessarily have a clear understanding of the unit's mission. Without a locally relevant sense of why a unit or area exists, it is difficult

for employees to know whether or not their actions are consistent with what the organization wants.

Vision — Where do we Go from Here?

The vision an organization has for itself is a sense of where it wants to be several years from the present. Vision statements are not like goals or objectives which are often written in financial terms. Accomplishing the organization's vision is not easily quantified, but progress towards it can be felt. The motivating potential of vision statements is unparalleled. Whereas the mission statement gives employees a cognitive reason for what they do that contributes to the organization, a vision statement provides an emotional reason for what they do. Without a clear vision of where the organization (or one's business unit) is trying to go, progress towards the stated objectives will be half-hearted.

Objectives and Goals — What to Accomplish, by When

The need for objectives (those primary things to be accomplished within the next several months or year) and goals (the details of the objectives) is sufficiently well established in business that it seems almost unnecessary to detail their importance. The importance of objectives and goals to managers is twofold: they can serve to direct attention to those aspects of the business that are considered most important; and they create a scorecard on which to record who is winning, losing and struggling.

Strategy — How to Accomplish Objectives and Goals

A strategy is often a blueprint, a design of how to build something or make something happen. What makes strategies so interesting is that their viability depends heavily on what others outside the enterprise do. This is in contrast to the concepts of mission, vision and objectives and goals, which are not dependent on external forces for their viability.

2.3 Top Management Team (TMT) Role, Characteristics and Firm Performance

Top managers are often assumed to play a pivotal role in the design of an organization's strategic planning system yet little is known concerning the importance of a leader's personal attributes in affecting this design. In fact, the management literature has tended to treat leader characteristics as a dependent variable in relationship to organizational processes.

The importance of top management teams comes from the recognition that since they occupy crucial decision making positions in the firm, they have to be more responsive than the typical employee to environmental pressures (Simeon, 2001). From point of view of Lebas, 1995, measuring performance means transferring the complex reality of performance into a sequence of limited symbols that can be communicated and reported under similar circumstances (Koufopoulos, Zoumbos, Argyropoulou, and Motwani, 2007).

Castanias and Helfat, 1991 argued that the role of the firm's TMT is to organize and direct all the activities of the organization by making and implementing strategic and operational decisions capable of creating rents that

cannot be taken away by competitors (Carmeli & Tishler, 2006). The ultimate objectives of top management team's efforts are to create competitive advantages and ensure strong organizational performance. As the top management takes important corporate decisions and sets strategic directions, it is therefore recognized as a key component affecting a firm's performance (Marimuthu & Kolandaisamy, 2009). Indeed, they argued that top management's characteristics (e.g. demographic) influence the decisions that they make and therefore the actions adopted by the organizations that they lead. It occurs because demographic characteristics are associated with many cognitive bases, values and perceptions that influence the decision making of top management.

Many of past researches about firm performance focused mostly on environmental or organizational explanations with little consideration about top management team demographics. However, empirical support of the studies has been inconclusive suggesting that other factors, including the management, may play a crucial role in the performance of the firm especially the relationships between top management teams demographics and firm performance (Auden, Shackman and Onken, 2006).

2.4 The demographic characteristic of top management team includes:

2.4.1 TMT age

The demographics characteristic, such as, age, race, and gender are visible and silent. They are likely to contribute to personal differences among TMT members. The stream of social-psychology research says that people are more

attracted to others, who are similar to them and, by analogy, are more inclined to dislike those dissimilar to them.

Hambrick and Mason (1984) suggested that a lower age favors risks propensity in strategic decision-making and “firms with younger managers will experience greater growth and variability in profitability from industry averages than will firms with older managers”. It can take the conclusion based on research by Hambrick and Mason that, the age of leader have a negative impact to the performace of organization.

2.4.2 TMT gender

Gender of the TMT will affect the way they think and make decisions within an organization. It could refer to the fact that probably, women’s participation was limited to certain areas at strategic level (not actively involved in decision makings) as shareholders remained skeptical about women’ ability to handle crisis (Shockley-Zalabak, 1981) as compared to men who could manage using competitive styles (Miller, 1989). But the emergence of women leaders globally can not be denied; in fact they are equally capable to handle global businesses (Warner and Joynt, 2002).

2.4.3 TMT functional background

TMT functional background and educational field are believed to have an effect on TMT knowledge and skills. Managers with different functional background are likely to have different attitudes, knowledge, and perceptions.

Hambrick and Mason (1984) and Norburn and Birley (1988) suggested that the degree of output-function experience of top management is positively associated with growth. The same authors suggested that the degree of throughput-function experience is positively associated with financial performance in stable commodity-like industries. Finally, in turbulent differentiable industries output-function experience is positively associated with profitability (Hambrick and Mason, 1984; Norburn and Birley, 1988; Westphal and Milton, 2000).

Therefore, examining TMT functional background may help to determine how selective perception and particular abilities associated with interpreting a situation may affect strategic choice and, in turn, firm performance. It is reasonable to expect that an executive's functional experience provide a lens through which he or she sees the business problem and solutions in general (Dearborn and Simon 1958). Functional experience of senior executive can even influence their conceptions of how well the organization performing (Waller, Huber, and Glick 1995).

2.4.4 TMT educational level

A TMT with diverse educational fields may signal a balance between short-term and a long-term orientation, facilitating strategic decisions. This is reflected in firm performance. A well educated TMT have been conjectured to show more knowledge and ability to perform better, thus contributing to more rational approach to decision making and more creative solution to complex problems (Bantel and Jackson, 1989).

Educational level, a significant body of research suggests that the educational background of the top executives, especially their academic experience, is reflected in the characteristics of their organizations. Norburn and Birley (1988) found that higher educational attainment (educational level) has a positive effect on company growth. The same authors suggested that educational specialization-type in science and arts will be positively related to company growth. Means, the executive's educational background has a positive impact to the organizational performance. A well educated TMT may thus be efficient enough to reach an objective better solution, thus minimizing political process (Michel and Hambrick, 1992). Also in Nourburn and Birley (1998), the effect of education level on organizational performance, of course can conceive of growth as a performance indicator. It means the educational levels will positive impact to their performance in the organization.

2.5. Higher Education Institution Performance

Accreditation is one form of quality assessment (evaluation) and feasibility of higher education institutions or study programs conducted by organization (Badan Akreditasi Nasional-Perguruan Tinggi, 2007). Further, BAN-PT explains that accreditation is a process and outcome. As a process, accreditation is an effort done by BAN-PT to assess and determine the quality status of higher education institutions based on quality standards that has been set. As a result, accreditation is the quality status of higher education which will be announced to the public society. Thus, the purpose and benefits of accreditation for higher education institution are as follows:

1. To give a guarantee that higher education institution which has been accredited is already met the quality standards set by BAN-PT, so that, it can provide a protection for society from higher education that do not meet the standards.
2. Encouraging higher educations to continuously repair and maintain the high quality.
3. The results of accreditation can be used as a consideration in credit transfer, assistance and allocation of funds, as well as getting recognition from institutions that are concerned.

Accreditation standards are benchmarks that must be met by higher education institutions. An accreditation standard consists of several parameters (Elements of the assessment) that can be used as a basis for measuring and determine the quality and feasibility of universities to conduct the programs. The accreditation standard for higher education institutions include the commitment of higher education to institutional capacity and effectiveness of education that consist of 15 standards as follows:

2.5.1 Leadership

A good leadership in the level of institutions should be able to create the good leadership in the lower unit as well. As an aspect that is comprehensive, a good institutions leadership is measured form the ability to build the consensus and understanding in every unit within the institution so that the entire effort and development step will be constituted by vision and mission of institutions, consciousness to quality and pointing on expectations

of stakeholders. The success of development in good leadership in an institution is also reflected by the growing in academic atmosphere that guarantee the freedom in academic, communication, coordination, effective interaction and implement the good practices that happen within the institution.

2.5.2 Student

Student is a group of internal stakeholder who has to get benefit from education process done by educational education. Higher education is suppose to facilitate student to enable them develop their potential through some activities.

2.5.3 Human Resources

Human resources in higher education is lecturer, librarian, laboratory-man, technician, administrative worker, and others supporting worker who also responsible to the attainment of higher education qualities.

2.5.4 Curriculum

Curriculum is a design for entire learning activity for student as study program reference in planning, implementing, monitoring, and evaluating all the activity to achieve the objectives of study program. Student learning activity is a learning experience gotten by student from lecturing activity (face to face or autodidact), practicum, seminar, and others lecturing assignment. Curriculum is base basis in forming and guaranteeing the attainment of graduation competencies in every academic program at study program level.

2.5.5 Infrastructure

Infrastructure is a supporting element in achieving the higher education objective, including building, furniture, equipment (hard-ware and soft-ware), and asset security system and campus. Based on vision and mission, higher education is need to develop a management system includes planning, processing, data-collecting, using, maintaining, replacing and advancing all the infrastructure.

2.5.6 Funding

Collage is expected to be able to guarantee a sufficient funding for achieving higher education objectives and also improving quality continuously. The processes of collecting the fund have to relate with vision and mission of the higher education, characteristic of higher education as non-profit institution and also not against the applicable and available law.

2.5.7 Governance

Governance includes system, organizational structure and mechanism that guarantee the institution's management transparent and accountability. Governance is developed based on values moral, ethic, applied integrity and academic norm.

2.5.8 Management System

In term of managing the regular program and development program, higher education is need management system from institution level until the level of faculty/department/study program include sharing the function and

authority clearly and systematically in work track, and responsible to every unit of governance. Higher education is expected to have work-unit that conduct the monitoring and evaluation periodically toward the performance of governance unit within higher education.

2.5.9 Learning System

Higher education has to develop system and process of learning that reflect strategy to achieve the objectives, implementing mission and bring vision into reality. The learning system must easily found in academic guidance as a reference for all unit who performing the learning and make a policy, rule, ethic code, norm, and academic value.

2.5.10 Academic Atmosphere

Academic atmosphere is a condition that can create spirit of academic improvement, interaction among lecturer and student, quantity and quality of academic activity, supporting professionalism development, academic freedom, respect to verity, etc.

2.5.11 Information Systems

Higher education is expected to have information system that prepared to support the management and quality improvement of academic program. Information system in a higher education at least consist of data collecting, analysis, storage, retrieval, data presentation and information and also communication with related party that build centrally at level of higher education and distributed to related unit.

