

## **SOCIALIZATION OF TRI DHARMA MONITORING INSTRUMENTS HIGHER EDUCATION FOR STUDY PROGRAMS IN THE FKIP ENVIRONMENT OF TANJUNGPURA UNIVERSITY**

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### **Abstract**

The Community Partnership Program (PKM) aims to increase the understanding of study programs at the Faculty of Teacher Training and Education (FKIP) Tanjungpura University regarding the implementation and monitoring of the Tri Dharma of Higher Education, which includes education, research, and community service. This activity involves the socialization of monitoring instruments designed by the Faculty Quality Assurance Unit (UPMF) to evaluate the quality of academic and managerial services within FKIP. The approach used in this PKM includes socialization and Focus Group Discussion (FGD) which allows participants to provide input related to the instruments that have been socialized. The results of the PKM showed that the participants, consisting of the Head of Department, Head of Study Program, and representatives of the Quality Assurance Group, gained an in-depth understanding of the importance of monitoring and evaluation to ensure the quality of the Tri Dharma. Feedback from the FGD is also used to improve the monitoring instrument to be more relevant to the context of the study program. With effective monitoring instruments, it is hoped that the study program at FKIP Tanjungpura University can improve the quality of education, research, and community service according to the set standards, support the improvement of the quality of higher education, and make a positive contribution to the community.

**Keywords:** Academic Quality, Higher Education, Tri Dharma Monitoring

### **INTRODUCTION**

Higher education is an advanced phase of secondary education that aims to prepare individuals to become members of society who have academic and professional skills in applying, developing, and creating science, technology, and art. In this context, universities do not only play a role as teaching institutions, because without the contribution of relevant research, the learning process in the classroom can be hampered and stagnate (Yuliawati, 2012).

Universities, including Tanjungpura University, play a major role in carrying out the Tri Dharma of Higher Education. This concept includes three pillars, namely education, research,

and community service. At FKIP Tanjungpura University, the implementation of the Tri Dharma of Higher Education is the main focus to make this institution not only a place of formal education, but also a center for knowledge development and community empowerment.

This is as conveyed by Jamaluddin et al. (2022) The Tri Dharma of Higher Education are three important pillars that are integral in achieving the vision and mission of every higher education institution. The Tridharma of Higher Education consists of Education and Learning, Research, and Community Service. Every teacher in higher education has an obligation to carry out the Tri Dharma of Higher Education. The implementation of the Tri Dharma of Higher Education by teachers is evaluated every semester through filling out the Lecturer Workload (BKD) application in the Integrated Resource Information System (SISTER) in each university. This was also conveyed by Fathurrahman & Muhtarom (2019) The implementation of the Tri Dharma of Higher Education is a task entrusted to lecturers throughout Indonesia. The main focus of higher education, both in private and public institutions, is the result of policies implemented by lecturers in their capacity as academics, which is often reflected through periodic assessments in functional positions.

It is hoped that lecturers, as the main actors of the Tri Dharma of Higher Education, will continue to update their programs in accordance with the times. In addition, lecturers are also expected to strengthen academic culture in order to increase their productivity and contribution to society (Lian, 2019).

The importance of monitoring the Tri Dharma of Higher Education cannot be underestimated. This is because through this monitoring, the activities carried out by study programs at FKIP can be ensured in accordance with the standards set by higher education institutions. Thus, the education provided to students can meet certain expected quality standards. Monitoring has the purpose of obtaining feedback related to the needs of the ongoing program. By knowing this need, the implementation of the program can be prepared immediately. The needs in question include aspects of cost, time, personnel, and equipment. The implementation of the program will know the estimated costs needed, the duration of time available for the activity, the number of workers needed, and the type of equipment that must be provided to run the program (Suparno & Asmawati, 2019).

Not only education, research is also the focus in monitoring the Tri Dharma of Higher Education. Through the research conducted, it is hoped that the contribution to the development of science can be measurable and significant. This includes monitoring various research projects carried out by lecturers and students within FKIP.

In addition, community service is also an important aspect in monitoring the Tri Dharma of Higher Education. By ensuring that these service activities make a real contribution to society, universities can fulfill their role as agents of positive social change.

In order for the monitoring of the Tri Dharma of Higher Education to be effective, a system is needed that includes not only quantitative measurements but also qualitative evaluations. The active participation of lecturers, education staff, students, and other related parties is very important in monitoring and evaluating every stage of education, research, and community service.

Monitoring has an important role in the context of higher education for a variety of reasons. First, monitoring ensures that universities meet educational standards in a systemic

and sustainable manner. By monitoring activities related to education, research, and community service, institutions can assess the extent to which their quality is in accordance with the standards that have been set. Second, through monitoring, universities can develop a strong culture of quality. By conducting regular monitoring, institutions can continue to strive to improve the quality of educational services and other services, encouraging the growth of a culture of quality in the academic environment. Furthermore, monitoring is also an obligation for universities in maintaining quality in the implementation of the Tridharma of Higher Education. As part of the Internal Quality Assurance System (SPMI), monitoring is the main instrument in maintaining and improving the quality of higher education internally. In addition, monitoring provides valuable feedback to the institution. By knowing the results of monitoring, universities can identify areas that need improvement and make better decisions for continuous improvement. Finally, the accessibility of information through a monitoring and evaluation information system that can be accessed online by study programs and students allows transparency and accountability. This facilitates the active participation of all relevant parties in the process of evaluating and improving the quality of higher education. Thus, monitoring is not only an obligation, but also an effective tool to ensure the continuous and continuously improved quality of higher education.

