CERTIFICATE

This Certificate is Awarded to

Dr. Darwin, S.T., M.Pd.

for Participating in the INTERNATIONAL CONFERENCE

with the Theme "Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations"

as

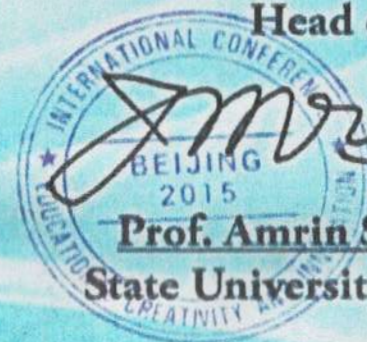## SPEAKER

Beijing - China, November 5th – 6th , 2015

Keynote Speaker

Head of Committee

Prof. Datuk Dr. Awang Sariyan
Dewan Bahasa dan Pustaka, Malaysia

Prof. Amrin Saragih, M.A., Ph.D.
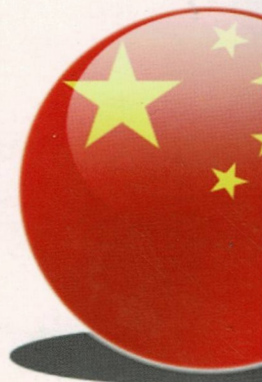State University of Medan, Indonesia

Educational Creativity and Innovation

in Perspectives of The ASEAN – China Relations

2015

asean

Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations

This book is proceeding book from international conference entitled "Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations", held by The collaboration of Universitas Negeri Medan, Indonesia, Universitas Sumatera Utara, Indonesia, Universiti Utara Malaysia, Malaysia, Dewan Bahasa and Pustaka Malaysia, Malaysia, and Beijing Foreign Study University, China. The activities were conducted at Kang Ming Hotel Beijing, China on November 5th, 2015.

Educational Creativity and Innovation in
Perspectives of The ASEAN – China Relations

The International Conference Proceeding Book

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The collaboration of:

- Universitas Negeri Medan, Indonesia
- Universitas Sumatera Utara, Indonesia
- Universiti Utara Malaysia, Malaysia
- Dewan Bahasa and Pustaka Malaysia, Malaysia
- Beijing Foreign Study University, China

Preface

This book is compilation of articles from an International Conference on Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations, which was held on November 5th, 2015. This conference addresses International Conference on Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations.

This conference was organized by The collaboration of Universitas Negeri Medan, Indonesia, Universitas Sumatera Utara, Indonesia, Universiti Utara Malaysia, Malaysia, Dewan Bahasa and Pustaka Malaysia, Malaysia, and Beijing Foreign Study University, China. As the chairperson of this International Conference, it gives me great pleasure to extend my warm welcome to all the conference delegates.

I would like to express my utmost appreciation and sincere thanks for your support. Without the tremendous support, this special event would not have materialized. On behalf of the organizing committee, I would like also to acknowledge our gratefulness and appreciation to all the sponsors and partners who have been supportive in ensuring the success of this event. The main aim of organizing this event is to offer a platform for researcher, academics, and students to present, share and promote their research and development strengths, particularly issues in education, language, culture, social science and arts.

Overall, the articles raise many concepts with aim to meet questions regarding the global order at the Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations. It considers thousands of alternative ways toward sustainable discussion of conceptual papers, case study and empirical research. Last but not least, I would like to express my gratitude and credit to all members of the organizing committee for their full assistance and hard work throughout the years of 2015. This event would not have been possible without the help of them and their devotion to work in making this conference a success is greatly appreciated.

Amrin Saragih

Chairperson of the International Conference

Educational Creativity and Innovation in Perspectives of The ASEAN – China Relations

INTERNATIONAL CONFERENCE

"Educational Creativity and Innovation in Perspectives of The Asean – China Relations"