2.5.12 Internal Quality Assurance System

Internal quality assurance system in a higher education is reflected from the availability of organization system and manual-of-quality that load the quality statement as institution commitment, quality policy, quality procedure and work instructor for quality.

2.5.13 Alumni

Alumni are one of direct output from learning process that is done by higher education. The alumni are expected to have academic competency also soft skill as already stated in quality target and proved by alumni performance within community based on their own profession. Higher education has to help the alumni to get the job and improve interaction among alumni and institution.

2.5.14 Research and Devotion to the Community

Higher education pushes the research institution and devotion to community to improve the role and function of higher education in facilitating and using lecturer to don some innovative researches that considering a local wisdom and appropriate devote to community.

2.5.15 Study Program

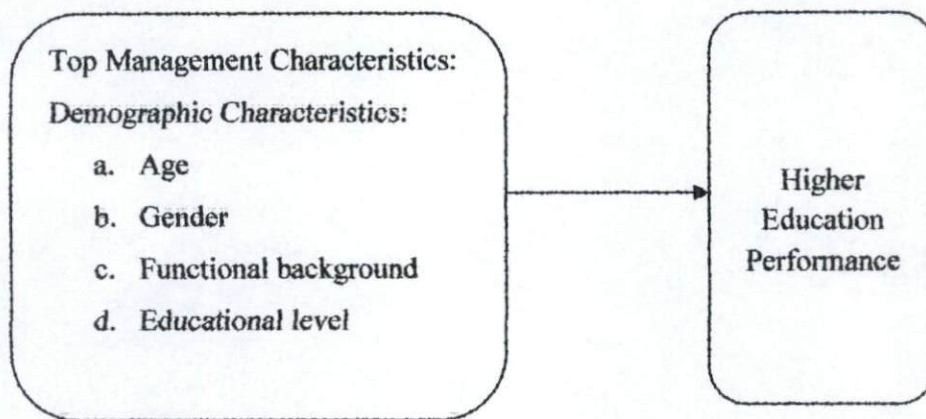
Higher education has guidance of opening and closing the study program includes feasibility study that refers to statutes and basic estimation, rule, etc. in a clear description. Higher education pushes the study program to

get the public admission in form of accreditation achievement in the level of national and international

2.6 Theoretical Framework

The diagram below shows the theoretical framework that becomes the basic concept for this research. As we can see in that diagram, this research is started from strategic leadership, main topic in management strategic. Fundamentally, this research will describe the top management team characteristic in influencing the performance of higher education.

Figure 2.6 The Relationship between Demographics characteristics of TMT with Higher Education Performance



CHAPTER III

RESEARCH METHODS

3.1 Research Design

This research is going to use quantitative research method. It will describe the phenomena. Quantitative approach is used to find out the characteristics of top management team on higher education in West Sumatera. Indeed questionnaire will also used to identify the characteristics of top management team. In quantitative research method, descriptive analysis will be done to see the relationship between demographic characteristics of top management team and higher education performance.

3.2 Sampling

Defined by Sekaran (2000:266), the population is entire group of people, events, or things of interest that the researcher wishes to investigate. Sugiono (2007) also defined the population is a generalization region of the object/ subject that has certain qualities and characteristics that are by the researchers to study and taken conclusion. The population of this research is all top management team in higher education in West Sumatera.

A sample is a subset of the population that comprises some members selected from the population. In other statements, some elements of the population would form the sample. Since the population of the research was large and because the aspect of limitation in terms of time, cost and other human resources, then only a sample of the population was studied (Sekaran, 2000 : 267 -268).

3.3 Data Collection Method

To get data and explanation needed two kinds of data collected as follows:

1. Primary Data

Original data that directly got by research in the field by survey using questionnaires. Questionnaire will yield the characteristic of top management team that determine their leadership. Questionnaire will be separated to all top management team member in higher education. The target of the questionnaire are rektor and vice rektor 1, vice rektor 2, vice rektor 3 and vice rektor 4.

The result of the questionnaire will show the characteristics of top management team on higher education in West Sumatera. Demographic characteristic includes; age, functional background, educational field, tenure (Auden *et al.*, 2006). Questionnaire in this research is going to identify whether rektor and vice rektor in higher education have sign or evident that show that they have qualified characteristic as organization leader.

2. Secondary Data

The data in this research will be gathered through interview rektor and vice rektor, analyzing the reading materials, books, magazines, articles, journals, internet based on content and other literatures that are relevant to the discussed topic such as performance, characteristics of demographics and TMT itself. These data will be enhanced by theories used as theoretical background that is related to higher education performance and top management team characteristic.

In doing the research, researcher is going to use several tools in gathering the information needed to support the analysis. The followings are tools that will be utilized by researcher during the data collection by Internet, is used to collect journal and any kind of paper related to the research. Then by literature study is used to find books related to the research and by telephone, is used to contact the interviewee to collect any more necessary data.

3.4 Variable Measurement

Top management team demographic characteristic is identified by their profile, such as age, functional background, education background. To measure the performance of higher education, some factor can be used such as; leadership, student, human resource, curriculum, infrastructure, funding, governance, management system, learning system, academic atmosphere, information system, internal quality assurance system, alumni, research and devotion to community, study program.

Tabel 3.4. Research Variable, Definition and Measurement

No	Variabile	Defenition	Measurement
1	Top management team characteristic	Characteristic that belong to top leader in organization who occupy crucial decision making positions in the firm, they have to be more responsive than the typical employee to environmental pressures (Simeon, 2001: 4-12)	Demographic characteristic includes; age, functional background, educational level, (Auden <i>et al.</i> , 2006)
2	Organizational Performance	Organizational performance comprises the actual output or result of an organization as measured against its intended outputs or goals and objectives. (available on www.wikipedia.com)	15 standars decide by BAN-PT

3.5 Data Analysis Method

This research is going to conduct the descriptive quantitative research. In descriptive quantitative research method, descriptive analysis will be done to see the profile of characteristic demographic of TMT in West Sumatera. It is also to make it easy to understand the result.

CHAPTER IV OVERVIEW OF HEI IN INDONESIA AND WEST SUMATERA

4.1 Higher Education in Indonesia

Education in Indonesia is the responsibility of the Ministry of National Education of Indonesia (*Kementerian Pendidikan Nasional Republik Indonesia/Kemdiknas*), formerly the Department of Education and Culture of Indonesia (*Departemen Pendidikan dan Kebudayaan Republik Indonesia/Depdikbud*). In Indonesia, all citizens must undertake nine years of compulsory education, six years at elementary level and three in junior high school. Education as a planned effort to establish a study environment and education process so that the student may actively develop his/her own potential to gain the religious and spiritual level, consciousness, personality, intelligence, behavior and creativity to him/herself, other citizens and for the nation.

Indonesia's institutions of higher education have experienced dramatic growth since independence. In 1950 there were ten institutions of higher learning, with a total of 6,500 students. In 1970 there were 450 private and state institutions enrolling 237,000 students, and by 1990 there were 900 institutions with 141,000 teachers and nearly 1,486,000 students. Public institutions enjoyed a considerably better student-teacher ratio (14 to 1) than private institutions (46 to 1) in the mid-1980s. Approximately 80 to 90 percent of state university budgets were financed by government subsidies, although the universities had considerably more autonomy in curriculum and internal structure than primary and secondary schools (Nut, 2009). Whereas tuition in such state institutions was

affordable, faculty salaries were low by international standards. Still, university salaries were higher than primary and secondary school salaries. In addition, lecturers often had other jobs outside the university to supplement their wages.

Private universities were operated by foundations. Unlike state universities, private institutions had budgets that were almost entirely tuition driven. Each student negotiated a one-time registration fee--which could be quite high--at the time of entry. If a university had a religious affiliation, it could finance some of its costs through donations or grants from international religious organizations. The government provided only limited support for private universities.

Higher education in the early 1990s offered a wide range of programs, many of which were in a state of flux. Nearly half of all students enrolled in higher education in 1985 were social sciences majors. Humanities and science and technology represented nearly 28 percent and 21 percent, respectively. The major degrees granted were the *sarjana muda* (junior scholar; roughly corresponding to a bachelor's degree) and the *sarjana* (scholar or master's degree). Very few *doktor* (doctoral) degrees were awarded. Few students studying for the *sarjana muda* actually finished in one to three years. One study found that only 10 to 15 percent of students finished their course of study on time, partly because of the requirement to complete the traditional *skripsi* (thesis). In 1988, for instance, 235,000 new students were admitted for *sarjana muda*-level training and 1,234,800 were enrolled at various stages of the program, but only 95,600 graduated.

Discussion about how to improve Indonesian higher education focused on issues of teacher salaries, laboratory and research facilities, and professor qualifications. According to official figures, in 1984 only 13.9 percent of permanent faculty members at state institutions of higher learning had any advanced degree; only 4.5 percent had a doctorate. Since doctoral programs were rare in Indonesia and there was little money to support education overseas, this situation improved only slowly. Despite these difficulties, most institutions of higher education received large numbers of applications in the late 1980s and early 1990s; in state institutions less than one application in four was accepted. One of the most serious problems for graduates with advanced degrees, however, was finding employment suited to their newly acquired education.

The University of Indonesia, founded in Jakarta in the 1930s, is the nation's oldest university. Other major universities include Gadjah Mada University (Indonesia's oldest postindependence university, founded in 1946) in Yogyakarta; Catholic University and Institut Teknologi Bandung, both in Bandung; and the Institut Pertanian Bogor in Bogor. In the early 1990s, there also were important regional universities in Sulawesi, Sumatera Utara, Jawa Barat, and Irian Jaya.

Tabel 4.1 Higher education in Indonesia 2004

No	Form	Public	Private
1	Academies	-	725
2	Polytechnics	25	89
3	Advance School	-	1043
4	Institutes	10	43
5	Universities	46	354
Total		81	2235

Source: Fahmi (2009)

Based on table, shows that higher education schools are mostly owned by private institutions which have 2235 schools. On the other hand, only 81 schools is managed by the government. In 2001, nearly 1.9 million of about 3.4 million students enrolled in private institutions. Whereas the gross enrollment ratio for tertiary level in 2000 is 14.4 and increase to 17.1 in 2005. The enrolment rate has increased significantly from about 2 percent in 1975 to more than 13 percent in 2004.