The main purpose of the Tri Dharma Higher Education monitoring instrument is to create an academic environment that is dynamic and responsive to the needs of the community. In addition, it is also hoped that a quality academic culture will be created and oriented towards improving overall social welfare. Study programs of each university are required to implement monitoring and evaluation to meet the Internal Quality Assurance System (SPMI) (Sukri et al., 2020). By holding the socialization of this monitoring instrument, it supports the obligations of the study program and can be used by the study program.

The benefits of this monitoring instrument are very broad, not only for the internal of the university but also for the wider community. By improving the quality of education, research, and community service, FKIP Tanjungpura University can be a force that encourages positive change in society as well as in the world of science as a whole. The objectives of this PKM activity are as follows: (1) Increasing understanding and awareness of study programs within FKIP Tanjungpura University about the concept and implementation of the Tri Dharma of Higher Education. (2) Identify the obstacles and challenges faced in carrying out the Tri Dharma of Higher Education at FKIP Tanjungpura University. And (3) Increasing the effectiveness of the Tri Dharma monitoring system of Higher Education to ensure the quality of education, research, and community service within FKIP Tanjungpura University.

## **IMPLEMENTATION METHOD**

This PKM involves study programs within the Faculty of Teacher Training and Education, Tanjungpura University which will use the Tri Dharma Monitoring instrument of Higher Education. The method of socialization activities in the Community Partnership Program (PKM) consists of two main approaches, namely socialization and Focus Group Discussion (FGD). Here's a more detailed explanation of both methods:

### **a. Socialization**

The socialization method was used to provide a thorough initial understanding of the Tri Dharma of Higher Education monitoring instruments for study programs in the FKIP Tanjungpura University environment. This socialization aims to introduce participants to the aspects and indicators assessed in the Tri Dharma of Higher Education, including education, research, and community service activities. In this socialization process, the PKM implementation team provides material in a clear, comprehensive, and structured manner using media such as presentations, slides, or printed materials. This approach is expected to help participants get an overview before entering a more in-depth discussion session.

The socialization process also involves a question and answer session to address any doubts or questions that may arise among participants. In addition, the provision of examples of cases or scenarios in the field is often used to strengthen understanding and show the real application of monitoring instruments.

On this occasion, 8 instruments have been prepared by the Faculty Quality Assurance Unit that will be socialized and discussed together in this activity. The 8 instruments include:

- 1) Alumni Satisfaction with FKIP's Academic and Managerial Services.
- 2) Satisfaction of Cooperation Partners with FKIP UNTAN.
- 3) Student Satisfaction with FKIP UNTAN's Managerial Services.
- 4) Student satisfaction with the learning process (academic).
- 5) Student Satisfaction with the Learning Process of FKIP UNTAN (Evaluation of the Learning Process).
- 6) Lecturers' satisfaction with managerial services.
- 7) Satisfaction of Educators (Tendik) with Managerial Services.
- 8) Lecturer-Student-Staff Instruments for Study Programs.

### **b. Focus Group Discussion (FGD)**

After the socialization process was completed, the activity continued with the Focus Group Discussion (FGD) method. The FGD method aims to deepen the understanding, views, and input from participants regarding the Tri Dharma of Higher Education monitoring instruments that have been socialized. In the FGD, participants were divided into 8 small groups to facilitate interaction and discussion. Each group is given time to discuss specific aspects of monitoring instruments that are relevant to their respective study programs.

## **RESULTS AND DISCUSSION**

Higher education is a continuation of secondary education which aims to prepare students to become members of society who have academic and professional abilities in applying, developing, and creating science, technology, and art. To achieve this goal, colleges do not only function as teaching centers; Without the support of relevant research, the teaching and learning process in the classroom will be difficult to develop and tend to regress (Yuliawati, 2012).

Adiguna & Muhajirin (2017) said that universities have the autonomy to manage their institutions independently as the center of the implementation of the Tri Dharma of Higher Education. This autonomy includes academic aspects, including the establishment of norms, operational policies, and the implementation of education, research, and community service in

accordance with the provisions of laws and regulations.

This Community Partnership Program (PKM) activity was held with the main purpose of increasing the understanding of study programs within the Faculty of Teacher Training and Education (FKIP) Tanjungpura University regarding the concept, implementation, and monitoring of the Tri Dharma of Higher Education. The main focus of this activity is on the aspects of academic services, managerial, and student satisfaction. This is important because it provides tools to lecturers, education staff, and students to ensure that the Tri Dharma can run in accordance with the expected quality standards, resulting in a positive impact on the university and the surrounding community.