November 5th – 6th 2015 at Kang Ming Hotel

No. 18 Meishuguan Hou jie, Dongcheng District, Beijing 100010, China

Agenda

THURSDAY, NOVEMBER 5TH 2015			
8:00 am to 9:00 am	**REGISTRATION**		
9:00 am to 9:30 am	**Opening Ceremonies** Speech I: Head Comitee – Prof. Amrin Saragih, M.A., Ph.D. Speech III : Head Department of Linguistic Magister - Prof. T. Silvana Sinar, Ph.D Speech II: Beijing Foreign Studies University (BFSU) - Prof. Wu Zongyu		
9:30 am to 10:30 am	**Keynote Addresses: (1)** 1. Prof. Wu Zongyu (China): 2. Prof T. Silvana Sinar, Ph.D (Indonesia): Multimodal Analysis of Advertisement Text 3. Dr. Azman Mochtar (Malaysia): Selecting Reading Texts for Reading Tests		
10.30 am to 10.45 am	**TEA BREAK**		
10:45 am to 12:00 pm	**Keynote Addresses: (2)** 1. Prof. Amrin Saragih, Ph.D. (Indonesia) : Genre and Its Aplication for Language Learning in the Context of Indonesia 2. Prof. Nena P. Valdes (Philipine): Private-Public Partnership in HEIs: Looking Beyond Institutional Bureaucracy 3. Dr. Rafizah Mohd Rawian (Malaysia): Unfolding The Mystery Of Accuracy In Reading		
12:00 pm to 1:30 pm	**LUNCH**		
1:30 pm to 3:00 pm	**Papers Presentation**		
	Room 1	**Room 2**	**Room 3**
	Dr. Ratna Sari Dewi, M.Pd.: The Effect Of Teaching Method and Achievement Motivation On Student's Speaking Ability (An Experimental Study At Fort Semester Student Of English Education Department Of UIN Syarif Hidayatullah Jakarta, Indonesia 2015)	**Henny Herawaty Br. Dalimunthe, M.Pd :** Creative Preneur education model in enhancing creativity of poor communities in urban areas	**Hariratul Jannah:** Chinese Food as one Cultural Heritage of Peranakan Chinese Ethnic in Makassar
	Drs. Zulkifli, M.Sn.: The Commodification of Tunggal Panaluan in the	**Dr. Wahyu Tri Atmojo:** Creativity and	**Prof. Dr. A Laut Hasibuan, M.Pd & Saiful A Matondang, M,A,M,A**

Higher Education Integrity Management System:
A Reflection on the State University of Medan

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Abstract

Higher education in Indonesia is now entering a new era after the merger of the Directorate General of Higher Education with the Ministry of Research and Technology into the Ministry of research, technology and higher education. The changes are geared to improve the quality of higher education as a whole. Along with these changes, higher education in Indonesia faced a number of challenges and expectations, which are (1) Demands Changes in Roles and Functions of Higher Education; (2) Challenges of Change Economic Zones; and (3) Public Expectations about the role of universities ranging from the role as (1) an agent of education; (2) The agent of research and development; (3) The agent of knowledge and technology transfer, to the role of (4) an agent of economic development. The main key to the embodiment of integrity management systems in higher education is the integrity of leadership is reflected in the form of commitments and actual behavior of the leaders of the university. In the context of higher education, not just simply the integrity of the leadership, but also need to be supported by the management system oriented values of integrity called Integrity Management System of Higher Education (HEIMS). HEIMS developed following the shift in the number and role of the subsystems within the college system more complex includes input, process, output, outcome and Impact. The fourth subsystem is viewed systemically comprehensively. Each subsystem can not be separated from one another, but only distinguishable.

Keywords : higher education, integrity, management system, leadership

A. INTRODUCTION

Higher education in Indonesia is now entering a new era after the merger of the Directorate General of Higher Education with the Ministry of Research and Technology into the Ministry of research, technology and higher education, with a new vision of "Realization of quality higher education as well as science and technology and innovation to support the competitiveness of the nation". Under the Rules of the Ministry of research, technology and higher education No. 15 of 2015 on the Organization Work Procedure Article 2 that the Ministry of Research, Technology and Higher Education has the task of conducting the affairs of government in the field of research, technology, and higher education to help the President in running the state government. One direction of higher education policy in the Strategic Plan of the Ministry of Research, Technology and Higher Education Year 2015-2019 (Ministry Regulation No. 13 of 2015) is to improve the quality of higher education and research and development institutions.

Quality higher education for the purpose in the vision of the ministry is to

produce graduates who are knowledgeable, educated, and skilled, while the ability of science and technology, and innovation interpreted by the expertise of human resources and research and development institutions and universities in conducting the research, development, and the application of science and technology, supported by institutional development, resources, and networking. Meanwhile, the meaning of the nation's competitiveness is the contribution of science and technology and higher education in the economy shown by the excellence of technology products research and development results generated by the industry / company supported by skilled personnel higher education.

Operationally, one of the functions and authority of the ministry substantial policy strategy directed at increasing the number of universities included in the ranking of 500 top world and Universities accredited (*excellence*), the Center for Leading Science and Technology and Science Technology Park (STP) are constructed and mature. To realize the direction of the policy, implemented a strategy based on the analysis CATWOE (Customer, Actor, Transformation Process, World-view, Owner, and Environment Constraints), the revitalization of the role and functions of the Ministry, as well as the implementation of the integrity management system colleges. Therefore, the leadership of ministries and agencies need to sign an integrity pact.

