

# **MEDIATING EFFECT OF SERVICE QUALITY IN EFFECTS OF MANAGEMENT PROCESS ALIGNMENT AND ACADEMIC ATMOSPHERE ON THE PERFORMANCE OF UNIVERSITIES IN MAKASSAR, INDONESIA**

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***Abstract:** Management of universities is an effort to improve the quality of universities for competing nationally, regionally and globally. One of them is management process. This research examined the role of factors management process alignment in university correlation with academic atmosphere, service quality and performance measurement. Population research is university which organizes undergraduate program in Makassar with respondents who represent the leadership of departments / study, lecturer, support staff and students majoring in related majors. The total sample of respondents selected randomly multistage (Multi Stage Random Sampling) as many as 312 people. Data were collected through structured questionnaires were processed using the program package Simultaneous Equation Modeling (SEM). The results showed that the first, the management process alignment have a direct impact positively and significantly to the academic atmosphere, service quality and performance measurement. Second, the academic atmosphere has direct influence positively and significantly to the services quality and performance of university. Third, the service quality directly affects positively and significantly on the performance of university.*

***Keywords:** Design Works, Organizational of Culture, Job Commitment, Human Resources Performance*

## **1. INTRODUCTION**

There are many people who deem that the education quality keeps degrading, especially in comparison to the education quality in the past, prior to independence, following independence, in the beginning of the new order, in the reform movement in 1998, and until the present-day. In the opinion of Tampubolon (2001), the quality of higher educational outcomes is affected by the philosophy underlying the

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implementation of education, i.e. elitism, populism and integration. (1) Elitism is an overview where educational implementation, including higher education, extremely concerns with the outer quality. (2) Populism is an educational management scheme prioritizing equitation without paying attention to education. (3) Integralism is an overview which emerges in order to manage education with the emphasis on equitation and quality of education.

A bleak face of Indonesian education can be seen in the following forms:

1. The Position of Indonesia Human Resource Quality Year 1995, 2000, 2002, based on HDI

<i>Country</i>	<i>Year</i>		
	1995	2000	2002
Thailand	58	76	70
Malaysia	59	61	59
Philippine	100	77	77
Indonesia	104	109	110
China	111	99	96
Vietnam	120	108	109

2. The View on Education Fund

<i>College</i>	<i>Cost of education/Colleger/year</i>
UGM	Rp. 13.900.000
ITB	Rp. 17.500.000
UNS	Rp. 8.000.000
In Kyoto	Rp. 194.000.000
In Malaysia	Rp. 111.000.000
In Australia	\$ 10.000 – 15.000
In Inggris	£7.500 – 18.000

3. From other aspects:

- a) higher education graduates tend to become Low Level Worker that should have been able to be performed by secondary education
- b) jobs do not correspond with expertise/ education field
- c) unavailability of professional organizations responsible for formulating the quality of education
- d) the difficulties of designing a curriculum which clearly distinguishes those who can continue studies from those who can directly enter the workforce
- e) cooperation program still encounter obstacles due to the unavailability of the textbook that can be used as a reference horizontally, despite the presence of qualified universities
- f) it is predictable that the following result is unemployment in various levels of education on a large scale.

Management of universities is an effort to improve the quality of universities for competing nationally, regionally and globally - not only in education but also other areas of nation lives. Specifically in education field, long-term development framework for higher education has been prepared, focusing on the improvement of nation's competitiveness, autonomy of higher education institutions, and organizational health.

Nation competitiveness has implication of how human resources in Indonesia can contribute in world market through products and or services produced, on the basis of Indonesian human resource, through the mastery of technology, knowledge and skills. In connection to this, the role of higher education is extremely large to create necessary Indonesian human resources. Such condition requires a vast, comprehensive, unified and integrated-dimension management system; starting from planning, implementation, monitoring, evaluation and revision, so as to create repetition cycle of sustainable improvement.

The system should be able to align three strategic issues (as the direction of the management of higher education institutions) with internal conditions of higher education providers. Specifically for issues regarding improvement of nation competitiveness, it implies that; 1) the output quality of higher education institutions should be included as international or global-level that they can compete globally as well; 2) the output quality should be creative so as to manage the abundant resources in this country to produce the products according to the needs of the global community; 3) having high skills in using information technology in various forms for the expansion of market products; 4) capable of communicating with the various nations in the world through mastery of one or several foreign languages (global language).

