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Research paper



Level Capacity Building in Higher Education: Toward Global Competitiveness

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Abstract

The objective of this research is to know the increasing level of continuous capacity of Higher Education in Indonesia from every level of organization from organizational, system and individual level. Every organization and institution including Universitas Wijaya Kusuma Surabaya is building capacity to achieve the vision that has been formulated in its Renstra document. The research methodology in this paper uses a qualitative approach, with the research object of Universitas Wijaya Kusuma Surabaya as a whole, as well as other work units related to the implementation of capacity building at Universitas Wijaya Kusuma Surabaya (UWKS). While the data analysis using integrated phenomenology analysis with rubric EMI (Internal Quality Evaluation) Internal Quality Assurance System (SPMI) Higher Education. The results of the research information shows increasing organizational level, system level, and individual level. The conclusion of this research is the need for minor improvements that will make the grain capacity of the system level sufficient (inadequate, but minor improvements will make it adequate) so there must be an emphasis on quality improvement at the system level to improve the capacity in the Universitas Wijaya Kusuma Surabaya.

Keywords: *capacity building, global competitiveness, Universitas Wijaya Kusuma Surabaya*.

1. Introduction

Improving the quality and sustainability of the faculty of economics education begins with the arrangement and improvement of new student candidate recruitment system to the online system that is more transparent and accountable so it can be accountable to the stakeholders. Improving the quality of education is also done through the improvement of the conventional curriculum to the KKNI-based KBK curriculum until the 2017 odd semester of 24.16% of the lecturers in Universitas Wijaya Kusuma Surabaya (UWKS) have applied it. This condition has a very significant impact on the change of learning process from teacher-centered learning (TCL) to student-centered learning (SCL). Changing the learning phenomenon from TCL to SCL-based learning has to go through a process, namely capacity building process as a professional lecturer.

Related to the improvement of lecturers capacity as professional lecturers, it should be questioned: (1) how many lecturers of Universitas Wijaya Kusuma Surabaya have applied KKNI curriculum? (2) how many lecturers of Universitas Wijaya Kusuma Surabaya have applied SCL-based learning ?, (3) how many lecturers of Universitas Wijaya Kusuma Surabaya have applied E-learning ?. (4) does the bandwidth capacity in share is sufficient to implement E-learning ?. The answers to the above questions need to be known to take further improvement actions, therefore there should be a quality assurance team to monitor and evaluate (monev) and audit academic activities of Universitas Wijaya Kusuma Surabaya (UWKS) periodically each semester. The continuous monev and internal audit information is a guarantee of the quality of Tri Dharma Universitas Wijaya Kusuma Surabaya which will be accounted to the stakeholders.

Increasing the capacity of lecturers, an individual level, according to Riyadi (2006: 15), individual capacity building is emphasized on the aspect of individual learning in order to obtain qualified human resources within the scope of creating the improvement of skills in the individual, the addition of knowledge and technology current developments, improved behavior to provide a role model, and motivation to work better in order to carry out and its tasks and functions to achieve the goals of institutions/organizations that have been designed previously.

Furthermore, the effort to improve the capacity of lecturers in individual level refers to the standard set by internal quality assurance of UWKS and BAN PT standards so that this improvement activity is measured based on monev and audit result internally and externally.

Strengthening the quality of education services is done through the arrangement of organizational structure and governance which refers to the university statutes that the faculty is responsible for the implementation of quality Tri Dharma. The organizational structure and governance of Universitas Wijaya Kusuma Surabaya has an advantage in the positive sense because it has a Quality Assurance Agency (BPM) is the highest normative working unit in UWKS that plays an accurate information to the leadership in determining the implementation policy of Tri Dharma University at Universitas Wijaya Kusuma Surabaya.