Based on the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 49 of 2011 on general guidelines for the purpose of implementing the integrity pact that the Integrity Pact include: (1) strengthen the common commitment in the prevention and eradication of corruption; (2) foster openness and honesty, and facilitate the implementation of the tasks of high quality, effective, efficient and accountable; and (3) Realizing the government and people of Indonesia advanced, independent, responsible and dignified with based on the noble values of national culture, the Constitution of the Republic of Indonesia in 1945, and Pancasila. Implementation of Integrity Pacts mandatory for leaders Ministries / Agencies and Local Government, officials and civil servants in the Ministries / Agencies and Local Government. Document integrity pact contains a statement or promise to yourself about the commitment of carrying out all the duties, functions, responsibilities, authority and role in accordance with the legislation and the ability to not engage in corruption, collusion and nepotism.

Government policy on integrity pact is a strong foundation in developing the integrity management system of higher education. Its presence is very important to improve the image and public trust, business and industry to participate in improving the quality of higher education as a whole. Challenges and expectations into the trigger tool for universities to develop integrity management systems that are more relevant for the future development of the institution. Therefore some of the issues discussed in this paper are:

1. The challenges and the expectations of society to higher education
2. Integrity Leadership College

3. Higher Education Integrity Management System (HEIMS)

4. Reflection HEIMS in the case of the State University of Medan

B. DISCUSSION

1. Challenges and Expectations Society

a. Demands Changes in Roles and Functions of Higher Education

Higher education is always required to turn towards more advanced follow the shift in role and function. Obligatory in turn according Alttbach and Knight (2007) due to: (1) a shift in the role of universities as the impact of globalization; (2) the scarcity of resources to respond to changes appropriately; (3) the development of science and technology that accelerates extremely fast, and (4) the development of entrepreneurial culture. There are four global character relevant to the changes in the body of the college, namely: (1) a growing community on the basis of the advancement of knowledge or knowledge-based society; (2) the development of new international trade agreements, including educational services; (3) innovation linked to information and communication technologies, and (4) the role of the free market economy (UNESCO 2007). Along with changes in the role and function of the college demanded to develop integrity management system which in turn receive support from various parties, especially the customers and the people who care about education.

b. Challenges of Change Economic Zones

Demands the development of economic zones, especially the position where the college is located, certainly a challenge in producing quality graduates. Like the case of the State University of Medan which are in developing regions Mebidangro - North Sumatra. Mebidangro is a vision plan synergistic development area between the city of Medan, Binjai, Deli Serdang and Tanah Karo (Mebidangro) which was introduced in 2008 and passed through Presisden Regulation No. 062 of 2011 on Spatial Planning of Urban Area Medan, Binjai, Deli Serdang and Karo. The Mebidangro developed into four zoning, include (1) the development zone of metropolitan centers, (2) the development zone sub metropolitan centers, (3) the metropolitan area, and (4) zones metropolitan region consists of plantation / agriculture and conservation. Position Mebidangro within the framework of the IMT-GT (Indonesia, Malaysia, Thailand - Growth Triangle) seen from the economic cooperation scale sub-region aimed at strengthening the network infrastructure of the development of the transport network in the form coridor economic, which is divided into four corridors, namely: (1) Corridor Songkhla (Thailand), Penang (Malaysia) and Medan (Indonesia); (2) Corridor waterway ,; (3) Corridor Banda Aceh, Medan, Dumai and Palembang; (4) Coridor Malacca (Malaysia) and Dumai, and (5) Corridor Ranong, Phuket (Thailand) and Aceh.

Asean economic region change challenges with the implementation of the ASEAN Economic Community (AEC) by 2015. The AEC Blueprint provides a strategic work plan in the short, medium and long up to 2015 towards the establishment of ASEAN economic integration, including in the form of a single market and production base covering current free trade for the goods, services, investment, skilled labor, and capital. Based on changes in the roles and functions of higher education and the challenges of regional economic development, requires universities to adapt the organization and management so that graduates are able to contribute positively to the benefit of the changing needs of the times.