In terms of the autonomy, implementers of higher education institutions should have responsible freedom (in accordance with applicable regulations in this country) to carry out creative activities in the framework of developing and improving the society welfare and science. Therefore, the participation of all walks of life (the government, private sectors, NGOs, and public) is absolutely needed for their contributions; and the entire burden for implementing education becomes a shared responsibility. Similarly, the educational outcome should be used by vast community, for the sake of society welfare. It is where the role of the curriculum is highly crucial to align the development of science and fulfillment of community needs (local, national and global level).

Originality for this paper shows: (1) mediation effect (using sobel test) academic atmospheres and service quality for relationship between management process and college performance, (2) location of study (no previous research for this relationship): Makassar, Indonesia.

## **2. LITERATURE REVIEW**

### **2.1. Management Process Alignment**

The organization is a place or platform which keeps various resources, including human resources in performing its activities through leadership to achieve the goals

(organizational goals). Strong leadership will ascertain the success of an organization achieved through a maximum contribution of the existing resource utilization. Nevertheless, in the implementation of leadership activities, friction/ clash between individual organizations commonly happen though it should not have been that way. Conflicts also frequently emerge from the outside organization as a result of environmental development. These friction/clashes demand the management to create alignment for achieving harmonization between both (external and internal organizations), especially in the form of mission, vision, values/ principles, goals and objectives, which in turn determines the winning organization in competition.

The management process alignment is the organizational efforts to overcome intense competition among existing organizations due to environmental turbulence that happens continually, radically, simultaneously, pervasively, and in fact more discontinuously, i.e. the future disconnected from the past as a result of innovation superiority in various fields; technology and information in particular, Mulyadi (2005). The emphasis on alignment by Kaplan and Norton (2006) is focused more on internal aspect following the establishment of the organizational strategy because it is where all operations for creating products and or services as the constantly changing customers' demands, through various forms, including the surfacing wide range of options provided by the market as the outcome of technological innovation, organizational creativity, utilization of information technology, etc.

## **2.2. Academic Atmospheres**

In the book "Guidelines for Preparing Proposal of Competition Grant Program (2005), the Directorate General for Higher Education, Department of Education (2003)" defines; academic atmosphere as the level of satisfaction or motivation of academicians in finishing its tasks to achieve the institutional goals. Meanwhile, in book VI; the Academic Atmosphere issued by the Director for Academic Coaching and Students Affairs, Directorate General for Higher Education, Ministry of National Education of 2005, page 9, illustrates that the academic atmosphere is a condition that should be created so that the learning process in higher education takes place according to its vision, mission, and goals.

In order to create a conducive academic atmosphere, educational institutions should fulfill various standards: standard of academic ethics, standard of academic culture, standard of academic facilities and infrastructure, standard of quality and quantity of academic interactions, standard of academic development design, standard of academicians' involvement in academic activities, standard of scientific personality development.

## **2.3. Service quality**

Service is every act or activity offered or given to other parties which generally takes intangible form and does not lead to ownership. Service products commonly

accompany the products in the form of goods; or the contrary, where products in the form of goods are accompanied by service product delivery at the same time, particularly during delivery process, Murdick *et al.*, (1990) in Sahnur Said (2002). Johns (1999) in Fandi and Gregorius (2005) propose that in management literature, the term service generally refers to the three main concepts: industry, output, supply and process.

In relation to this research, the service quality is the service perceived by academicians from the department head and supporting staffs, including the provision of educational facilities, equipment, laboratories, libraries and others related to service delivery of three pillars of university, administration service, and curricular service.

According to Parasuraman (2004) in presenting the services, there are five factors that determine the success. Tangibility : all matters relating to the physical appearance of service providers, ranging from physical appearance personal to all of the resources involved. Responsiveness : the ability to respond to all requests and complaints filed to support customers both the favorable and and terurutama the unpleasant conditions. Assurance : guarantee the best service delivery to customers starting at the time of introducing the service to after-sales service. Empathy : an attentive attitude and respect for the customer with all his character, especially at the moment of contact, either diarea service providers and outside the arena. Reliability : ability to provide services with reliable quality in a variety of attributes, including durability, look, convincing, simple, straightforward presentation, and so on.