4.1.1 Types of Higher educations in Indonesia

In examining higher education system cannot be separated in the context of the whole education system in Indonesia. Figure 4.1.1 illustrates the organization structure of the country's education system. Recently, the organizational structure of the school system can be separated into two streams, namely, the Islamic stream under the Ministry of Religious Affairs (public and private), and the secular stream under the Ministry of National Education (public and private). Basically, these two steams are separated into three levels of education. They are basic education, middle or secondary education, and higher education.

Figure 4.1.1 Organizational Structure of The School System In Indonesia

22	Higher Education	Islamic S3 Program	S3 Program	Specialist 2 Program			
		Islamic S2 Program	S2 Program	Specialist 1 Program			
		Islamic S1 Program	S1 Program	D4 Program	D3 Program	D2 Program	D1 Program
18	Middle Education	Islamic Sen. Sec. School	Senior General Sec. School				Senior Vocational Sec. School
15		Islamic Jun. Sec. School	Junior Sec. School				
12	Basic Education	Islamic Elementary School	Elementary School				
6		Preschool	Islamic Preschool	Kindergaraten			

Source: Mohandas (2005)

Figure above shows the organizational structure of the school system in Indonesia. It can be seen in Figure 4.1.1 that the school system is divided into two streams, namely the Islamic stream under the Ministry of Religious Affairs (public and private), and the secular stream under the Ministry of National Education (public and private). The preschool at the lowest level is not required to enter the elementary. However, the government makes every effort to encourage parents to send their children into preschool education before entering elementary schools.

4.2 Higher Education in West Sumatera

Based on Badan Pusat Statistics Data (2006), West Sumatera has 16 State higher educations and 114 private higher educations. In fact it is very difficult to find data about Higher education in West Sumatera. The researchers only found 10 data about public higher education and 76 data about private higher education in West Sumatera.

Tabel 4.2 Higher Education in West Sumatera

No	Form	Public	Private
1	Academy	2	34
2	Polytechnics	2	1
3	Sekolah Tinggi	3	32
4	Institutes	1	2
5	Universities	2	7
Total		10	76

Source: improve by researcher (2010)

From table above, some sources shows the number of private and public higher education. Based on the table of we can conclude that mostly of higher education in West Sumatera also owned by private Education. It just 37 of higher education in west Sumatra owned by government. So from table above, total of higher education in West Sumatera are 86.

4.2.1 Higher Education Performance in West Sumatera

In Indonesia, the college may take the form colleges, institutes, polytechnics, colleges, and universities. Academies of professional education programs in one branch or part of the branch of science, technology, or a particular art. Polytechnic professional education programs in a number of areas of specialist knowledge. High School education

programs of academic and / or professionals within the scope of one particular discipline. Institute of academic education programs and / or professionals in the group of disciplines of science, technology, and / or artistry of its kind. University academic education programs and/or professionals in a number of disciplines of science, technology, and / or certain art.

Public universities are the universities that the management and regulation by the state. Private universities is the college management and regulations made by the private sector. Currently, the Indonesian higher education world enlivened by 4.3 million students with 155,000 teachers, spread out in 82 state universities and 2800 private universities (www.dikti.go.id).

One of the fundamental problems facing higher education is a problem of relevance and quality are not encouraging. Higher education can not be an important factor for the increase in social welfare, higher education has not been able to bring the entrepreneur / risk taker with creating job orientation and self-reliance; educated unemployment of higher education continues to grow, not to mention the problems of community service, in which college it is less responsive and contributing to the problems of society who are in the area where the campus stands. Higher education has not been able to create graduates who have a noble character and strong character. Anarchism / violent intra-and inter-campus such as a circle of violence.

Intensification of education development in West Sumatra period of three years, has an impact on improving the quality and quantity of the delivery of education in West Sumatra. Beginning with a set of policies with regard to education and increase the

education budget from the provincial budget funding sources that are relatively large since 2006, represents a serious commitment of the Government of West Sumatra in promoting and developing the education sector development, youth and sports.

CHAPTER V
RESULT AND DISCUSSION

5.1 Demographic Characteristics of TMT on Organizational in West Sumatera

In this chapter, we will interpret the data and answer which are given by Top Management Team as respondents. It will explain the Top Management Team demographics. Top Management Team consists of Rector, Vice Rector 1, Vice Rector 2, Vice Rector 3 and Vice Rector 4. This phase of analysis is done by analyzing the Top Management demographics characteristics impact on their performance in higher education. Questionnaires distributed on November 2010 to Top Management Team in higher education in West Sumatera. On this research, there are 56 questionnaires are given to 56 respondent but only 30 questionnaires can be processed in the next step. This is caused by several things such as, less complete data; and some respondents did not return the questionnaire and not complete data.

Tabel 5.1 Questionnaires Separation

Questionnaires	Number	Description
Distributed	60	Distribute by 9 surveyor
Processed	30	Questionnaires to process
Response Rate	$\frac{30}{60} \times 100\% = 50\%$	

Source: Primary Data (2010)

Based on the result of analysis questionnaire, the demographic characteristics are:

5.1.1 Age

The demographics characteristic, such as age and gender are visible and silent. They are likely to contribute to personal differences among TMT members. Here is the result of respondent based on age.

Tabel 5.1.1 Respondent Based on Age

Rank of age	Frequency	Percentage (%)
25-35 years old	6	20
36-45 years old	9	30
46-55 years old	12	40
>55 years old	3	10
Total	30	100

Source: Primary data (2010)

Based on table above, 40% of top management in higher education is 46 until 55 years old. Then 30% is 36 years old until 45 years old, and for the lowest percentage is 10%, top management that more than 55 years old. It means that top management team in West Sumatera dominated in rank 46-55 years old. Based on the research review younger managers will experience better than olders. In West Sumatera, TMT with younger should be give better influence to the organizational performance.

5.1.2 Gender

Age will influence how the way TMT take the decision in their organization, it also will influences to their performance in their workplace. Here is the result of research respondent based on it.

Tabel 5.1.2 Respondent Based on Gender

Gender	Frequency	Percentage (%)
Male	23	76
Female	7	23
Total	30	30

Sources : Primary data (2010)

Based on table above, we can conclude that from 30 respondent which can be the sample for this research, most of them are male, 73% or 22 respondent are male and just 26% or 8 respondent are female. We conclude that that Top Management of higher education in West Sumatera is dominated by male and it is in line with the research reviews.

5.1.3 Functional Background

The functional background experience of TMTs reflects their job history within organizations. TMTs' functional background experience is a management characteristic linked both to strategic choice and performance.

Table 5.1.3 Respondent Based on Functional Background

No	Functional Background	Frequency	Percentage (%)
1	Lecturer	24	80
2	others	6	20
Total		30	100

Source: Primary data (2010)

Table above display the percentage of functional background of top management team in West Sumatera. Based on the table, the functional background of top management

in higher education are varieties but 80% of them as a lecturer. Then 20% of respondent as others means as consultant, nurse, library staff and editor in PT. Ghalia Bogor.

5.1.4 Educational Level

Educational level and experience of top management team will influence the decisions and the performance of the organizations that they lead. A good educated of TMT may thus be efficient enough to reach an objective better solution in organization

Table 5.1.4 Respondent Based on Educational

Educational Background	Faculty			Percentage (%)	Total
	frequency	frequency	frequency		
Sarjana degree (S1)	9			30	9
Master degree (S2)		17		56.7	17
Doctoral degree (S3)			4	13.3	4
Total				100	30

Source: Primary data (2010)

From the table above it takes the conclusion that, most of top management in higher education in West Sumatera are master degree with 56.7 % of 100% hold by master degree. Then followed by bachelor degrees which gain 30%. Then for the least amount is on doctoral degree which gain 13.3 %. It is contrast with rule that has been set by Dikti is all lecturers in Higher education except Diploma should past their graduate program.

5.2 Demographics Characteristics of Top Management Team in West Sumatera

Reviewed in terms of age, in general TMT from college in West Sumatra is the range of 46 to 55 years old, which ranges from 40%. Followed by age group ranging from 36 to 45 years or about 30%, in group 25 to 35 years old only amounted to 20% and TMT are older than 55 years amounted to 10% of the data. It can be conclude, most of TMT on higher education in western Sumatra were aged 46 to 55 years old.

In terms of gender the TMT of higher education in west Sumatra. The results of this study concluded that 76% of TMT of higher education in west Sumatra are male while 23% are female. Its means top management of higher education in West Sumatera is dominated by male.

Then, reviewed in terms of functional background. Actually functional background of TMT of higher education is very diverse, such as library staff, nurse, consultant and lecturer. The research results obtained can be concluded that 24% of respondents have a functional background as a Lecturer. Then 20% of respondents have a functional background as a nurse, library staff and others. It can be concluded that most of the functional background of TMT on higher education was as Lecturer.

For the following demographic characteristics are reviewed based on educational level. Data obtained from research is that there is diversity of educational level TMT itself. Most of them are the Master degree. Results from these data is that 13.3% of respondents have educational background is as sarjana degree, while 30% of respondents have a doctoral degree educational level and 56.7% were respondents who have

educational level as a Master degree. This can conclude that many of the TMT of higher education in West Sumatra is a Master degree.

5.3 Demographics characteristics of TMT in Higher Education

In this section, will discuss the heterogeneity of TMT characteristics on higher education based on the sample area. Researchers selected three major areas that are considered capable of representing universities in West Sumatra. The area is in Padang, Bukittinggi and Payakumbuh and each of them have a team to responsible to get the data.

5.3.1 Padang

For the region of Padang, the team has researched in depth in the fields of Politeknik Kesehatan Padang, then at Istitut Agama Islam negeri (IAIN), Sekolah Tinggi Kesehatan (STIKES) Padang, Sekolah Tinggi Kesehatan (STIKES) Yadzkia, then Sekolah Tinggi Kesehatan (STIKES) Amanah, Akademi Sawit APERTA Sumbar, Akademi Refraksi and Bung Hatta University.

5.3.1.1 Age

Tabel 5.3.1.1 Respondent Based on Age

Rank of age	Frequency	Percentage (%)
25-35 years old	2	20
36-45 years old	4	40
46-55 years old	3	30
>55 years old	1	10
Total	10	100

Source: Primary data (2010)

Based on existing data above can be concluded that, researcher get variety result of data. In area of Padang, the highest percentage age of TMT on higher education is 40 %, that is in rank of 36 untill 45 years old. The second highest percentage of TMT is 30%, that is 46-55 years old. Then followed by 20%, that is in the rank of 25-35 years old. For the lowest one is 10%, that is more than 55 years old. So, we can conclude that most of TMT on higher education in Padang are in 36-45 years old.