c. Public Expectations

Public expectations about the role of universities according to Nasir (2015) continued to increase from the role as (1) an agent of education; (2) The agent of research and development; (3) The agent of knowledge and technology transfer, to the role of (4) an agent of economic development. To be able to meet the expectations of society, universities are required to produce innovations that can provide economic benefits for society at large. Therefore, universities need to be encouraged and facilitated to produce innovations that benefit directly to the public. In the form of a diagram can be described as follows (the Strategic Plan of the Ministry of Research, Technology and Higher Education Years 2015-2019).
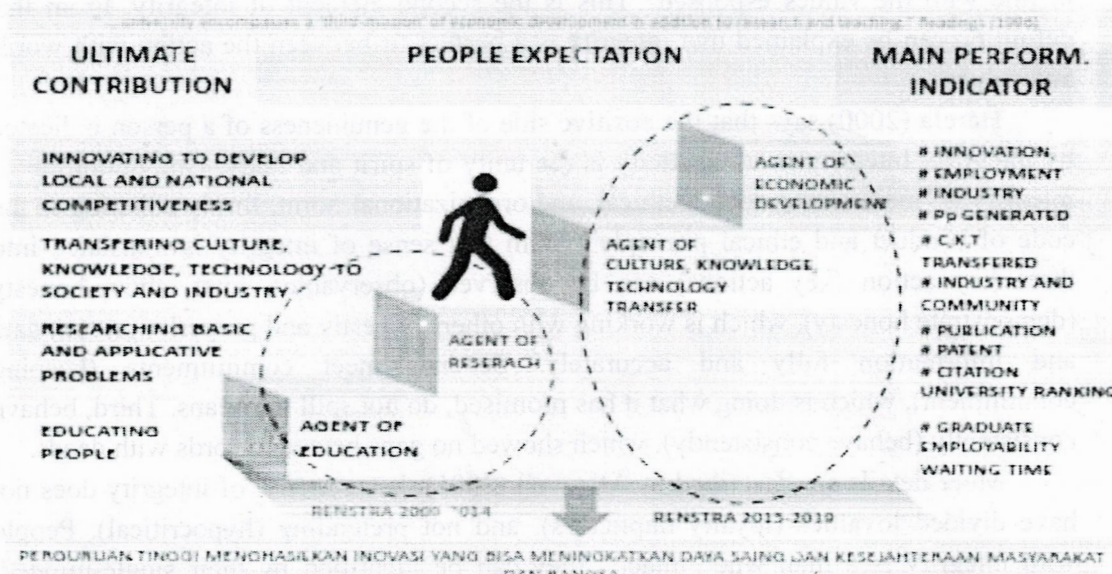

Figure 1. Hopes society to college

2. Integrity Leadership College

Integrity is the equivalent of honesty, intact or what it is. Higher education leaders as individuals must have conformity between words, deeds and courage to act on the basis of truth. The existence of the bond between the tasks to subordinates and students

who become their responsibility. This is indicating that the integrity associated with higher education leadership commitment in carrying out its duties and responsibilities.

University leaders should appear as the coordinator of a number of people representing different groups within the institution and professionally involved in any process of change in higher education through the application of management principles. Therefore, university leaders are at a very difficult if not able to show exemplary behavior quality, reliable, consistent, committed, responsible, and emotionally controlled leadership qualities. Moral character and behavior such as this is a reflection of the actual integrity of the person who will impact the long-term, and vice versa university leaders who rely on the authority of his position, would only obtain short-term results. So Maxwell (2001) asserted that the main quality of a leader is integrity. Without it, no real success, because integrity will build credibility or trust. The greater the credibility of a person, the greater the person can influence others or subordinates.

Definition of integrity by Mapes (2003) is more than just honesty and sincerity. Integrity defined as "perfection, something that is wholly or circumstances flawless. The greater the integrity of a person, the greater the perfection. Integrity means what it says and does is mutually aligned with each other. Whether the action is in line with the words that are applied? This is the first element of integrity. Whether a person's actions in line with the values espoused? This is the second element of integrity. From this definition can be explained that integrity is a perfect fit between the action with words and values.

Harefa (2000) says that the positive side of the genuineness of a person indicated by integrity. Integrity as authenticity is the unity of spirit and body. One definition of integrity is "maintaining social, ethical, and organizational norm, firmly adhering to the code of conduct and ethical principle". With that sense of integrity is translated into three key action (key actions) can be observed (observable). First, show honesty (demonstrate honesty), which is working with others honestly and properly, present data and information fully and accurately. Second, meet commitments (keeping commitment), which is doing what it has promised, do not spill the beans. Third, behave consistently (behave consistently), which showed no gaps between words with deeds.

More details are described by Maxwell (2001) that a person of integrity does not have divided loyalties (loyalty duplicates), and not pretending (hypocritical). People with integrity is 'a man who "intact"; they can be identified by their single-minded. People with integrity do not hide anything and not afraid to anything. Integrity is not what we do as what we are, otherwise determined by what we do with always refer to the value as a navigation system and deciding what the priorities will be accepted or rejected by someone.

Integrity in the context of value, Dharma (2003) states that integrity is the strict adherence to moral values and ethics that are believed to someone and forming behavior as a dignified human being. Soekawan (2005) proposed some questions to clarify integrity, that is: Live your life with a set of values that you hold true to your heart.