#### **2.4. Performance**

Performance is the output produced and achieved from processes, programs, products and services evaluated and compared for their objectives, the standard of the past outcomes and rival companies. An independent institution in America seeks to improve the product quality by performing an assessment based on highly strict-requirements and bestows prestigious award in the United States/ the world for the company/ organization that successfully won these requirements. In general, various types of organizational performance measurement proposed are: a) input, b) process, c) output, d) outcome, e) the quality and f) efficiency.

In the present research, the measured performance is outcome performance, i.e. effects perceived or enjoyed by organization service providers as a reward received for service delivery in the form of output (in the education services, such output takes the form of three pillars of university, administration service and curricular service). Outcome performance for education services are measured using a balanced scorecard approach which includes four types: a) financial performance; b) customer satisfaction performance; c) internal business process performance, and; d) growth performance and organizational learning.

### 3. METHODOLOGY

Data this study takes a survey of studies dissertation of Sumardi (2007). Based on a literature review presented in the previous sections on section B, particularly on theoretical scope underlying this research, comprised of: strategic planning (management process alignment), organizational behavior through the academic atmosphere, quality management and performance measurement), the conceptual framework of this research is made in schematic form as shown in Figure 1.

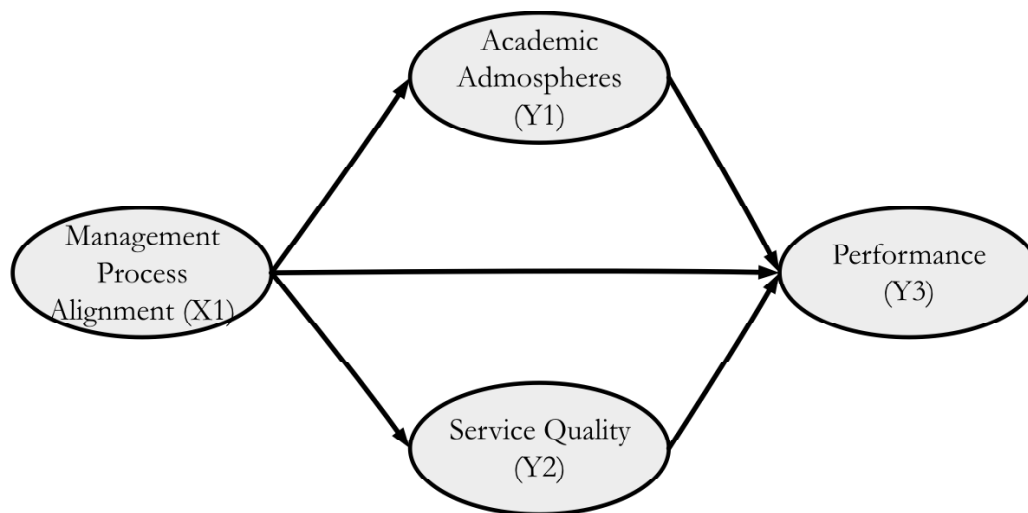


Figure 1: Conceptual Framework linkages management process alignment with academic atmosphere, quality management and performance measurement

- $X_1$  = Management Process Alignment
- $Y_1$  = Academic Atmospheres
- $Y_2$  = Service quality
- $Y_3$  = Performance

### 4. RESULT AND DISCUSSION

#### 4.1. Measurement Model

The following table is a response / respondents' perceptions to Management Process Alignment, Academic Atmospheres, Service quality and Performance. According to respondents there are 237 people (80.34%) believed that their department's vision is clear direction in the future. It seems that this situation is higher than the ratings department at PTS departments at state universities, namely 132 votes (83.54%) compared to 105 (76.64%). As for the medium category there are 55 people (18.64%) in which the position of the majors in PTS 24 people (15.19%) and State departments in

31 people (22.63%). Further low category majors PTN 10 people (0.73%) versus 2 (1.27%) and in general only 3 (1.02%) were low vision assess their majors. This condition is certainly encouraging for only 1.02% who do not know the vision of their majors. According to the respondents' perceptions of the overall academic atmosphere there are 228 (77.29%) who rate high enough, majoring in PTS there were 131 people (82.91%), while departments in Universities are 97 people (70.8%), with this state PTS assesses highly conducive academic atmosphere than the State, may be due to the pattern of selection and acceptance of different, very tight competition at state universities than at PTS. Rating category as a whole there are 53 people (17.97%) in which 31 people (22.63%) of them are majoring in the State and the remaining 22 (13.92%) of respondents indicate that the perception department at PTS is higher than the majors in PTN. To lower overall category there are 14 people (4.75%) consisting of 9 people (6.57%) of the Department of State and 5 (3.16%) of the Department of PTS, this category back in the majors in PTS has the votes higher than at state universities majors. This of course is a very good precondition for the development of higher education institutions in Makassar. Respondents' perceptions of service quality variables in general there are 254 people (86.10%), divided into 138 (87.34%) in the department of PTS and 116 votes (84.67%) rate the service quality variables are categorized as high. Category of being in general there are 35 people (11.86%) which is divided into 17 subjects (12.41%) of the Department of State and the remaining 18 (11.39%) of the Department of PTS. For the low category there are only 6 people (2.03%) is divided into 4 (2.92%) of the State and the remaining 2 (1.27%) of the PTS. It also indicates the concern of higher education institutions for the quality of service becomes a serious thing. Thus, it will be a precondition for the development of management bodies for the period to come.