5.3.1.2 Gender

The table below describes the category of respondents by gender. It can take the conclusion that, most of them are male. The tables shows 80% of TMT on higher education in Padang are male, then only 20% of them are female.

Tabel 5.3.1.2 Respondent Based on Gender

Gender	Frequency	Percentage (%)
Male	8	80
Female	2	20
Total	10	100

Sources : Primary data (2010)

5.3.1.3 Functional Background

TMTs' functional background experience is a management characteristic linked both to strategic choice and performance. Table below display the percentage of functional background of top management team in Padang. Based on the table, the functional background of top management in higher education are varieties but 80% of them as a lecturer. Then 20% of respondent as others means as consultant and teacher.

Table 5.3.1.3 Respondent Based on Functional Background

No	Functional Background	Frequency	Percentage (%)
1	Lecturer	8	80
2	others	2	20
Total		10	100

Source: Primary data (2010)

5.3.1.4 Educational Level

From table below, it can be seen that 20% of TMT of higher education in Padang is Sarjana degree, then 60% of them are master degree, and 20% of them are doctoral degree. From these data can be seen the percentage of Sarjana degree and doctorate degree is the same. While for the master's degree get the highest position that is 60%. It can take the conclusion; most of TMT on higher education in Padang are Master degree.

Table 5.3.1.4 Respondent Based on Educational

Educational Background	Faculty			Percentage (%)	Total
	frequency	frequency	frequency		
Sarjana degree (S1)	2			20	2
Master degree (S2)		6		60	6
Doctoral degree (S3)			2	20	2
Total				100	10

Source: Primary data (2010)

5.3.2 Payakumbuh

The second region that has been researched is Payakumbuh. The team has researched in depth in the fields of Politani Payakumbuh, Sekolah Tinggi Pendidikan

Payakumbuh (STKIP), Sekolah Tinggi Ilmu tarbiyah Payakumbuh (STIT) and Akademi Kebidanan Widya Husada Payakumbuh (AKBID).

5.3.2.1 Age

There are a variety of data in the rank of age. The table below display about the frequency and percentage of respondent in Payakumbuh. From table below, the highest frequency of respondent is in rank of 46 until 55 years old, then followed by the second highest is in the rank of 36 until 45 years old, then 23 until 35 years old and the lowest one is in the rank of over 55 years old. From the variety of data respondents that got in Payakumbuh, can be conclude most of the TMT's higher education in Payakumbuh are in 46 until 55 years old.

5.3.2.1 Tabel Respondent Based on Age

Rank of age	Frequency	Percentage (%)
25-35 years old	3	21.4
36-45 years old	4	28.6
46-55 years old	6	42.9
>55 years old	1	7.1
Total	14	100

Source: Primary data (2010)

5.3.2.2 Gender

Based on table below, we can conclude that from 14 respondent which can be sample on this research in area of Payakumbuh, most of them are male, 71.4% or 10 respondent are male and just 28.6% or 48 respondent are female. We take

conclusion that Top Management of higher education in Payakumbuh is dominated by male.

Tabel 5.3.2.2 Respondent Based on Gender

Gender	Frequency	Percentage (%)
Male	10	71.4
Female	4	28.6
Total	14	100

Sources : Primary data (2010)

5.3.2.3 Functional Background

The functional background experience of TMTs reflects their job history within organizations. TMTs' functional background experience is a management characteristic linked both to strategic choice and performance. Table below display the percentage of functional background of top management team in West Sumatera. Based on the table, the functional background of top management in higher education are varieties but 80% of them as a lecturer. Then 20% of respondent as others means as consultant, nurse, library staff and editor in PT. Ghalia Bogor.

Table 5.3.2.3 Respondent Based on Functional Background

No	Functional Background	Frequency	Percentage (%)
1	Lecturer	12	85.8
2	others	2	14.2
Total		14	100

Source: Primary data (2010)

5.3.2.4 Educational Level

From the table below it takes the conclusion that, most of top management in higher education in area of Payakumbuh are master degree with 64.3 % hold by master degree. Then followed by Sarjana degrees which gain 38.6%. The least amount is on doctoral degree which gains 7.1 %.

Table 5.3.2.4 Respondent Based on Educational

Educational Background	Faculty			Percentage (%)	Total
	frequency	frequency	frequency		
Sarjana degree (S1)	4			28.6	4
Master degree (S2)		9		64.3	9
Doctoral degree (S3)			1	7.1	1
Total				100	14

Source: Primary data (2010)

5.3.3 Bukittinggi

For third area is Bukittinggi, some of the data obtained from the Akademi Manajemen Informasi Komputer Bukittinggi (AMIK), then STIKES Ford de Cock, and some in Sekolah Tinggi Agama Islam Bukittinggi.

5.3.3.1 Age

Age and maturity of will influences how the way TMT take the decision in their organization, it also will influences to their performance in their workplace. Based on table below, the highest rank in term of age of TMT's higher education in Bukittinggi

is 46 untill 55 years old, that is amounted 50% of the data. Then the rest get the same amount, that is in 16.7%.

Tabel 5.3.3.1 Respondent Based on Age

Rank of age	Frequency	Percentage (%)
25-35 years old	1	16.7
36-45 years old	1	16.7
46-55 years old	3	50
>55 years old	1	16.7
Total	6	50

Source: Primary data (2010)

5.3.3.2 Gender

Gender of the TMT will affect the way they think and make decisions within an organization. Based on result of table below, we can conclude that from respondent which can be sample on this research in area of Bukittinggi, most of them are male, 83% or 5 respondents are male and just 16.7% or only 1 respondent are female. We take conclusion that Top Management of higher education in Bukittinggi is dominated by male.

Tabel 5.3.32 Respondent Based on Gender

Gender	Frequency	Percentage (%)
Male	5	83.3
Female	1	16.7
Total	6	100

Sources : Primary data (2010)

5.3.3.3 Functional Background

Table below display the percentage of functional background of top management team in Bukittinggi. Based on the table, the functional background of top management in higher education are varieties but 66.7% of them as a lecturer. Then 33.3% of respondent as others means as nurse and library staff.

Table 5.3.3.3 Respondent Based on Functional Background

No	Functional Background	Frequency	Percentage (%)
1	Lecturer	4	66.7
2	others	2	33.3
Total		6	100

Source: Primary data (2010)

5.3.3.4 Educational Level

From the table below it takes the conclusion that, there are a variety of data, but for the area of Bukittinggi, the amount of Sarjana Degree more than Master degree and Doctoral degree. It can be seen every percentage of them, the percentage of Sarjana degree is 50%, then followed by doctoral degree, that is 33.3% and for the last is Doctoral degree, that is 16.7%. So, most of them are newly graduated from Sarjana degree, in fact this is a gap, where one of government policy is to require every lecturer at least should in Master Degree.

Table 5.3.3.4 Respondent Based on Educational Level

Educational Level	Faculty			Percentage (%)	Total
	frequency	frequency	frequency		
Sarjana degree (S1)	3			50	3
Master degree (S2)		2		33.3	2
Doctoral degree (S3)			1	16.7	1
Total				100	6

Source: Primary data (2010)

5.4 The demographics characteristics of TMT in HEI

Research was decided on 3 biggest regional representations, Padang, Payakumbuh, and Bukittinggi. For the region of Padang, got 10 data that can be analyse, then in Payakumbuh area there are 14 data and in Bukittinggi there were 6 data to analysed.

Table. 5.4.1 The Comparison of TMT's age based on area research

No	Area	Highest (%)	Rank of age	Lowest (%)	Rank of age
1	Padang	40	36-45 years old	10	➤ 55 years old
2	Payakumbuh	42.9	46-55 years old	7.1	> 50 years old
3	Bukittinggi	50	46-55 years old	50	25-55 years old ➤ 55 years old

Source: Primary data (2010)

Viewed in terms of age, the result of data analysis has been investigated by researchers in the area of Padang, Payakumbuh and Bukittinggi. In Padang, the highest frequency age of TMT on Higher education is 36 until 45 years old, for the lowest one is in more than 55 years old. For the area of Payakumbuh, the highest one is in the rank of 46 until 55 years old and the lowest one is same with Padang in more than 20 years old. Then for the area of Bukittinggi, the highest one is same with the highest in Payakumbuh, that is in 46 until 55 years old. It can be seen in the table below.

Table. 54.2 The comparison of TMT's Gender based on area Research

No	Area	Highest	Description	Lowest	Description
1	Padang	80%	Male	20%	Female
2	Payakumbuh	83,3%	Male	16,7%	Female
2	Bukittinggi	71,4%	Male	28,6%	Female

Source: Primary data (2010)

In term of gender, the comparison between three areas of them discuss in the table above. In area of Padang, most of them are male, that is in 80% and for the rest is female in 20%. In area of Payakumbuh, most of them also male, that is in 71.4% and the rest is female, and for the last area of research is in Bukittinggi. The result in this area is same with the area of Padang and Payakumbuh, most of them also male with 83.3%. We can conclude that, Most of TMT on higher education in West Sumatera are male.

Table. 5.4.3 The comparison of TMT's Functional Background based on area Research

No	Area	Highest (%)	Description	Lowest (%)	Description
1	Padang	80	Lecturer	20	Others
2	Payakumbuh	85.8	Lecturer	14.2	Others
3	Bukittinggi	66.7	Lecturer	33.3	Others

Source: Primary data (2010)

Then, in term of functional background in the three areas research. The highest percentage as a lecturer, that is 80%, and the lowest one as others in 20%. In area of Payakumbuh, the highest also as a lecturer, that is amounted 85.8% and the lowest one is 14.2%, and for the area of Bukittinggi as a lecture also, that is in 66.7% and the lowest one is in 33.3%. we can conclude most of the TMT in each areas of research have a functional background as a lecture. It can be seen in the table above.