What matters most to you? What make you happy? What ticks you the most? Know Reviews These personal values, and do your best to stick by them, and the rewards will follow. The questions make it clear that the integrity of a life based on the set of values of truth embedded in a person's heart. Understood as personal values and do the best parts of these values and in turn will be followed by the award. The highest award is an honor and trust, especially trust in the leader.

Effective leadership is not based on skill alone, but by the integrity that is built on trust. That is, the integrity of the leader is not created suddenly, but needs to be built through a process. Integrity as a process to obtain integrity is quite long. Recognition is only given by members of the organization are based on work behavior and everyday life in social interaction. The ability of the inner leaders create a work and skill to communicate to others is supporting the establishment of integrity, as shown in the following behaviors: (1) Work on what is being taught to others. Character career and profession as an option that must be accounted for. (2) Do what is said. Keeping promises spoken. (3) To be honest towards others. Do not provide incorrect data or cover up problems. (4) Putting what is best for others. Put the interests of the organization and those who work above personal interests. (5) Transparent and sensitive. Being open.

The characteristics of leaders of higher education institutions with integrity according to Dharma (2003) is as follows:
a. *Trustworthy* (mandate). A leader should be someone who can be trusted. Trust is gained voluntarily, not by requiring much less force others to believe it.
b. *Consistent.* Leaders who consistently reliable.
c. *Commit.* Leaders who commit, emotionally and intellectually bound to devote themselves entirely to the interests of the institution.
d. *To be responsible.* Leaders have a social obligation, legal, and moral in their role.
e. *Emotionally controlled.* Leaders who have high emotional intelligence aware of the influence of emotions and the emotions of others against the thought process and its interaction with other people.

Conclusions from several view of the above that the integrity of university leaders is the behavior or actions that generate confidence by perfection or alignment words with deeds or values espoused the college which is reflected in the form of honesty, accountable, consistent, transparent and sensitive, emotionally restrained, giving praise and thanks, keeping promises, and put the interests of the institution or any other person.

3. Integration Management System of Higher Education (Higher Education Integrity Management System = HEIMS)

Integrity management system of higher education to shift towards a more complex subsystem includes input, process, output, outcome and Inpact. The fourth subsystem is viewed systemically comprehensively. Each subsystem can not be separated from one another, but only distinguishable. The input power source management includes aspects of academic management, curriculum management,

student management, human resource management, infrastructure management, research management and community service, cooperation management, financial management, data management and information systems. In the form of a diagram integrity management system of higher education is described as follows.
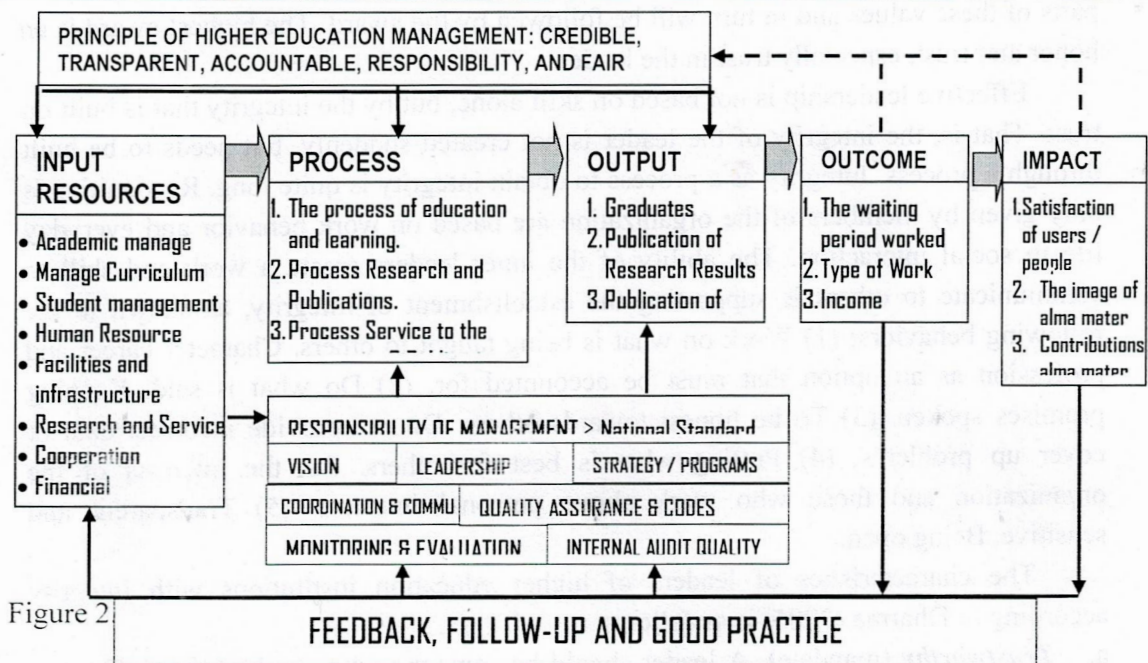
PRINCIPLE OF HIGHER EDUCATION MANAGEMENT: CREDIBLE, TRANSPARENT, ACCOUNTABLE, RESPONSIBILITY, AND FAIR