Governance that promotes the principles of good university governance to provide satisfaction to stakeholders should be developed to achieve consistent and sustainable quality improvement. Strengthening of educational services is also done through the improvement of facilities of various infrastructure adequate to create a more conducive academic atmosphere. The strengthening of educational services also can not be separated from the exist-

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ence of a learning resource center called a library. The question is how to develop a library with adequate information resources.
The current structure and function of BPM is more positioned as a strengthening and enabling facilitator for the improvement of faculty and study program, therefore the function of this regulator should be more emphasized on the importance of faculty and study program in implementing Tri Dharma college which lead to the achievement of excellence which reflects the uniqueness of each respectively as well as supervising the study program to stakeholders through corrective action within the limits and authorities in accordance with the principle of university autonomy.
The success in realizing the improvement and strengthening of education at Universitas Wijaya Kusuma Surabaya has been inseparable from hard work and mutual cooperation from all components and various parties, including developing the website portal of Universitas Wijaya Kusuma Surabaya. This website portal has the potential to improve the competitiveness internationally for Universitas Wijaya Kusuma Surabaya, based on Webomaterik measurement which is one of the tools of the college website.
At the organizational level, the focus under study is the appropriateness of the strategic plan (renstra) of the faculty and the university's strategic plan. There is a target achievement or milestone in the faculty and university, which must be audited both internally and externally. The question is; (1) Does the implementation of academic activities and services have standard procedures (SOP) which has been approved? (2) Is the implementation of academic activities and services already oriented to the vision and mission already established ?, (3) Are the academic and non-academic activities, has been conducted monitoring and evaluation (monev) and in the audit period by the team of quality assurance? These questions inspired us to carry out research improvement at Universitas Wijaya Kusuma Surabaya.

2. Methods

In qualitative research, data collection technique contains research steps and tools used by a researcher to carry out research. There are at least three different steps in data collection, as extracted by Lofland and Lofland (1984). The three kinds of steps referred to are (1) the process of entering the research field (getting in) which contains the activities of researchers in the management of research permits, (2) when in the location of research (getting along), which consists of various research activities in building networks and communications, especially to the research informants intended to make the researcher does not have difficulty in accessing or finding the data source needed by the researcher, and (3) data collection (logging the data).In this study, the instrument for collecting data, using three ways, namely transcribed an interview, chaining and capturing the phenomenom (Firmin in Given, 2008):
(1) Transcribed interviews, ie in-depth interviews with parties owning or holding data sources and recording the process with an audio recording tool. This recording is of course with the permission of the informant in order to create a good impression of the informant and the informant who is not pleased with the interview process recorded, then only the regular interview without using the tape recorder. In order to focus on interviews and in order to encompass the required information, the researcher has prepared an interview guide containing only the questions. In conducting this interview, the principle of freedom and respect for the code of ethics of research will still be the author of the grasp, such as the informant's objection to name and identity, the researcher will disguise them by not directly naming the informant's identity. Where in the field it is possible to conduct a limited group discussion (focus group discussion), the researcher will conduct so that the result of the research can result in the negotiated result as reflection of the spirit of democratization both in academics and in community life (Islamy: 2006c);
(2) Chaining is finding another informant who controls or has the data being searched from the last informant. This method is often known as the snowballing model, which is continuously searching for other informants from the last informant encountered/interviewed. The data collected from this method is not only limited to primary data but can also be secondary data and even find a hidden informant (silent informant).
One of the important elements that researchers get from this method is to find various documents from informants related to this research topic. The documents collected are among others documents of monev results report and audit result of Tri Dharma implementation by faculty and report on 3 level capacity improvement result at Universitas Wijaya Kusuma Surabaya.
(3) Capturing the phenomenon.
Not all qualitative data can be obtained from the interviews and therefore the researchers armed themselves with various tools that can capture or record an object or phenomenon during observation. Tools used include various recording and sound recording devices (audio recording), pencils, notebooks and others.
Capturing the phenomenon was conducted during field research and observation. Marshall and Rossman, as quoted by McNabb (2002), Capturing the phenomenon method is a method of recording systematically to record every event, behavior, and artifact (fact) in people's lives. Based on these definitions, researchers record every event and behavior that occurs, collecting written data as the completeness of existing information.
By capturing the phenomenon, researchers can record attitudes displayed by informants and also directly "understand" the reasons for their objections, support or impartiality for a phenomenon that researchers ask about research topics, whether during interviews or on other occasions. Capturing the phenomenon is more a part of the completeness of the observation, therefore the researcher prepares a sort of list to be captured, a list of observations that are certainly separate from the interview guide and not shown to the informant.
In qualitative research, the existence of the tool is not absolute can help the depth of the research, because the depth of exploration, the sensitivity in capturing the signal and the depth of the analysis is more determined by the personal experience of the researcher. This is possible because the researcher itself is a major element and greatly determines the quality of qualitative research (Islamy: 2006b).