Respondents' perceptions of college performance variables in their majors, in general there are 229 people (77.63%) divided into 129 (81.01%) of the Department of PTS and 100 votes (73.72%) of the State, they assess the performance their majors including high performance. For the medium category there are 64 people (21.69%) divided in 34 (24.82%) of the Department of State and the remaining 30 (18.99) of the Department of PTS. For the low category 2 (0.63%) and originating from the Department of State. This means that the performance of departments at universities in Makassar is relatively high, a condition which is encouraging for the city of Makassar as a city of education.

#### **4.2. Analysis Result: SEM**

Goodness of Fit. Table 2 shows that the final model with 8 indicators to measure latent variables alignment of the management process all eligible match, because the end of the proposed models meet all the criteria of goodness of fit is required, then the final model is expressed well. This model still needs to be tested further to evaluate the validity and reliability of any latent variables. An indicator is said to have good validity of the constructs or latent variables if the value of  $t$  is larger than the critical value ( $> 1.96$ ) and the coefficient of the estimated defaults reached 0.40 or above. (Ferdinand, 2002).

**Table 1**  
The following table is a response / respondents' perceptions to Management Process Alignment, Academic Atmospheres, Service quality and Performance

<i>Variable</i>	<i>Interval</i>	<i>Category</i>	<i>PTN</i> <i>F</i>	<i>%</i>	<i>PTS</i> <i>f</i>	<i>%</i>	<i>Sum</i> <i>F</i>	<i>%</i>
Management	1 – 2	Low	1	0.73	2	1.27	3	1.02
Process	3	Medium	31	22.6	24	15.2	55	18.6
Alignment	4 – 5	High	105	76.6	132	83.5	237	80.3
			137	100	158	100	295	100
Academic	1 – 2	Low	9	6.57	5	3.16	14	4.75
Atmospheres	3	Medium	31	22.63	22	13.92	53	17.97
	4 – 5	High	97	70.8	131	82.91	228	77.29
			137	100	158	100	295	100
Service quality	1 – 2	Low	4	2.92	2	1.27	6	2.03
	3	Medium	17	12.41	18	11.39	35	11.86
	4 – 5	High	116	84.67	138	87.34	254	86.1
			137	100	158	100	295	100
Performance	1 – 2	Low	2	1.46	0	1	2	0.63
	3	Medium	34	24.82	30	18.99	64	21.69
	4 – 5	High	101	73.72	128	81.01	229	77.63
			137	100	158	100	295	100

**Table 2**  
Computing criteria of goodness-of-fit indices testing factor management process alignment early and late stages

<i>Criteria</i>	<i>Value Cut-off</i>	<i>Results of computational models</i>		<i>Specification Model final</i>
		<i>early stage</i>	<i>final stage</i>	
Chi-square	Expected of little value	32.747	20.230	Good
Probability Significant	? 0.05	0.036	0.381	Good
Relative chi-square	? 2.00	1.637	1.065	Good
RMSEA	? 0.08	0.047	0.015	Good
CFI	? 0.94	0.999	1.000	Good
TLI	? 0.95	0.997	1.000	Good

**Table 3**  
Estimated coefficient, t-value and Probability and Descriptive Indicators Process Management Alignment

<i>Indicator</i>		<i>Estimate</i>	<i>SE</i>	<i>t-value</i>	<i>P</i>	<i>Result</i>
PP1	<— Management Process	0.539	0.039	13.795	0	Significant
PP2	<— Management Process	0.612	0.04	15.193	0	Significant
PP3	<— Management Process	0.513	0.041	12.412	0	Significant
PP4	<— Management Process	0.562	0.045	12.372	0	Significant
PP5	<— Management Process	0.53	0.04	13.114	0	Significant
PP6	<— Management Process	0.62	0.043	14.513	0	Significant
PP7	<— Management Process	0.557	0.04	13.999	0	Significant
PP8	<— Management Process	0.435	0.046	9.412	0	Significant



Based on the results of a calculation in the table above, it can be seen that the estimated coefficients of each sub variable or indicator variable alignment of the management process has a value above 0.40. Thus it can be said that overall the indicators used in the final model is valid.