INPUT RESOURCES	PROCESS	OUTPUT	OUTCOME	IMPACT
• Academic manage • Manage Curriculum • Student management • Human Resource • Facilities and infrastructure • Research and Service • Cooperation • Financial	1. The process of education and learning. 2. Process Research and Publications. 3. Process Service to the	1. Graduates 2. Publication of Research Results 3. Publication of	1. The waiting period worked 2. Type of Work 3. Income	1. Satisfaction of users / people 2. The image of alma mater 3. Contributions alma mater

RESPONSIBILITY OF MANAGEMENT > National Standard

VISION	LEADERSHIP	STRATEGY / PROGRAMS
COORDINATION & COMMU	QUALITY ASSURANCE & CODES	
MONITORING & EVALUATION	INTERNAL AUDIT QUALITY	

Figure 2

FEEDBACK, FOLLOW-UP AND GOOD PRACTICE

In the context of the operating system, Tillerson (2009) identified 11 elements in operations integrity management system, which is described as follows:

1. Management Leadership, Commitment and Accountability

"operations"
1. Risk Assessment and Management
2. Facilities Design and Construction
3. Information/Documentation
4. Personnel and Training
5. Operations and Maintenance
6. Management of Change
7. Third-Party Services
8. Incident Investigation and Analysis
9. Community Awareness and
10. Emergency Preparedness

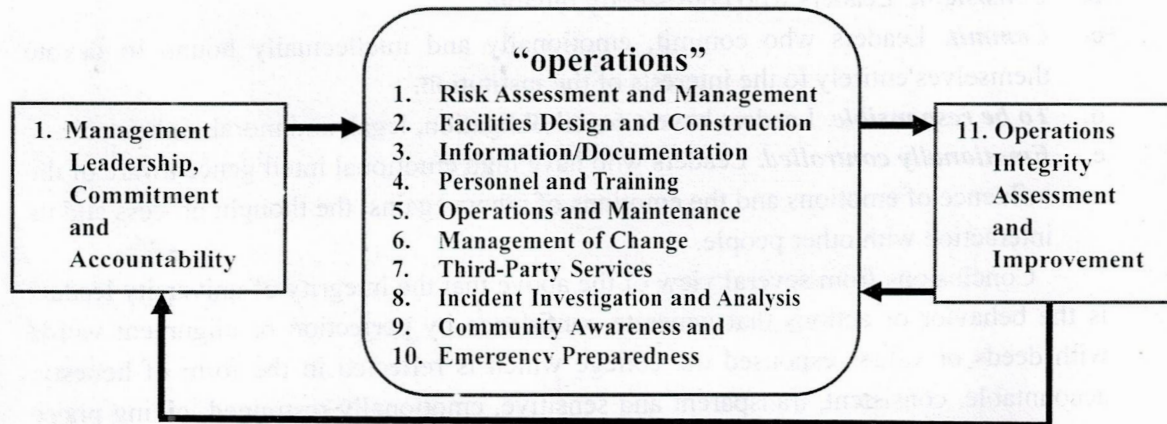**11. Operations Integrity Assessment and Improvement**

Figure 3. Diagram 11 elements relationship in operation integrity management system.

Each element contains an underlying principle and a set of expectations. Management is responsible for ensuring that management systems satisfying the framework are in place. The scope, priority and pace of management system implementation should be consistent with the risks associated with the business.

Element 1: *management leadership, commitment and accountability;* Management establishes policy, provides perspective, sets expectations and provides the resources for successful operations Assurance of Operations Integrity

requires management leadership and commitment visible to the organization, and accountability at all levels.

Element 2: *risk assessment and management*: Comprehensive risk assessments can reduce safety, health, environmental and security risks and mitigate the consequences of incidents by providing essential information for decision-making.

Element 3: *facilities design and construction:* Inherent safety and security can be enhanced, and risk to health and the environment minimized, by using sound standards, procedures and management systems for facility design, construction and startup activities.

Element 4: *information/documentation*: Accurate information on the configuration and capabilities of processes and facilities, properties of products and materials handled, potential Operations Integrity hazards, and regulatory requirements is essential to assess and manage risk.