Table. 5.4.4 The comparison of TMT's Educational Background based on area Research

No	Area	Highest(%)	Description	Lowest(%)	Description
1	Padang	60	Master degree	20	Sarjana degree
2	Payakumbuh	64.3	Mater degree	7.1	Doctoral degree
2	Bukittinggi	33.3	Master degree	16.7	Doctoral degree

Source: Primary data (2010)

Viewed in the term of educational background. In area of Padang, the high frequency and percentage of the TMT on higher education is master degree, that is 60% and for master and doctoral degree is get the same percentage, that is 20%. Then, for Payakumbuh the highest percentage is also master degree graduation, that is 60% and for the doctoral degree and sarjana degree also in same amount, that is 35.7%. But, the result in Bukittinggi little bit different with the result of area in Padang and Payakumbuh. The highest percentage in Bukittinggi is Sarjana degree, that is amount 50% and the lowest one is in doctoral degree, that is 16.7%. it can be conclude that, most of TMT on higher education in West Sumatera are Master degree.

5.4 Higher Education Institutions performance in West Sumatera

Based on Badan Pusat Statistik data (2006), West Sumatra has 16 public universities and 114 private colleges spread over 12 districts and 7 cities, including in this case the form of higher education colleges, high schools, polytechnics, and universities. As a unique organization, namely as a producer of high quality human resources is a requirement for improving the competitiveness of a nation (Porter, 1990), then the universities must be able to align expectations addressed to them.

Different characteristics are considered to provide representation of the condition and characteristics of higher education in West Sumatra. These characteristics are the form of management of higher education consisting of universities and private universities. Public universities are the universities that

the management and regulation by the state. Private universities is the college management and regulations made by the private sector. Autonomy PTN especially those not yet BHMN status will bring many changes in organizational structure and governance that affect the ease of achieving independence. For private universities (PTS), decentralization and autonomy that the government does not significantly affect the independence of the structure of their organization and governance.

Research conducted by distributing questionnaires on state and private universities in three major cities in West Sumatra, they are in Padang, Bukittinggi, and Payakumbuh. Up to 30 respondents obtained from 18 public and private universities. In this study to measure the performance of colleges use some size, that is higher education accreditation, rate the effectiveness of education, budget size, and faculty achievement. Accreditation of higher education is obtained through an average of accreditation of existing courses at the college. The table below displays the accreditation of universities, led by top management team that became the object of this research:

Table 5.4.1 Sample of Research and its Study Program Accreditation

No	HEIs	Accreditation of Study Program
1	Andalas University (UNAND)	Numbers of Study Program = 40 A = 16, B = 13, Un accredited = 4 Limited secondary data = 7
2	Padang state university (UNP)	Numbers of Study Program = 54 A = 10, B = 39
3	Bung Hatta University (UBH)	Numbers of Study Program = 29 B = 15, C = 4, Un accredited = 10
4	Institut Agama Islam Negeri Imam Bonjol (IAIN IB)	Numbers of Study Program = 31 B = 9, C = 4, Un accredited = 18
5	STIKES INDONESIA PADANG	Numbers of Study Program = 2 Un accredited = 2
6	STIKES SYEDZA SAINTIKA	Numbers of Study Program = 3 C = 1, Un accredited = 2
7	STIKES AMANAH	Numbers of Study Program = 2 Un accredited = 2
8	STAI PIQ	Limited secondary data
9	POLTEKES PADANG	Numbers of Study Program = 3 Un accredited = 3
10	APPERTA SUMBAR	Limited secondary data
11	ARO PADANG	Limited secondary data
12	AKBID PAYAKUMBUH	Numbers of Study Program = 3 Un accredited = 3
13	STKIP ABDI PENDIDIKAN PAYAKUMBUH	Numbers of Study Program = 5 D = 4, Un accredited = 1
14	STTP PAYAKUMBUH	Numbers of Study Program = 2 Un accredited = 2
15	STIKES FORT DE COCK	Numbers of Study Program = 3 C = 1, Un accredited = 2
16	STIE HAJI AGUS SALIM	Numbers of Study Program = 3 C = 1, Un accredited = 2
17	AMIK BUKITTINGGI	Numbers of Study Program = 1 C accreditation
18	POLITANI PAYAKUMBUH	Limited secondary data
19	SEKOLAH TINGGI ILMU TARBIYAH (STIT)	Limited secondary data

Source: Ditjen Dikti-Depdiknas and BAN PT (2010)

The table shows there are 128 study programs. Data in table above can be summarized into the following table:

Table 5.4.2
Percentage of Program Studies Accreditation

No	Program Study Accreditation	Total program studies	Percentage
1	A accreditation	26	14.3 %
2	B accreditation	37	28.9 %
3	C accreditation	11	8.5 %
4	D accreditation	4	3.2 %
5	Un accredited	56	39.8 %
6	Unknown accreditation	9	7 %
Total		182	100 %

Source : Ditjen Dikti-Depniknas and BAN PT (2010)

Table shows accreditation status of study program every HEIs in sample. It is dominated by unaccredited status. As we know that Accreditation is known as, a process of deciding quality standards, and assessing and evaluating institutional performance based on the decided standards. In higher education system, institution includes higher education institution (university, institute, college, academy, polytechnic), and their study programs. It is a kind of external evaluation of related institution. In the process, researchers have difficulty in obtaining data such as numbers effectiveness of education, budget size, and faculty achievement. Based on table above conclude that average performance of HEI in West Sumatera is below quality standard or low performance.

5.6 Discussion of Demographics Characteristics of Top Management Team on organizational Performance.

Characteristics of top management team are very influential to the performance of the TMT itself. As for characteristics that affect on this research are age, gender, functional background, educational background.

In term of age, researchers has categorized TMT into four rank of age, they are 23-25 years old, it is categorize as young TMT and 46-55 years old, it is categorized as old TMT. The result of the research shows that most of the TMTs higher education in West Sumatera in old category. In fact the performance of HEIs in West Sumatera is low. So, can conclude that age tend to brings effect to the higher education performance in West Sumatera.

Based on gender, the result of the research shows that most of TMT in West Sumatera dominated by male. it is in line with Shockley and Zalabak (1981), the women participation was limited to certain areas at strategic level (not actively involved in decision making). It is also support by result of this study because most of them are male, and automatically most of them involved to decision making if compare than women. So, conclude those males have a high opportunity to carry the load as leaders than woman.

Examining TMT functional background may help to determine how selective perception and particular abilities associated with interpreting a situation may affect strategic choice and in turn firm performance. In this research there are not various data of functional backgrounds in TMT of higher education, most of them as a lecturer. In fact the performance of higher education is low so it can be

take the conclusion functional background will give good contribute to organizational performance, but in fact in West Sumatera the homogeneity of functional background tend to give bad contribute to organizational performance. This research in line with previous study that has been done by Hambrick and Mason (1984).

In term of educational level, researcher categorize the highest educational level in this research is Doctoral degree the followed by Master degree, and for the lowest Sarjana degree. Based on the result of this research shows that most of them are in category of Master degree and for the performance of HEI is low. So, can conclude that educational level tend give good contribute to the HEIs performance. The result of this research shows that lower educational level of TMT have a tendency to decrease in performance of HEIs. It is in line with previous study that already done by Nourburn and Birley (1998).

5.6 Difficulties in Evaluating Higher Education Institutions Performance

In evaluating higher education performance, most researcher will try to find the accreditation of this higher educations. Accreditation is one form of quality assessment (evaluation) and feasibility of higher education institutions or study programs conducted by organization (Badan Akreditasi Nasional-Perguruan Tinggi, 2007). Further, BAN-PT explains that accreditation is a process and outcome. As a process, accreditation is an effort done by BAN-PT to assess and determine the quality status of higher education institutions based on quality

standards that has been set. As a result, accreditation is the quality status of higher education which will be announced to the public society.

This research, There are difficulties in accessing the performance and accreditation of higher education in West Sumatra. The reason is about transparency problem, it's proved by difficulties gain the secondary data from HEI itself. In essence, there are striking differences between reputable higher education. For large-scale universities consider this accreditation is as a tradition that had to be there, but for the some private sector and small scale higher education they consider this accreditation as an burden. This is one proved that there is a gap between higher education with a small scale, this also proves the ideal of leadership performance and that has not been ideal.

CHAPTER VI CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the analysis and discussion in the previous chapter, it takes the conclusions that will be explained below.

1. Demographics characteristics will support strategic leadership to describe the profile of TMT in order to determining the future and performance of the organization.
2. Top management team characteristics affect the higher education performance in West Sumatera. In term of age, age tend to brings effect to the higher education performance in West Sumatera.
3. This study found the man in West Sumatra is males have a high opportunity to carry the load as leaders than woman.
4. The homogeneity of functional background in West Sumatera tend to give bad contribute to organizational performance.
5. The result of this research shows that lower educational level of TMT have a tendency to decrease in performance of HEIs.

5.3 Limitation of the Research

In doing this research, there are several limitations that the researchers face that might influence the findings. Some limitation appears in this research such as:

1. The object of the study only took in area of Padang, Bukittinggi and Payakumbuh.

2. There are difficulties in accessing the performance and accreditation of higher education in West Sumatra. The reason is about transparency problem, it's proved by difficulties gain the secondary data from HEI itself.

5.4 Future Research

Limitations that exist in this study should be a reference for subsequent research to get perfection in giving a picture and a wider contribution started from the same study. Some suggestions and recommendations that can give to further research the author, among others

1. Suggestions for the next research is to examine how the perceptions of students about the performance of higher education in west Sumatra.
2. For further research is expected to take a larger sample with the results of a study to be more comprehensive and profound.
3. Suggested to the next researcher to combine the use of qualitative and quantitative analysis, in order to make it in depth explanation and accurately result.

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Appendix 1: The Questionnaire

KUESIONER PENELITIAN



UNIVERSITAS ANDALAS PADANG
FAKULTAS EKONOMI
JURUSAN MANAJEMEN

Kuesioner ini bertujuan untuk mengetahui Pengaruh karakteristik demografi dari Tim Manajemen Puncak terhadap Kinerja Perguruan Tinggi di Sumatera Barat. Data dari kuesioner ini akan di gunakan untuk keperluan pembuatan skripsi S1 di Jurusan Manajemen Fakultas Ekonomi Universitas Andalas. Oleh karena itu saya berharap Bapak / Ibu dapat meluangkan waktu untuk mengisi kuesioner ini. Saya menjamin tanggapan Bapak / Ibu diberlakukan secara rahasia dan identitas Bapak / Ibu tidak dimunculkan dalam studi ini. Maka jawablah kuesioner ini dengan jujur dan sebenarnya. Atas partisipasi Bapak / Ibu saya ucapkan terima kasih.