**Table 4**  
**Computing criteria of goodness-of-fit indices testing factor Academic Atmospheres early and late stages**

Criteria	Value Cut-off	Results of computational models		Specification Model final
		early stage	early stage	
Chi-square	Expected of little value	31,218	5,183	Good
Probality	? 0,05	0,000	0,29	Good
Relative chi-square	? 2,00	6,244	1,296	Good
RMSEA	? 0,08	0,134	0,032	Good
CFI	? 0,94	0,995	1,000	Good
TLI	? 0,95	0,984	1,000	Good

Table 4 above shows that the initial model with five indicators to measure latent variables academic atmosphere is not eligible match, otherwise the final model proposed meets all the criteria of goodness of fit is required, so that the final model is expressed well.

**Table 5**  
**Estimated coefficient, t-value, Probability and Descriptive Indicators Academic Atmospheres**

Indicator			Estmate	SE	t-value	P	Result
AA1	<—	Atmospheres	0.507	0.045	11.257	0.000	Significant
AA2	<—	Atmospheres	0.566	0.046	12.274	0.000	Significant
AA3	<—	Atmospheres	0.665	0.050	13.171	0.000	Significant
AA4	<—	Atmospheres	0.571	0.057	9.99	0.000	Significant
AA5	<—	Atmospheres	0.536	0.051	10.532	0.000	Significant

Based on the results of a calculation in the table above, it can be seen that the estimated coefficients of each sub standard variable or indicator variable academic atmosphere that has a value above 0.40, so it can be said that overall the indicators used in the final model is valid.

**Table 6**  
**Computing criteria of goodness-of-fit indices testing factor Service quality early and late stages**

Criteria	Value Cut-off	Results of computational models		Specification Model final
		early stage	final stage	
Chi-square	Expected of little value	14,865	6,470	Good
Probality	? 0,05	0,01	0,167	Good
Relative chi-square	? 2,00	2,973	1,617	Good
RMSEA	? 0,08	0,082	0,046	Good
CFI	? 0,95	0,998	1,000	Good
TLI	? 0,95	0,995	0,98	Good

Table 6 above shows that the initial model with five indicators to measure latent variable quality of service is eligible match, otherwise the final model proposed meets all the criteria of goodness of fit is required, so that the final model is expressed well.

**Table 7**  
**Estimated coefficient, t-value and Probability and Description Indicator Service quality**

Indicator			Estimate	SE	CR	P	Ket.
ML1	<—	Service quality	0.461	0.055	8.420	0.000	Significant
ML2	<—	Service quality	0.489	0.039	12.388	0.000	Significant
ML3	<—	Service quality	0.567	0.038	14.955	0.000	Significant
ML4	<—	Service quality	0.560	0.035	15.801	0.000	Significant
ML5	<—	Service quality	0.543	0.038	14.115	0.000	Significant

Based on the results of a calculation in Table 7 above, it can be seen that the estimated coefficient standard of all indicators of service quality variable has a value above 0.40, so it can be said that overall the indicators used in the final model is valid.

**Table 8**  
**Computing criteria of goodness-of-fit indices testing factor Performance early and late stages**

Criteria	Value Cut-off	Results of computational models		Specification Model final
		early stage	final stage	
Chi-square	Expected of little value	51,803	23,476	Good
Probabilitas signifikantsi	? 0,05	0,000	0,134	Good
Relative chi-square	? 2,00	2,590	1,381	Good
RMSEA	? 0,08	0,074	0,036	Good
CFI	? 0,95	0,996	0,999	Good
TLI	? 0,95	0,993	0,998	Good

Table 8 above shows that the initial model with 8 indicators to measure latent variables performance majors are not eligible match, otherwise the final model

proposed meets all the criteria of goodness of fit is required, so that the final model is expressed either