Element 5: *personnel and training*: Control of operations depends upon people. Achieving Operations Integrity requires the appropriate screening, careful selection and placement, ongoing assessment and proper training of employees, and the implementation of appropriate Operations Integrity programs.

Element 6: *operations and maintenance*: Operation of facilities within established parameters and according to regulations is essential. Doing so requires effective procedures, structured inspection and maintenance programs, reliable Operations Integrity critical equipment, and qualified personnel who consistently execute these procedures and practices.

Element 7: *management of change*: Changes in operations, procedures, site standards, facilities, or organizations must be evaluated and managed to ensure that Operations Integrity risks arising from these changes remain at an acceptable level.

Element 8: *third-party services:* Third parties doing work on the institution's behalf impact its operations and its reputation. It is essential that they perform in a manner that is consistent and compatible with institution's policies and business objectives.

Element 9: *incident investigation and analysis*: Effective incident investigation, reporting and follow-up are necessary to achieve Operations Integrity. They pro the opportunity to learn from reported incidents and to use the information to take corrective action and prevent recurrence.

Element 10: *community awareness and emergency preparedness*: Effective management of stakeholder relationships is important to enhance the trust and confidence of communities where we operate. Emergency lanning and preparedness are essential to ensure that, in the event of an incident, all

necessary actions are taken for the protection of the public, the environment and company personnel and assets.

Element 11: *operations integrity assessment and improvement*: Assessment of the degree to which expectations are met is essential to improve Operations Integrity and maintain accountability.

At the higher education level, the main focus of the implementation of integrated management systems directed to the implementation of the academic system through the implementation of integrity management strategy, as developed at Flinders University (http://www.flinders.edu.au), known as the Academic Integrity Management Strategy (AIMS). The aim of the Academic Integrity Management Strategy (AIMS) is to embed a culture of academic integrity into all aspects of Flinders University operations, from learning and teaching through to research and administration. The project will develop and implement a coherent system of education and management of academic integrity and will provide a systematic and consistent strategy for setting and managing the consequences of academic dishonesty. The project goals are:

1. to develop staff and student education programs and resources to inform and improve the culture of academic integrity
2. to improve the design of assessment to minimise opportunities for academic dishonesty
3. to select and implement an appropriate and sustainable electronic detection tool
4. to review and develop policies and procedures related to academic integrity to ensure that there is a consistent, university-wide system for detecting, reporting and recording incidents of plagiarism and other breaches of academic integrity, and for the determination of consequences
5. to evaluate the effectiveness of any new project-based measures

4. Reflection HEIMS in the case of the State University of Medan

Integrity management system implementation at the State University of Medan visible from the application of control mechanisms to ensure the achievement of the vision based on the stage dimension of time (annual) and the stages of the process of education. Organization of education systems are herded and guarded since the preparation of the development plan, the implementation process, output, outcome and impact. There are sub-systems that are synchronized and consistent charge of herding and oversee the implementation of education provision that internal controls and internal quality assurance. Internal quality assurance and quality policy draw up a code of ethics, quality manual, quality standards, quality procedures, work instructions and quality control format. Overall quality document and the code of conduct prepared by the Center for Quality Assurance and submitted to the Rector for further discussion and approval by the University Senate meeting. The quality document into instruments and mechanisms of control over the entire process of education, research and community service with the integration of character building. The Senate and the Center for Quality Assurance further deliberation and academic supervision in the form of monitoring and

evaluating the implementation of quality documents and code of conduct in support of the achievement of performance indicator targets, goals, objectives, mission and vision of the university. Internal control and audit in charge of supervising non-academic, especially against administrative procedures and financial performance, development needs energy, the development of the condition of the entire asset audit institution.