Data Analysis

In accordance with the model and frame of mind of this research, the method of data analysis used to answer the problems in this research is an interactive analysis that tries to optimize field data with the data needed in the process of result analysis so that these two processes become clop (match). Although prior to the field, researchers are ready with the methods and tools of data collection, did not rule out the possibility of data will be wasted (failed). This is of course caused by both as a process, between the process of gathering and the analytical process are two activities which, although in a circle of interrelated process, are nonetheless both sets that can be integrated or disconnected (Lofland and Lofland, 1971) which is then described by Ezzy (2002: 62), as shown in Figure 2, the following:

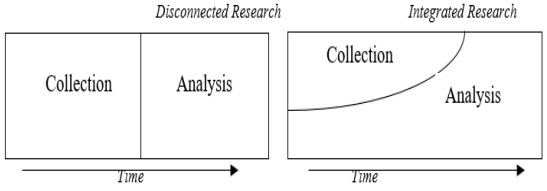


Figure 1. The relationship between the analysis process and data collection (Source: Ezzy, 2002: 62).

Figure 2 illustrates the process of data collection with the analytical process to be ineffective when the data collected has no correlation with the data required for analysis so that in such conditions, much of the data is disconnected.

While the second model is a model choice of this study, where it appears that between the process of collecting data with data needs for analysis to form a congruent field (integrated research). This means that between the process of collecting data and the analytical process to be integrated so that activities in the field are effective and efficient and the results of the research can reach the level negotiated with the stakeholders involved and involved with this research.

Referring to the opinion of Denscombe (2007), the process of data analysis in qualitative research is pursued in 5 steps, namely preparing the data (preparation of the data); identifying data (familiarity with the data); interpreting the data through Code improvement, categorization and concept (developing codes, categories and concepts); checking the data (verifying the data) and presenting it (representing the data). In full, the analysis process through Denscombe's five steps as described above will be described in the following descriptions:

(1) Preparing the Data (preparation of the data).

Qualitative data prepared to be analyzed can be field research note, interview transcript, and photograph which all prepared in advance before doing the analysis. In order to facilitate researchers in conducting the analysis, researchers will do three things:

a) Backing up the original data so as not to be lost.

b) Unify and organize field data into one format (files) for easy rediscovery, one of which is typing transcripts of interviews and printouts, storing images in the form of images and placing them in a single file folder on a computer or CD.

c) Provide comments on prepared data and create a format (table) to explain the field data.

d) Gives a numbering of each raw data according to the scope of the problem (Data for problem 1 through data for problem number 5). Since data collection methods use three instruments, each result of the instrument is grouped according to the scope of the research problem.

(2) Recognizing Data (familiarity with the data).

The data of field research, both primary and secondary data are cross-examined so that the researcher get one source relation with other sources. Through this second step, researchers recognize the essence of data to be used to analyze phenomena or research problems. Through this second step, researchers also at once can get rid of data that is not expected to be used, either caused no complex or not related to the topic or problem research.

This method is similar to data reduction process as intended by Miles and Huberman (1984) ie the process of selecting, simplifying, abstracting, and transforming the raw data obtained from the field into finished or semi-finished data. However, Descombe formerly mentions incomplete or unrelated data on research topics directly reduced or if it does not want the data to be reduced, then researchers need to cross check the field, either with other resource persons or with other data types.