**Table 9**  
**Estimated coefficient, t-value and Probability and description Performance Indicators**

<i>Indicator</i>			<i>Estimate</i>	<i>SE</i>	<i>t-value</i>	<i>P</i>	<i>Exp.</i>
KJ1	<—	Performance	0.484	0.043	11.238	0.000	Significant
KJ2	<—	Performance	0.495	0.042	11.743	0.000	Significant
KJ3	<—	Performance	0.670	0.054	12.50	0.000	Significant
KJ4	<—	Performance	0.536	0.048	11.088	0.000	Significant
KJ5	<—	Performance	0.524	0.046	11.332	0.000	Significant
KJ6	<—	Performance	0.403	0.042	9.601	0.000	Significant
KJ7	<—	Performance	0.558	0.042	13.293	0.000	Significant
KJ8	<—	Performance	0.533	0.054	9.881	0.000	Significant

Based on the results of a calculation in Table 9 above, it can be seen that the estimated coefficients of each indicator variable standards of performance majors have a value above 0.40. Thus it can be said that overall the indicators used in the final model is valid.

SEM Analysis. The second part of SEM analysis is the interpretation of structural. Structural model presents the relationship between the research variables. Coefficient of structural model states the magnitude relationship between one variable to another variable. The significant effects between one variable to another are present if the P-value is <0.05. In the SEM, there are two effects known, i.e. direct effect and indirect effect. The analysis results are summarized in Table 3 and Figure 1 for direct effects and Table 4 for indirect effects.

**Table 10**  
**Structural Model SEM**

<i>Correlation</i>	<i>Coefficient</i>	<i>SE</i>	<i>t-value</i>	<i>P</i>	<i>Result</i>
X1-Y1	0,785	7,88153E-05	9.960	0,000	Significant
X1-Y2	0,333	0,000103771	3.209	0,001	Significant
Y1-Y3	0,337	0,000104691	3.219	0,001	Significant
X1-Y3	0,262	8,86633E-05	2.955	0,003	Significant
Y2-Y3	0,213	9,13379E-05	2.332	0,002	Significant

**Table 11**  
**Sobel Test**

<i>Correlation</i>	<i>Coef</i>	<i>St Err</i>	<i>t-value</i>	<i>P</i>	<i>Result</i>
X1-Y1-Y3	0,265	0,000071222409	3714,351	0,000	Significant
X1-Y2-Y3	0,071	0,000039655860	1788,613	0,000	Significant

From Table 10 above, it appears clearly that from various causal relationships occurred have a positive and significant causal relationship, since Pd" 0.05 and t d"1.96.

Sobel testing result in Table 5 demonstrates that coefficient of direct effect is 0.265 and the t-value is  $3714.351.374 \leq 1.96$  and  $P \geq 0.05$ , indicating that the work atmosphere (Y1) mediates Performance of Universities (Y3). Given that the positive sign indicates that the higher the organizational alignment system will result in the higher performance of universities (Y3), if mediated by work atmosphere (Y1) which is also higher. Therefore, work atmosphere (Y1) as a mediating variable of relationship between organizational alignment and performance of university (Y3). Sobel test result in Table 2 also shows that the coefficient of direct effect of 0.071, and t-value of  $1788.613 \leq 1.96$ , and  $P \geq 0.05$  indicates that the service quality (Y2) mediates the performance of universities (Y3). Given that the positive mark indicates the higher the organizational alignment system, the higher the performance of universities (Y3), if mediated by the service quality (Y2) which is also higher. Thereby, service quality (Y2) as a mediating variable relationship between organizational alignment and the performance of universities (Y3).

#### 4.3. Discussion

From the testing results of final stage complete model presented, it can be concluded that the management process alignment has positive and significant effects on the academic atmosphere. It is indicated by the t value which is greater than t-table value ( $9.960 \leq 1.960$ ), probability value (P) which is smaller than the required  $\alpha = 0.05$  ( $0.000 < 0.05$ ). It also means that both variables have a positive and significant causal relationship. In addition, from the estimated value of regression coefficient = 0.785, it shows that each addition of 1 unit of management process alignment score will increase the academic atmosphere value of 0.785.

From the testing result of the final stages model presented on tables 10 and 11, it can be concluded that the management process alignment has the positive and significant effects on the service quality. It is shown by the t value greater than t-table value of  $3.209 > 1.960$ , and the probability value (P) smaller than the required  $\alpha = 0.05$  ( $0.001 < 0.05$ ). It also implies that these two variables have a positive and significant causal relationship. In addition, from the estimated value of a regression coefficient of 0.333, it shows that each addition of 1 unit of management process alignment score will increase service quality value of 0.333 units.