Supervision and internal audit is performed by the monitoring unit called the Internal Audit Unit on the basis of the consideration given by the Board of Trustees as the board considered non-academic fields. In carrying out its oversight function, the Internal Audit Unit still refers to the quality of the document that has been prepared by the Centre for Quality Assurance, especially with regard to quality control instruments. Overall supervision and internal audit functions are directed to ensure the implementation of the process of education, research and service are credible, transparent, accountable, responsible, fair and participatory, to support achievement of performance indicator targets, goals, objectives, mission and vision of the university. Overall control mechanisms to ensure the achievement of the vision of the university can be described in the following chart.
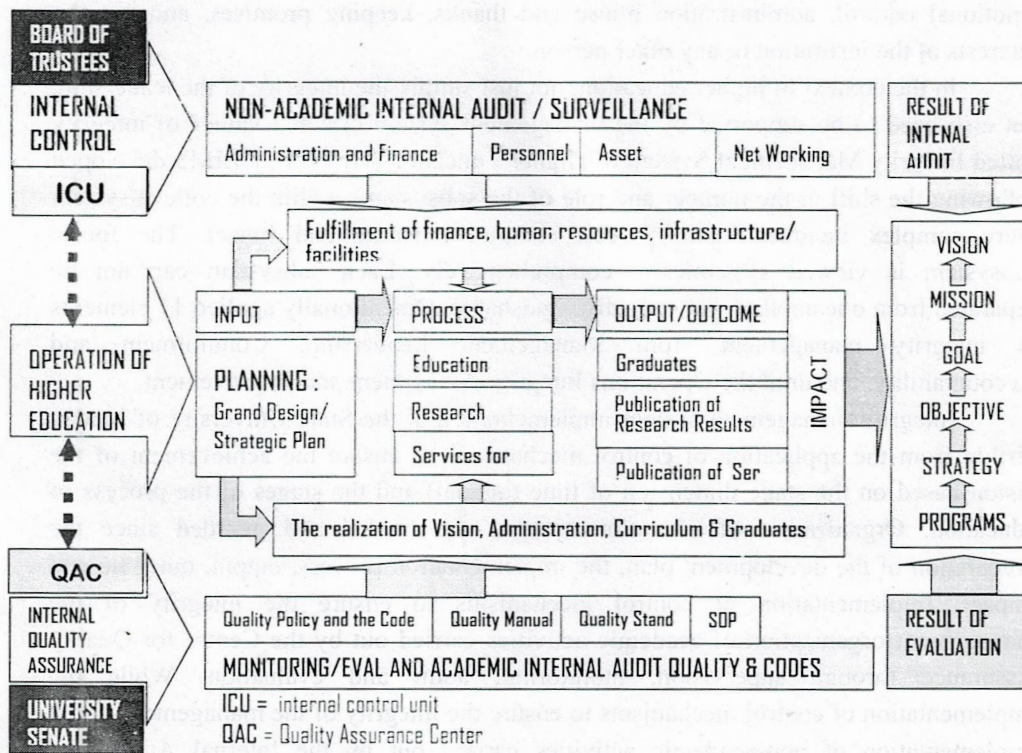

Figure 4. Implementation of the integrity management system through control mechanisms ensure the achievement of the vision of the university

C. CLOSING

Higher education in Indonesia is now entering a new era after the merger of the Directorate General of Higher Education with the Ministry of Research and Technology into the Ministry of research, technology and higher education. The changes are geared to improve the quality of higher education as a whole. Along with these changes, higher education in Indonesia faced a number of challenges and expectations, which are (1) Demands Changes in Roles and Functions of Higher Education; (2) Challenges of Change Economic Zones; and (3) Public Expectations about the role of universities ranging from the role as (1) an agent of education; (2) The agent of research and development; (3) The agent of knowledge and technology transfer, to the role of (4) an agent of economic development.

The main key to the embodiment of integrity management systems in higher education is the integrity of leadership is reflected in the form of commitments and actual behavior of the leaders of the university. Therefore the integrity constraints university leaders are decision-making behavior and ideals which give rise to the belief by perfection or alignment words with deeds or values espoused the college which is reflected in the form of honesty, accountable, consistent, transparent and sensitive, emotional control, administration praise and thanks, keeping promises, and put the interests of the institution or any other person.

In the context of higher education, not just simply the integrity of the leadership, but also need to be supported by the management system oriented values of integrity called Integrity Management System of Higher Education (HEIMS). HEIMS developed following the shift in the number and role of the subsystems within the college system more complex includes input, process, output, outcome and Inpact. The fourth subsystem is viewed systemically comprehensively. Each subsystem can not be separated from one another, but only distinguishable. Operationally applied 11 elements in integrity management from Management Leadership, Commitment and Accountability, and until the Operations Integrity Assessment and Improvement.

Integrity management system implementation at the State University of Medan visible from the application of control mechanisms to ensure the achievement of the vision based on the stage dimension of time (annual) and the stages of the process of education. Organization of education systems are herded and guarded since the preparation of the development plan, the implementation process, output, outcome and impact. Implementation of control mechanisms to ensure the integrity of the management organization of academic activities carried out by the Centre for Quality Assurance through supervision, monitoring, audit and evaluation. While the implementation of control mechanisms to ensure the integrity of the management of the implementation of non-academic activities carried out by the Internal Audit Unit through financial auditing and assets.

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This Certificate is Awarded to

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as

SPEAKER

Beijing - China, November 5th – 6th, 2015

Keynote Speaker

Prof. Datuk Dr. Awang Sariyan
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