(3) Interpreting the Data

The next step of the analysis is to interpret the data and provide responses or analysis of the data presented in various forms, such as tables, diagrams, and sequence of events.

(4) Verifying the data.

The examination of the data is intended as a research effort to ensure that the data obtained during this study is correct and can be the basis for others to trust the results of the research conducted. Other researchers, such as Silverman (2006), call the phase of examination of data with the level of validity. To achieve this level, the validity of data can be done in various ways.

Each study requires a standard to see the degree of trust or truth to the results of its research. The standard of validity that the authors use in this study, refers to the validity of data from Lincoln and Guba (1985); Nasution (1987) and Moleong (2007) and Denscombe (2007), consisting of (1) Degree of Trust (credibility), (2) Degradability of Transferability, (3) Dependability Depth, (4) Certainty (confirmability), (5) Data Presentation (Displaying the data).

3. Result and Discussion

Organization Level

1) Institutional Standards, with a mean score of 6.01 indicates that the capacity building of Universitas Wijaya Kusuma Surabaya has a tendency to be an example of good practice.

2) Curriculum Standards, with a mean score of 7, indicate that capacity upgrades at this standard have excellent tendencies excellent.

3) Learning Process Standards, with a mean score of 6.14. shows that capacity building at this standard has a tendency as an example of good practice.

4) Student and Alumni Standard, with an average score of 5.31. shows that capacity building at this standard has a tendency as an example of good practice.

5) Standard of Facilities and Infrastructure, with an average score of 5.61. shows that capacity building at this standard has a tendency as an example of good practice.

6) Management Standard, with a mean score of 4.32. shows that capacity building at this standard has sufficient as an expected trend (adequate as expected).

7) Financing Standards, with a mean score of 5.08 indicate that capacity building at this standard has sufficient as-expected trends (adequate as expected).

8) Education Assessment Standards, with a mean score of 3.42, show that capacity building at this standard has an insufficient tendency, minor improvements will make this quality grain (inadequate, but minor improvements will make it adequate).

9) Research Standards, with a mean score of 4.26. shows that capacity building at this standard has sufficient as an expected trend (adequate as expected).

10) The Standard for Community Service, with a mean score of 5.16. shows that capacity building at this standard has a tendency as an example of good practice.

11) Standard Cooperation with an average score of 6.32. shows that capacity building at this standard has a tendency to be an example of good practice.

Overall, the average score of the organization level was 5.42. With an average of 5.42., It means overall Capacity building at the organizational level has sufficient tendency as expected (adequate as expected).

Individual Level

Capacity building of individual level is evaluated from standard of Educator and Education Personnel with score average 5.08. sufficient tendency as expected (adequate as expected).

System Level

An overall average system-level score of 3.16. This score indicates that capacity-level system upgrades have an insufficient tendency. Some of the items in the system level that need minor repairs are:

1) Information systems and ICT facilities used in the learning process in the form of bandwidth, hardware, software, e-learning, and online journaling/library

2) Utilization of information systems and ICT facilities used in the learning process in the form of bandwidth, hardware, software, e-learning, and online journaling/library

3) Data management with integrated computer, and can be accessed through internet network

4) Blueprint complete information system security

5) Increasing the quality of human resources through the delivery of non-degree network training to network admins

6) Security of internet and intranet network usage

7) Integration of UWKS management information system

8) Improvement of UWKS portal website, and its reporting documents

9) Do not have UWKS mobile enhancement yet

10) Do not have Wijaya Kusuma Surabaya web university integrated UWKS portal

11) Not yet integrated library information system in the form of Digital Library: www.digilib.uwks.ac.id
12) UPT-ICTs need to facilitate the learning process in the form of e-learning based on the web, and its reporting documents.
13) UPT-TIK needs to facilitate the improvement of the online test system and the New Student Admissions questionnaire, and its reporting documents.
14) UPT-TIK needs to facilitate registration service of internet hotspot account, OLP, email, and SIM as well as socialization of how to use it, and its reporting documents.
15) Renstra Renewal of Web Portal. UWKS.
16) Increased website-oriented portal webometrics.