From the testing results of final stage complete model presented on tables 10 and 11, it can be concluded that the management process alignment has positive and significant effects on the academic atmosphere. It is demonstrated by the t value which is greater than t-table value ( $2.955 \leq 1.960$ ), and probability value (P) which is smaller than the required  $\alpha = 0.05$  ( $0.003 < 0.05$ ). It also means that both variables have a positive and significant causal relationship. In addition, from the estimated value of regression coefficient = 0.262, it shows that each addition of 1 unit of management process alignment score will increase the performance of universities by 0.262 units.

From the testing results of final stage complete model presented on tables 10 and 11, it can be concluded that the academic atmosphere has positive and significant effects on the service quality. It is demonstrated by the t value which is greater than t-table value ( $3.474 \leq 1.960$ ), and probability value (P) which is smaller than the required  $\alpha = 0.05$  ( $0.001 < 0.05$ ). It also means that both variables have a positive and significant causal relationship. In addition, from the estimated value of regression coefficient = 0.400, it shows that each addition of 1 unit of academic atmosphere score will increase the service quality by 0.400 units.

From the testing results of final stage complete model presented on tables 10 and 11, it can be concluded that the academic atmosphere has positive and significant effects on the performance of universities. It is demonstrated by the t value which is greater than t-table value ( $3.219 \leq 1.960$ ), and probability value (P) which is smaller than the required  $\alpha = 0.05$  ( $0.001 < 0.05$ ). It also implies that both variables have a positive and significant causal relationship. In addition, from the estimated value of regression coefficient = 0.337, it shows that each addition of 1 unit of academic atmosphere score will increase the performance of universities by 0.337 units.

From the testing results of final stage complete model presented on tables 10 and 11, it can be concluded that the service quality has positive and significant effects on the performance of departments. It is demonstrated by the t value which is greater than t-table value ( $2.323 \leq 1.96$ ), and probability value (P) which is smaller than the required  $\alpha = 0.05$  ( $0.001 < 0.05$ ). It also implies that both variables have a positive and significant causal relationship. Furthermore, from the estimated value of regression coefficient = 0.213, it shows that each addition of 1 unit service quality score will increase the performance of universities by 0.213 units.

It can be understood that in the event of a future alignment with the organization's leadership plan and the individual plans, all will be sessuatu outstanding symbol of the future organization and its leaders were integrated and innovative. Effective organization has learned that the transition from vision to reality requires a road map in the form of alignment between the organization with all its resources, especially human resources.. Synchronizer for an organization is the main focus of the spill basic resource allocation. Synchronizers it is reflected in the mission, vision, values, organization, advice clear and specific objectives. (Pollard 2002). Furthermore, descramblers in the form of a vision, mission and basic values adopted an organization may be (1) Basic management business in accordance with the desired result. (2) The approach to improve discipline, (3) Improve the ability of human resources, (4) Guidelines walk following the path, (5) Leads to make changes, (6) Recognize warning signals.

## **5. CONCLUSIONS AND RECCOMENDATIONS**

Based on the results and discussions of this research as proposed earlier, several conclusions drawn are: (1) The analysis results of causal relationship between variables

show that the variable of management process alignment directly affect positively and significantly to the academic atmosphere, service quality and performance of universities in Makassar, (2) the variable of academic atmosphere as one of the intervening variables in this research has a direct, positive and significant effects on service quality and performance of universities. (3) lastly, the variable of service quality positively and significantly affects the performance of universities is proven, and therefore tenth hypothesis is accepted.

Based on the research results summarized in the conclusion chapter, relevant suggestions are give below, and they are expected to contribute to all parties, especially implementers of higher education institutions: (1) the factors of the management process alignment, both from external and internal environment of the organization should receive strong support in this research as a strategic factor that affects the organizational performance. Management communication to all directions is therefore is an absolute requirement for the success of the organization, (2) in order to create a conducive academic atmosphere, the availability of various guidelines are needed, either in the form of books or other forms which contains guidelines for operational techniques in the management of university's work units, (3) in order to establish and develop unity within the organization, the campaigns are needed to disseminate vision, mission, value in workplaces and strategic places, for instance using slogans, brochures, or even banners; and others alike.

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