Identitas Responden:

1. Jenis Kelamin : Laki-laki Perempuan
2. Umur : Tahun
3. Riwayat Pendidikan (S1) : Bidang :
(S2) : Bidang :
(S3) : Bidang :
4. Latar belakang keilmuan : Sosial Eksakta
5. Jabatan :
6. Lama memegang jabatan : Tahun
7. Pendapatan : 2,000,000 – 4,999 999
 4,999,999 – 6,999,999
 6,999,999 - 8,999,999
 ➤ 8,999,999
8. Pekerjaan sebelumnya :
9. Jabatan sebelumnya :
10. Lama berkarir di P.T : Tahun

Appendix 2: List of Research Samples

List of Research Samples

No	Higher education institutions	Address
1	Universitas Andalas (unand)	Kampus limau manih – padang – sumatera barat.
2	Universitas Negeri Padang (UNP)	Jln. Prof. Dr. Hamka air tawar padang
3	Universitas Bung Hatta (ubh)	Jln. Sumatera ulak karang padang – sumatera barat.
4	Institut Agama Islam Negeri Imam Bonjol (IAIN IB)	Jln. Jendral sudirman. N. 15 padang – sumatera barat.
5	Stikes Indonesia Padang	Jln. S.Parman no 157. Ulak karang padang 25137
6	Stikes Syedza Saintika	Jln. pramuka ii no. 1 padang
7	Stikes Amanah	Jln. gajah mada no 4 Gunung pangilun
8	STAI PIQ	Jln. Abdulah ahmad no 2 padang
9	Poltekes Padang	Simpang pondok kopi nanggalo padang 25146
10	Apperta Sumbar	Jln.Raya Padang-bukittinggi km.33politeknik pertanian negeri payakumbuh jl. Raya negara km 7 tanjung pati kec. Harau
11	Aro Padang	Jln. Perintis kemerdekaan padang
12	Akbid Payakumbuh	Jln. Sukarno hatta no.229 a payakumbuh.
13	STKIP Abdi Pendidikan Payakumbuh	Jln.Pacuan kuda kel.kubu gadang payakumbuh
14	STTP Payakumbuh	Jln.Khatib sulaiman sawah padang payakumbuh-26227
15	Stikes Fort De Cock	Jln.Bangkaweh no.15 bukittinggi
16	STIE Haji Agus Salim	Jln. Prof.dr.bahder djohan bukittinggi 34201
17	AMIK Bukittinggi	Jln.Sudirman no.61 bukittinggi
18	Politani Payakumbuh	Jln.Raya negara km 7 tanjung pati kec. Harau
19	Sekolah Tinggi Ilmu Tarbiyah (STIT)	Payakumbuh

Source : BAN- PT (2010)

Appendix 3: Data Respondents

No	Jenis Kelamin	Umur	Pendidikan			Jalur	Jabatan	Pndptn	Pekerjaan sebelumnya
			S1	S2	S3				
1	1	45	Arsitektur	Arsitektur		2	Pembantu Direktur	1	Dosen
2	1	48	Biologi			2	Wakil direktur II UBH	1	Dosen
3	2	35	Manajemen Informatika	Teknologi Informasi		2	Pembantu ketua I	1	Dosen
4	2	32	Bahasa Inggris	Pendidikan Bhs Inggris		1	Pembantu ketua I	1	Dosen
5	2	52	Biologi			2	Ketua prodi Biologi	1	Dosen
6	1	46	Manajemen			1	Pembantu Ketua I	1	Dosen
7	1	30	Ilmu Sejarah	Ilmu Sejarah		1	Pembantu Prodi	2	Editor PT ghalia Bogor
8	1	61	Kedokteran	Pendidikan	Pendidikan	2	Ketua	1	Dosen
9	1	61	Farmasi	Pendidikan		2	Ketua	1	PNS
10	2	52	Farmasi			2	Ketua Stikes	1	Dosen
11	1	44	Tafsir Hadist	Pendidikan Islam		1	Pembantu Ketua II	1	Staff perpustakaan
12	1	59	Pendidikan Agama Islam	Pengembangan Kurikulum	Pengembangan Kurikulum	1	Pembantu Rektor I	1	Dosen
13	1	40	Bahasa Inggris			1	Pembantu ketua	1	Dosen
14	1	50	Ilmu Tanah	Kehutanan		2	Pembantu direktur II	2	Dosen
15	1	53	Teknologi Benih			2	Pembantu Direktur II	2	Dosen
16	1	50	Mekanisasi	Keteknikan Pertanian		2	Pembantu Direktur I	1	Dosen
17	1	54	Biologi	Biologi		2	Pembantu direktur III	2	Dosen
18	1	44	Ilmu Politik			1	Pembantu Direktur I	1	Dosen
19	1	34	System Komputer	Teknologi Informasi		2	Pemantu Direktur AMIK	1	Konsultan Pembangunan
20	1	45	Fisika			2	Pembantu Direktur III	1	Dosen
21	1	48	Ekonomi	Ekonomi ketenagakerjaan	Ekonomi	2	Pembantu Rektor	2	Dosen
22	2	52	Sastra Inggris			1	Ketua	1	Dosen
23	1	35	Sistem Informasi	Sistem Informasi		2	Ketua	1	Dosen
24	1	38	Manajemen	Manajemen		1	Pembantu Direktur	1	Pembantu ketua
25	2	46	Kesehatan Masyarakat	Kesehatan Masyarakat		2	Ketua	2	Perawat
26	2	43	Ilmu Sejarah			1	Pembantu ketua	1	Dosen
27	1	35	Bahasa Inggris	Pendidikan		1	Ketua Stikes	1	Dosen

Appendix 3 : Data Respondents

28	1	38	Ilmu Politik			1	Pembantu Direktur	2	Dosen
29	1	40	Manajemen			1	Pembantu direktur	1	Dosen
30	1	50	Fisika			2	Pembantu Ketua	1	Dosen

Keterangan:

Jenis Kelamin:

- 1 = laki-laki
- 2 = perempuan

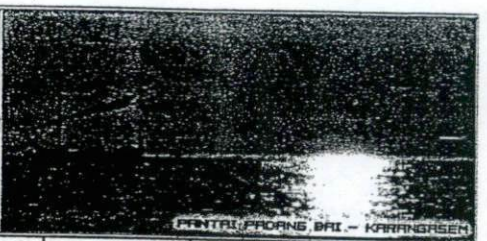
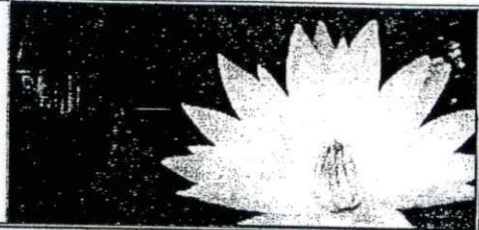
Jalur:

- 1 = social
- 2 = Eksakta

Pendapatan:

- 1 = 2-5 juta
- 2 = 5-6 juta

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funky, inovatif, lestarikan
budaya bali



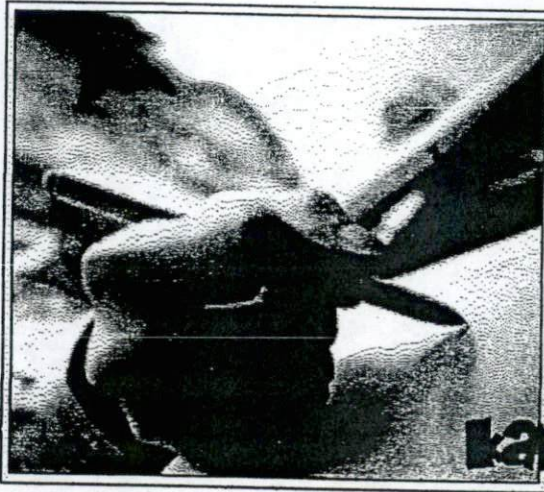
media anak muda bali - gaul funky inovatif lestarikan budaya bali

media anak muda bali -
gaul, funky, inovatif,
lestarikan budaya bali

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- [nongkrong di kampus](#)
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- [search/download lirik lagu](#)
- [zodiac/ramalan bintang](#)
- [kata-kata mutiara/pepatah](#)
- [chatting di MIRC](#)
- [proud to be BlueBrainers!](#)
- [chat dengan anak2 Blue di YM](#)
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- [pasang banner/promosi web](#)
- [malajah mabasa Bali](#)
- [ramal nasib/masa depan](#)
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Jenis Perguruan Tinggi : Negeri
 Alamat : Jl. Lubuk Lintah, Padang
 Telepon : (0751) - 24435, 35711
 Fax : (0751) - 20923
 Nama Rektor : Prof. Dr. H. Maidir Haroen
 Sejarah Singkat

Tanggal Berdiri : 29 November 1966

Profil

Jumlah Mahasiswa : 4.137
 Jumlah Alumni : 17.634
 Jumlah Dosen Tetap : 230
 Jumlah Dosen Lulusan S2 : 105
 Jumlah Dosen Lulusan S3 : 43
 Luas Kampus : 62.165 m2
 Koleksi Perpustakaan : 7.000-an judul, 48.700-an eksemplar
 Fasilitas Lain : Delapan ruang kuliah, 10 kantor administrasi, delapan perpustakaan, satu auditorium, empat rumah dinas, satu asrama mahasiswa, dan satu rumah ibadah. Sarana olah raga dan kesenian, dan 15 mikro bus.