Brown (Rainer Rohdewohld, 2005: 11) defines "Capacity building is a process that implies the ability of persons, organization or system to meet its stated purposes and objectives". From the definition can be interpreted that capacity building is a process that can improve a person's ability, organization or system to achieve the goal to be achieved.

Soeprapto (2006: 11) suggests that; (1) Capacity building is not a product, but a process, (2) Capacity building is a multi-tiered learning process including individuals, groups, organizations, and systems, (3) Increased capacity to link ideas to attitudes, (4) Capacity building can be called as actionable learning, where capacity building includes a number of interconnected learning processes, accumulation of impacts that add prospects to individuals and organizations to continually adapt to change.

Gandara (2008: 9), that capacity building is a process to improve individuals, groups, organizations, communities, and communities to achieve the goals that have been implemented. Based on the explanation of the definition of some experts on capacity building, it can be concluded that capacity building, in general, is a process of learning in improving the skills, skills, and expertise possessed by individuals, groups or organizations and systems to strengthen self, group and organizational skills so that able to defend themselves or the profession amid the changes that occur continuously.

Keban (2000: 7), Capacity building is a series of strategies aimed at improving the efficiency, effectiveness, and responsiveness of performance. Morrison (2001: 23) says that "Learning is a process, which flows from the need to make sense out of experience, reduce the unknown and uncertain dimensions of life and build the competencies required to adapt to change". Capacity building objectives are organizational learning, beginning with the flow of needs to improve performance in all academic and non-academic aspects, reducing ignorance and uncertainty in developing the capabilities needed to adapt to change and competition.

Capacity building purpose is divided into 2 parts; (1) is generally identified in the embodiment of a system's sustainability; (2) specifically aimed at achieving better performance in terms of (a) Efficiency in terms of time and resources needed to achieve an outcome, (b) Effectiveness in the form of business appropriateness for the outcome (c) Responsiveness is how to synchronize between needs and abilities for that purpose, (d) Indicated learning on individual, group, organizational and system performance.

Milen (2004: 12) defines capacity as the ability of individuals, organizations or systems to function as it should effectively, efficiently and continuously. While Morgan formulate understanding capacity as abilities, skills, understanding, attitudes, values, relationships, behavior, motivation, resources, and conditions that allow individuals, organizations, networks / sector, and the wider system to implement their functions and achieve the established development goals from time to time. Furthermore, Milen sees capacity building as a special task, because the specific task is related to factors within a particular organization or system at a given time. The UNDP (United Nations Development Program) and CIDA (Canadian International Development Agency) in Milen (2004: 15) provide an understanding of capacity building as the process by which individuals, groups, organizations, institutions, and communities improve their ability to (a) core functions), solving problems, formulating and realizing the achievement of predetermined objectives, and (b) understanding and meeting development needs in a broader context in a sustainable way. This is in line with the concept of a capacity building according to Grindle (1997) which states that capacity building as an ability to perform effective task effect efficiently, efficiently and sustainably. Even Grindle mentions that capacity building refers to improvement in the ability of public sector organizations. Overall the above definition, essentially of similarity in three aspects as follows (Hardjanto, 2006: 8): 1) that capacity building is a process, 2) that the process should be carried out at three levels, ie individuals, groups and institutions or organizations, and 3) that the process is intended to ensure the sustainability of the organization through the achievement of the goals and objectives of the organization concerned. Indeed in some literature of development, the concept of capacity building to date still leaves debates in defining. Some experts interpret capacity building as capacity development or capacity strengthening, suggesting an initiative on the development of existing capacity. Others refer to constructing capacity as a creative process to build an unseen capacity (not yet exist). According to Hardjanto (2006: 8) Soeprato does not lean to one side because he thinks both have the same characteristics of discussion that is capacity analysis as another initiative to improve government performance (government performance). In this direction in line with Grindle's opinion, capacity building is an effort intended to develop a variety of strategies to improve the efficiency, effectiveness and responsiveness of government performance. That is efficiency, in terms of time and resources required to achieve an outcomes; effecfiveness form of work done for the sake of decorum desired results; and responsiveness refers to how to synchronize between needs and abilities for that purpose according to Grindle (1997: 22). According to Nussbaum and Chang (2013: 5) that capacity building is critical for higher education to effectively embrace diversity as an integral part of their institutional mission, values, and ethos, and commitment to justice. And higher education must be strong to be in control to mobilize human resources in it which aims to increase the knowledge and achievement of personnel towards a significant proportion of their institutions (Huisman: 2011)