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Fakultas Tarbiyah

- Pendidikan Agama Islam (S1-Terakreditasi-C-1996)
- Pendidikan Bahasa Arab (S1-Terakreditasi-B-1999)
- Kependidikan Islam (S1)
- Tadris Bahasa Indonesia (S1)
- Tadris Bahasa Inggris (S1)
- Tadris Ilmu Pengetahuan Sosial (S1)
- Tadris Matematika (S1)
- Psikologi Islam (S1)
- Tadris IPA (S1)
- Pendidikan Agama (D2, D3)

Fakultas Adab

- Bahasa dan Sastra Arab (S1)
- Bahasa dan Sastra Arab (S1-Terakreditasi-B-1996)
- Sejarah dan Kebudayaan Islam (S1-Terakreditasi-B-1999)
- Tarjamah (S1)
- Perpustakaan (D2)

Fakultas Ushuluddin

- Aqidah dan Filsafat (S1-Terakreditasi-B-1996)
- Tafsir Hadits (S1-Terakreditasi-C-1999)
- Dakwah (S1)
- Perbandingan Agama (S1-Terakreditasi-C-1996)

Fakultas Syari'ah

- Ahwal Al Syahsiyah (S1-Terakreditasi-B-1999)
- Perdata dan Pidana Islam (S1)
- Perbandingan Madzhab dan Hukum (S1)
- Jinayah dan Siyasah (S1-Terakreditasi-B-1999)
- Muamalah (S1-Terakreditasi-B-1999)
- Pertandingan Madzhab (S1-Terakreditasi-B-1999)
- Peradilan Agama (S1)

Fakultas Dakwah

- Bimbingan dan Penyuluhan Islam (S1-Terakreditasi-C-1996)
- Manajemen Dakwah (S1)
- Jurnalistik (S1)
- Komunikasi dan Penyiaran Islam (S1-Terakreditasi-B-1999)
- Pengembangan Masyarakat Islam Jurnalistik (D2)

Fakultas Pasca Sarjana (S2, S3)

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No	Fakultas dan Program Studi/Bagian	Nomor dan Tanggal SK	Jenj. Pend.	Akreditasi
1.	HUKUM (6 Bagian) - Ilmu Hukum	029/BAN-PT/AK-XI/S1/XI/2008 Tanggal 13 November 2008	S1	A
2.	PERTANIAN - Agrobisnis - Agroekoteknologi		S1 S1	B B
3.	KEDOKTERAN (29 BAGIAN) - Pendidikan Dokter - Ilmu Keperawatan - Ilmu Kesehatan Masyarakat - Pendidikan Dokter Gigi - Psikologi	06624/Ak-VIII-S1-024/UADTFE/VI/2006 Tanggal 18 Juni 2004	S1	A ⁺
4.	MIPA - Biologi - Kimia - Matematika - Fisika - Sistem Komputer	010/BAN-PT/AK-X/S1/VI/2007 Tanggal 19 Mei 2007 - - -	S1 S1 S1 S1	A ⁺ A B B
5.	EKONOMI - Ekonomi Pembangunan - Manajemen - Akuntansi	08637/Ak-X-S1-004/UADIEP/VI/2006 Tanggal 1 Juni 2006 08636/Ak-X-S1-004/UADMXX/VI/2006 Tanggal 1 Juni 2006 05815/Ak-VII-S1-004/UADAKT/VIII/2003 Tanggal 22 Agustus 2003	S1 S1 S1	A A A
6.	PETERNAKAN - Produksi Ternak - Nutrisi dan Makanan Ternak - Sosial Ekonomi Peternakan - Teknologi Hasil Ternak	- 08922/Ak-X-S1-008/UADNMT/VI/2006 Tanggal 27 Juli 2006 08923/Ak-X-S1-009/UADSVT/VII/2006 Tanggal 27 Juli 2006 08861/Ak-X-S1-008/UADLMT/VII/2006 Tanggal 13 Juli 2006	S1 S1 S1 S1	A A A A
7.	SASTRA - Ilmu Sejarah - Bahasa dan Sastra Indonesia - Bahasa dan Sastra Inggris - Bahasa dan Sastra Minangkabau - Bahasa dan Sastra Jepang	08890/Ak-X-S1-008/UADIQH/VI/2006 Tanggal 13 Juli 2006 08731/Ak-X-S1-005/UADBIS/VI/2006 Tanggal 15 Juni 2006 - 08776/Ak-X-S1-005/UADSDM/VI/2006 Tanggal 15 Juni 2006 -	S1 S1 S1 S1 S1	B A A B -
8.	TEKNIK - Teknik Mesin	09198/Ak-X-S1-0017/UADTRS/X/2006 Tanggal 19 Oktober 2006	S1	A

	- Teknik Elektro	08777/Ak-X-S1-C05/UADTFEVI/2006 Tanggal 15 Juni 2006	S1	B
	- Teknik Sipil	-	S1	B
	- Teknik Industri	-	S1	B
	- Teknik Lingkungan	08891/Ak-X-S1-008/UADTPLVII/2006 Tanggal 13 Juli 2006	S1	B
	- Teknik Informatika	-	S1	
9.	ISIP			
	- Antropologi Sosial	-	S1	A
	- Sosiologi	-	S1	B
	- Ilmu Politik	-	S1	B
	- Administrasi Negara	-	S1	-
	- Ilmu Komunikasi	-	S1	-
10.	FARMASI			
	- Farmasi	-	S1	A ⁺
	- Apoteker	-	Prof	-
11.	TEKNOLOGI PERTANIAN			
	- Teknologi Hasil Pertanian	011/BAN-PT/AK-X/S1/V/2007 Tanggal 26 Mei 2007	S1	B
	- Teknik Pertanian	-	S1	B

UNP - Akreditasi Padang State University

Accreditation

No.	Region	Level	College	Programme	Decrees No.	Years Decree	Rank	Expired
54	10	D-III	Univ. Negeri Padang	Teknik Elektro	024	2009	B	2014-01-10
53	10	S2	Univ. Negeri Padang	Manajemen	015	2008	B	2013-11-08
52	10	S1	Univ. Negeri Padang	Pendidikan Seni Drama, Tari dan Musik	013	2007	C	2012-06-16
51	10	D-II	Univ. Negeri Padang - UPP Air Tawar	Pendidikan Guru Sekolah Dasar (PGSD)	001	2007	B	2012-02-10
50	10	D-II	Univ. Negeri Padang - UPP Bandar Buat	Pendidikan Guru Sekolah Dasar (PGSD)	001	2007	B	2012-02-10
49	10	S1	Univ. Negeri Padang	Pendidikan Sosiologi Antropologi	014	2007	B	2012-06-30
48	10	D-II	Univ. Negeri Padang - UPP Bukit Tinggi	Pendidikan Guru Sekolah Dasar (PGSD)	001	2007	B	2012-02-10
47	10	S2	Univ. Negeri Padang	Administrasi Pendidikan	005	2006	B	2011-07-27
46	10	S2	Univ. Negeri Padang	Pendidikan Bahasa	007	2006	B	2011-08-10
45	10	S2	Univ. Negeri Padang	Ilmu Lingkungan	010	2006	B	2011-09-07
44	10	S2	Univ. Negeri Padang	Teknologi Pendidikan	009	2006	B	2011-09-01
43	10	S2	Univ. Negeri Padang	Bimbingan dan Konseling (BK)	005	2006	B	2011-07-27
42	10	D-III	Univ. Negeri Padang	Teknik Pertambangan	010	2006	B	2011-09-01
41	10	S1	Univ. Negeri Padang	Pendidikan	010	2006	B	2011-

No.	Region	Level	College	Programme	Decrees No.	Years Decree	Rank	Expired
			Padang	Kesejahteraan Keluarga				08-03
40	10	S1	Univ. Negeri Padang	Pendidikan Fisika	026	2006	B	2011-01-12
39	10	S1	Univ. Negeri Padang	Pendidikan Teknik Elektro	021	2006	B	2011-12-30
38	10	S1	Univ. Negeri Padang	Akuntansi	010	2006	B	2011-08-03
37	10	S1	Univ. Negeri Padang	Pendidikan Teknik Elektronika	027	2006	B	2011-01-12
36	10	S1	Univ. Negeri Padang	Pendidikan Luar Biasa	028	2006	B	2011-01-26
35	10	S1	Univ. Negeri Padang	Ilmu Ekonomi dan Studi Pembangunan (IESP)	010	2006	B	2011-08-03
34	10	S1	Univ. Negeri Padang	Pendidikan Sejarah	005	2006	B	2011-06-15
33	10	S1	Univ. Negeri Padang	Pendidikan Teknik Bangunan	008	2006	B	2011-07-13
32	10	D-II	Univ. Negeri Padang	Pendidikan Guru Taman Kanak-kanak (PGTK)	002	2006	B	2011-05-11
31	10	S2	Univ. Negeri Padang	Pendidikan Ilmu Pengetahuan Sosial (IPS)	007	2006	A	2011-08-10
30	10	S1	Univ. Negeri Padang	Pendidikan Teknik Otomotif	026	2006	A	2011-01-12
29	10	S1	Univ. Negeri Padang	Pendidikan Teknik Mesin	026	2006	A	2011-01-12
28	10	S1	Univ. Negeri Padang	Pendidikan Geografi	020	2005	B	2010-10-27
27	10	S1	Univ. Negeri Padang	Biologi	023	2005	B	2010-12-22
26	10	S1	Univ. Negeri Padang	Kimia	017	2005	B	2010-10-13
25	10	D-III	Univ. Negeri Padang	Teknik Elektronika	006	2005	B	2010-06-23

No.	Region	Level	College	Programme	Decrees No.	Years Decree	Rank	Expired
24	10	S1	Univ. Negeri Padang	Ilmu Keolahragaan	022	2005	B	2010-12-08
23	10	S1	Univ. Negeri Padang	Manajemen	020	2005	B	2010-10-27
22	10	D-III	Univ. Negeri Padang	Teknik Busana	014	2005	B	2010-12-22
21	10	D-III	Univ. Negeri Padang	Teknik Sipil	006	2005	B	2010-06-23
20	10	S1	Univ. Negeri Padang	Matematika	021	2005	B	2010-11-17
19	10	S1	Univ. Negeri Padang	Pendidikan Kepelatihan Olah Raga	022	2005	B	2010-12-08
18	10	D-III	Univ. Negeri Padang	Tata Boga	014	2005	B	2010-12-22
17	10	S1	Univ. Negeri Padang	Pendidikan Seni Rupa	020	2005	B	2010-10-27
16	10	S1	Univ. Negeri Padang	Teknologi Pendidikan	016	2005	B	2010-09-30
15	10	S1	Univ. Negeri Padang	Pendidikan Kimia	017	2005	B	2010-10-13
14	10	S1	Univ. Negeri Padang	Manajemen Pendidikan	016	2005	B	2010-09-30
13	10	S1	Univ. Negeri Padang	Pendidikan Luar Sekolah	015	2005	B	2010-08-25
12	10	S1	Univ. Negeri Padang	Pendidikan Ekonomi	020	2005	B	2010-10-27
11	10	S1	Univ. Negeri Padang	Pendidikan Jasmani, Kesehatan dan Rekreasi	022	2005	A	2010-12-08
10	10	S1	Univ. Negeri Padang	Pendidikan Biologi	020	2005	A	2010-10-27
9	10	S1	Univ. Negeri Padang	Pendidikan Matematika	020	2005	A	2010-10-27
8	10	S1	Univ. Negeri Padang	Pendidikan Bahasa dan Sastra Indonesia	020	2005	A	2010-10-27
7	10	S1	Univ. Negeri Padang	Pendidikan Bahasa Inggris	020	2005	A	2010-10-27

No.	Region	Level	College	Programme	Decrees No.	Years Decree	Rank	Expired
6	10	S1	Univ. Negeri Padang	Pendidikan Pancasila dan Kewarganegaraan (PPKn)	017	2005	A	2010-10-13
5	10	S1	Univ. Negeri Padang	Bimbingan dan Konseling (BK)	022	2005	A	2010-12-08
4	10	D-III	Univ. Negeri Padang	Teknik Otomotif	017	2006	C	2009-02-02
3	10	D-III	Univ. Negeri Padang	Teknik Mesin	017	2006	C	2009-02-02
2	10	S1	Univ. Negeri Padang	Fisika	020	2005	C	2008-10-27
1	10	D-II	Univ. Negeri Padang	Pendidikan Guru Sekolah Dasar (PGSD)	001	2004	C	2007-01-09

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Labels: UI, UIN Jakarta, UIN Makassar, UMB, Unand, UNJ, UNNES, UNP, Unpar, UNSYIAH, USU

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Jl. Sumatera Ulak Karang, Padang 25133, Sumbar
 Telepon: 07517051678, Fax: 07517055475, Website: <http://www.bung-hatta.ac.id>, Email: rektorat@bung-hatta.ac.id

Berdiri: 1981-04-20

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Teknik Sipil	S-2	488/D/T/2007	2009-03-12	Belum Terakreditasi	
Arsitektur	S-2	2336/D/T/2008	2010-07-16	Belum Terakreditasi	
Sumber Daya Perairan Pesisir & Kelautan	S-2	1041/D/T/2006	2009-03-27	Belum Terakreditasi	
Manajemen	S-2	681/D/T/2008	2011-03-06	Belum Terakreditasi	
Ilmu Hukum	S-2	2159/D/T/2007	2009-08-10	Belum Terakreditasi	
Teknik Elektro	S-1	2569/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2008-09-19
Teknik Mesin	S-1	2570/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2010-07-07
Teknik Sipil	S-1	1682/D/T/2005	2009-05-19	Terakreditasi-B	2008-09-12
Arsitektur	S-1	2571/D /T/K-X/2009	2013-05-19	Belum Terakreditasi	2013-05-31
Teknik Kimia	S-1	2572/D /T/K-X/2009	2013-05-19	Terakreditasi-C	2009-08-03
Teknik Industri	S-1	2573/D /T/K-X/2009	2013-05-19	Terakreditasi-C	2008-08-25
Perencanaan Wilayah Dan Kota	S-1	2574/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2012-07-10
Budidaya Perairan	S-1	2575/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2008-10-03
Pemanfaatan Sumber Daya Perikanan	S-1	2576/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2008-10-10

Ekonomi Pembangunan	S-1	2577/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2012-05-26
Manajemen	S-1	1673/D/T/2005	2009-05-19	Terakreditasi-B	2010-08-25
Akuntansi	S-1	1672/D/T/2005	2009-05-19	Terakreditasi-C	2012-08-03
Ilmu Hukum	S-1	3813/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2008-10-10
Sastra Indonesia	S-1	139/DIKTI /KEP/1993	1996-04-20	Terakreditasi-B	2010-07-07
Sastra Inggris	S-1	2578/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2008-11-06
Sastra Jepang	S-1	2579/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2013-08-14
Pendidikan Matematika	S-1	1675/D/T/2005	2009-05-19	Terakreditasi-B	2013-01-12
Pendidikan Biologi	S-1	3738/D/T/2006	2008-09-28	Belum Terakreditasi	
Pendidikan Guru Sekolah Dasar	S-1	1936/D/T/2007	2009-07-19	Belum Terakreditasi	
Pendidikan Pancasila Dan Kewarganegaraan	S-1	2580/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2012-12-14
Pendidikan Bahasa Dan Sastra Indonesia	S-1	2581/D /T/K-X/2009	2013-05-19	Terakreditasi-B	2010-06-23
Pendidikan Bahasa Inggris	S-1	1686/D/T/2005	2009-05-19	Belum Terakreditasi	
Teknik Konstruksi Sipil	D-III	1945/D /T/K-X/2009	2012-04-22	Belum Terakreditasi	
Bahasa Jepang	D-III	638/D/T/2006	2009-02-07	Terakreditasi-C	2008-07-21

SUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 6086 orang

Jumlah Dosen : 219 orang

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Sekolah Tinggi Ilmu Kesehatan Indonesia Padang

Jl. S Parman No 157 , Padang , Sumbar
 Telepon: 0751 7054905, Fax: 7056138, Website: , Email:

Berdiri: 2006-11-13

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Ilmu Keperawatan	S-1	260/D/O/2006	2008-11-09	Belum Terakreditasi	
Hiperkes Dan Keselamatan Kerja	D-III	260/D/O/2006	2008-11-09	Belum Terakreditasi	

SUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 332 orang
 Jumlah Dosen : 6 orang

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Sekolah Tinggi Ilmu Kesehatan Fort De Cock

Jl. Bangkawah No 15 , Bukittinggi 25156, Sumbar

Telepon: 0752-628654, Fax: 0752-628654, Website: , Email: stikes_fdc@yahoo.com

Berdiri: 2004-06-15

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Kesehatan Masyarakat	S-1	3147/D/T/2006	2010-08-29	Terakreditasi-C	2013-06-28
Ilmu Keperawatan	S-1	3148/D/T/2006	2010-08-29	Belum Terakreditasi	
Kebidanan	D-III	2084/D/T/2008	2010-07-07	Belum Terakreditasi	

SUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 508 orang

Jumlah Dosen : 29 orang

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Sekolah Tinggi Ilmu Ekonomi H Agus Salim

Jl. Prof Bachder Djohan Madiangin, Bukittinggi , Sumbar

Telepon: (0752)34201, Fax: (0752)34201, Website: , Email: stie_has@yahoo.co.id

Berdiri: 1984-09-29

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Manajemen	S-1	1762/D/T/2008	2012-07-01	Terakreditasi-C	2008-10-27
Akuntansi	D-III	3812/D/T/K-X/2009	2012-11-06	Belum Terakreditasi	

SUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 184 orang

Jumlah Dosen : 14 orang

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Sekolah Tinggi Teknologi Payakumbuh

Khatib Sulaiman , Payakumbuh 26227, Sumbar
 Telepon: 0752-7010851, Fax: , Website: , Email:

Berdiri: 2005-07-18

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Teknik Sipil	S-1	1951/D/T/K-X/2009	2013-04-22	Belum Terakreditasi	
Teknik Komputer	D-III	1952/D/T/K-X/2009	2012-04-22	Belum Terakreditasi	

SUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 224 orang

Jumlah Dosen : 13 orang

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Politeknik Kesehatan Siteba

Nanggalo , Padang , Sumbar

Telepon: (0751) 445880, Fax: (0751) 445881, Website: , Email:

Berdiri: 2005-10-31

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Fiioterapi	D-III	212/D/O/2006	2008-09-08	Belum Terakreditasi	
Kebidanan	D-III	212/D/O/2006	2008-09-08	Belum Terakreditasi	
Elektromedik	D-III	212/D/O/2006	2008-09-08	Belum Terakreditasi	

SUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 41 orang

Jumlah Dosen : 10 orang

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Sekolah Tinggi Ilmu Kesehatan Syedza Saintika

Padang , Padang , Sumbar

Telepon: , Fax: , Website: , Email:

Berdiri: 2008-09-05

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Ilmu Keperawatan	S-1	178/D/O/2008	2010-09-05	Belum Terakreditasi	
Kebidanan	D-III	178/D/O/2008	2010-09-05	Belum Terakreditasi	

NUMER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 0 orang

Jumlah Dosen : 0 orang

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AMIK Bukittinggi

Jenderal Sudirman No 24 , Bukittinggi 26100, Sumbar

Telepon: 0752-7003151, Fax: 0752-31999, Website: <http://www.amikboekittinggi.ac.id>, Email: amik@amikboekittinggi.ac.id

Berdiri: 2000-06-01

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Manajemen Informatika	D-III	2812/D/T/K-X/2009	2011-01-18	Terakreditasi-C	2012-12-29

SUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 357 orang

Jumlah Dosen : 16 orang

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STKIP Abdi Pendidikan

Jl. Pacuan Kelurahan Kubu Gadang, Payakumbuh 26213, Sumbar
Telepon: 0752- 31635, Fax: , Website: , Email:

Berdiri: 1984-08-30

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Pendidikan Biologi	S-1	2562/D /T/K-X/2009	2012-07-01	Terakreditasi-D	1999-12-21
Pendidikan Sejarah	S-1	2563/D /T/K-X/2009	2012-07-01	Terakreditasi-D	1999-12-21
Pendidikan Pancasila Dan Kewarganegaraan	S-1	3609/D/T/2008	2012-02-19	Belum Terakreditasi	
Pendidikan Bahasa Dan Sastra Indonesia	S-1	2564/D /T/K-X/2009	2012-07-01	Terakreditasi-D	1999-12-21
Pendidikan Bahasa Inggris	S-1	2565/D /T/K-X/2009	2012-07-01	Terakreditasi-D	1999-12-21

SUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 446 orang

Jumlah Dosen : 31 orang

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Akademi Kebidanan Widya Husada

Payakumbuh, Payakumbuh, Sumbar

Telepon: 0752 93042, Fax: 0752 93042, Website: , Email:

Berdiri: 2006-10-03

Bidang Ilmu yang Dikelola:

Program Studi	Jenjang	Ijin Operasi Dikti	Berlaku s/d	Akreditasi BAN-PT	Berlaku s/d
Kebidanan	D-III	2809/D/T/K-X/2009	2012-07-15	Belum Terakreditasi	

NUMBER DATA: Ditjen Dikti - Depdiknas dan Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

Perbaharui data PTS Anda.

Dosen dan Mahasiswa:

Jumlah Mahasiswa : 99 orang

Jumlah Dosen : 10 orang

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