In capacity building it has dimension, focus and activity type. Dimensions, focus and type of activities according to Grindle (1997: 28) are : 1) the dimension of human resource development, focusing on: professional personnel and technical skills and types of activities such as: training, direct practice, working climate conditions, and recruitment, 2) dimensions of organizational strengthening, with a focus on governance to enhance the success of roles and functions, and types of activities such as: incentive systems, personnel equipment, leadership, organizational culture, communication, managerial structures, and 3) institutional reform, with a focus: institutional and system and macro structures, with types of activities: economic and political rules, policy and regulatory changes, and constitutional reform. Correspondingly, Grindle states that if capacity building becomes a set of strategies aimed at improving efficiency, effectiveness and responsiveness, then capacity building should focus on the dimensions of: human resource development, organizational strengthening, and institutional reform. In the context of human resource development, attention is paid to the procurement or provision of professional and technical personnel. Activities undertaken include education and training (training), salary/wages, setting conditions and work environment and the right recruitment system. In relation to organizational strengthening, the center of attention is directed to the management system to improve the performance of existing functions and tasks and the arrangement of microstructures. Activities to do is arrange the incentive system, the utilization of existing personnel, leadership, communication and managerial structures. And with regard to institutional reform, attention needs to be paid to changing existing systems and institutions, as well as the influence of macro structures. In this context the activity needs to be done is to change the rules of the system of economic and political, policy changes and rule of law, and reform the institutional system that can drive the market and the development of society. If we under-

stand all the above conclusions, it can be concluded that capacity building is a process experienced by individuals, groups and organizations to improve their ability to perform their functions and achieve desired outcomes. From this sense we can emphasize two important things: 1) capacity building is largely in the form of internal growth and development processes, and 2) capacity building efforts must be results-oriented.

Capacity building enhancement has its own activities that enable the occurrence of Capacity Building in a system, organization, or individual, where the activity consists of several phases, while the phases according to Gandara (2008: 18) are:

(1) Preparatory phase. In this phase there are 5 steps of work are: (a). Identification of Needs for Capacity Building, this work step has the main activity of identifying the real reasons and needs for capacity building. (b). Set goals.

(2) Phase Analysis. In this phase there are 5 steps of work are: (a). Identify the problem, in this case, the main activity in the form of examining the problem for further investigation. (b). Analysis of the process, in this case, the main activity in the form of connecting the problem for capacity mapping with the process of performance systems, organizations and individuals. (c). an organizational analysis, in this case, the main activity of choosing the organization to be investigated more deeply (organizational mapping). (d). Mapping the gap in capacity in this case the main activity is to map the gap between ideal capacity and reality. (e). Summarizing needs urgent capacity building in this case the main activities are in the form of summarizing the findings and collecting proposals for action plans. Capacity building.

(3) Planning Phase. In this phase there are 3 steps of work are: (1). Annual planning, its main activity is to formulate the concept of an action plan for capacity building. (2). Creating a medium-term plan, the main activities are consultative meetings. (3). Prepare priority scale, the main activity in the form of priority scale Capacity building and implementation stages.

(4) Implementation Phase. In this phase there are 5 steps of work are: (1). Programming, the main activity is to allocate resources currently owned. (2). Capacity building project planning, main activities in formulating implementation policy Capacity building. (3). Selection of service providers Capacity building, main activities in the form of identifying external services and products related to the implementation needs Capacity building to be implemented. (4). Implementation of the project, the main activity is the implementation of the annual capacity-building program based on available resources and the available schedule. (5). monitoring process, its main activity is monitoring of capacity building activities.

(5) Evaluation Phase. In this phase there are 2 steps of work are: (1). Impact evaluation, its main activities are evaluating the achievement of capacity building, such as performance improvement. (2). Redesigning action plans for a capacity building, the main activity is conducting an analysis of the findings of process monitoring and impact evaluation in the context of capacity building needs planning.

As shown in Figure 1 shows that this study is a qualitative study, using Grounded Theory design. W., Iskandar, and Adiwalujo Djoko (2016: 41) stated that grounded theoretical design is a systematic qualitative research procedure, in which the researcher generalizes a theory that explains concepts, processes, actions, or interactions on a topic at a broad conceptual level. The purpose of grounded theory is to determine the conditions that elicit a number of actions and interactions related to a phenomenon and its consequences. The unit of analysis in this study is Universitas Wijaya Kusuma Surabaya and the individuals in it who do capacity building in 3 levels of improvement.

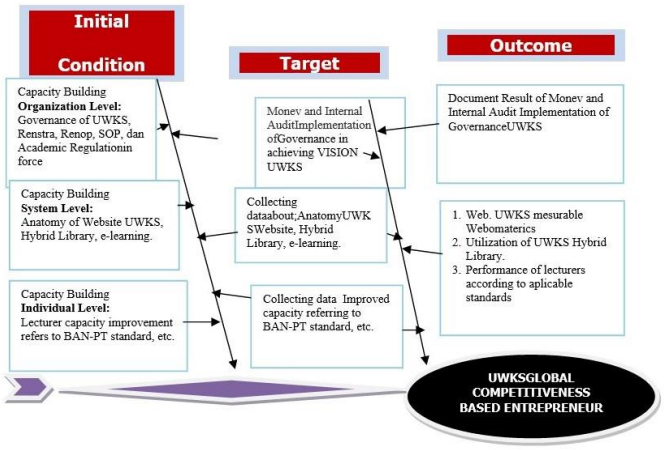


Figure 2: Fishbone Diagram of Research

One feature of the qualitative research is the determination of the scope of the study. As suggested by Lofland and Lofland (1984) ; Yin (1994) and Irfan (2017), determination of location or research sites requires strong reasons that meet logical criteria, problems or topics and met methodological requirements. Therefore, this study was conducted at Universitas Wijaya Kusuma Surabaya (UWKS). The determination and selection of Universitas Wijaya Kusuma Surabaya as a research location is based on the following considerations: (1) Researcher is a lecturer at Universitas Wijaya Kusuma Surabaya, management study program, (2) in accordance with research studies on faculty capacity improvement with 3 levels of improvement, (3) The researcher's access to the data source (informant) is good enough so that the researcher does not experience any obstacle to get the information and data needed during this research.

4. Conclusion

As an institution engaged in the education, of course, will always strive to improve the quality that is in it both process quality and product quality. Capacity building is not a product, but a process. In the process improvement must show sustainability which will support the strengthening of the quality of education services through the arrangement of organizational structure and governance which refers to the university statutes that the faculty is responsible for the implementation of quality Tri Dharma. Governance should prioritize the principles of good university governance to provide satisfaction to stakeholders as the achievement of consistent and sustainable quality improvement. Universitas Wijaya Kusuma Surabaya is building capacity to achieve the vision that has been formulated in its strategic document. Capacity building at Universitas Wijaya Kusuma Surabaya (UWKS) consists of 3 levels of improvement, namely; (1) organizational level, (2) system level, and (3) individual level. The results in this study is on the score of the organization level and the level of individuals tend to be adequate as expected (adequate as expected) but the score level of the system tends to be inadequate, so that required minor improvements that will make the grain quality is sufficient (inadequate, but minor improvements will make it adequate). Therefore, it is necessary to emphasize quality improvement from the system level in order to increase the capacity within Universitas Wijaya Kusuma Surabaya.

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