**Figure 1. Dean Opens PKM Activities**

Participants in PKM activities consisted of 6 Heads of Departments, 29 Heads of Study Programs (S1 and S2), and 29 lecturer representatives from the Quality Assurance Group of Study Programs within FKIP UNTAN. The involvement of these elements reflects FKIP UNTAN's commitment to involve all parties who play a role in the implementation of the Tri Dharma, so that monitoring and evaluation can be carried out thoroughly and continuously.

### **1. Socialization of Monitoring Instruments**

In the socialization session, Dwi Riyanti, M.A., TESOL., Ph.D., as the main speaker, delivered material on eight monitoring instruments of the Tri Dharma of Higher Education that will be used to evaluate the quality of services at FKIP UNTAN. Suheri (2017) explained that Monitoring is a monitoring process that aims to gain an understanding of the aspects that are wanted to be known. This monitoring is carried out on an ongoing basis by measuring the changes that occur over time, indicating whether the movement is approaching or moving away from the desired destination. The information obtained from monitoring helps provide an overview of the status and trends that occur, so that measurements and evaluations can be carried out periodically.



**Figure 2. Speaker Delivers Monitoring Instrument Material**

Monitoring is usually carried out with a specific purpose, either to observe the process or to evaluate conditions and progress towards the desired results. The monitoring process involves collecting data and measuring progress against program goals, with a focus on process changes and results achieved. The data collected through monitoring serves as a basis to answer existing problems, while evaluation plays a role in utilizing the data effectively in order to provide added value for decision-making (Suheri, 2017). This instrument has been compiled by the Faculty Quality Assurance Unit (UPMF) and covers various aspects of satisfaction from key stakeholders, including:

a. Alumni Satisfaction with FKIP Academic and Managerial Services

This instrument is designed to measure how FKIP UNTAN alumni assess their experiences during their time as students, especially related to the quality of academic and managerial services they receive. This measurement includes aspects such as academic support, availability of learning support facilities, academic guidance process, and campus administration services. Feedback from alumni is important because it reflects the effectiveness of their education and job preparation during college, as well as showing areas of improvement for future student satisfaction.

b. Satisfaction of Cooperation Partners with FKIP UNTAN

This instrument evaluates the level of satisfaction of FKIP UNTAN's cooperation partners, both from the government sector, educational institutions, and other organizations involved in the collaboration. This assessment includes the suitability and effectiveness of the collaboration, the ease of communication with the faculty, the quality of the faculty's contribution to the joint project, and the results obtained from the collaboration. Information from these partners can help FKIP UNTAN improve and strengthen existing collaborations and expand cooperation networks in the future.

c. Student Satisfaction with FKIP UNTAN Managerial Services

This instrument assesses how students experience the managerial services provided by the faculty, including administrative services, smooth academic processes, information transparency, responsiveness in overcoming student complaints or problems, and ease of access to academic information. By knowing the level of student satisfaction with managerial services, the faculty can understand how well

these services support the academic needs and welfare of students.

- d. **Student Satisfaction with the Learning Process (Academic)**  
This instrument measures the level of student satisfaction with the learning process, including the quality of teaching, curriculum, learning methods used by lecturers, and the relevance of lecture materials to field needs. This assessment provides the faculty with an overview of the effectiveness of the ongoing academic process, as well as areas that may need improvement, such as improvements in interactive learning methods or updates to lecture materials.
- e. **Student Satisfaction with the Learning Process of FKIP UNTAN (Evaluation of the Learning Process)**  
This instrument is a more detailed evaluation of the learning process at FKIP UNTAN, which focuses on students' direct experience in teaching and learning activities. The aspects assessed include the effectiveness of lecturers in delivering materials, the availability of learning media, academic evaluation methods, and supporting facilities such as laboratories or libraries. This evaluation allows faculty to identify factors that influence the success of the learning process and support continuous improvement.
- f. **Lecturers' Satisfaction with Managerial Services**  
This instrument evaluates how FKIP UNTAN lecturers feel the quality of managerial services they receive, such as administrative support, clarity of academic procedures, research and teaching support facilities, as well as awards and professional development. The level of lecturer satisfaction with this service is important, because it has a direct impact on their performance in implementing the Tri Dharma of Higher Education, namely education, research, and community service.
- g. **Satisfaction of Educators (Tendik) with Managerial Services**  
This instrument measures the level of satisfaction of education staff with the quality of managerial services at FKIP UNTAN, covering aspects such as the work environment, work facilities, time management, performance evaluation system, and professional development opportunities. Educators' satisfaction with managerial services has an effect on their work comfort and productivity, which ultimately supports the achievement of the faculty's overall academic goals.
- h. **Lecturer-Student-Staff Instruments for Study Programs**  
This instrument aims to develop collaborative evaluation between lecturers, students, and education staff. This evaluation aims to improve the quality of the study program by identifying needs and challenges on each front. Through the involvement of all key stakeholders, this evaluation provides a more comprehensive perspective on the performance of the study program and opens up opportunities for collaboration in achieving continuous improvement.

Overall, these eight instruments aim to provide in-depth and specific data, which can be used by FKIP UNTAN to improve and improve services, as well as maintain the quality of the implementation of the Tri Dharma of Higher Education according to the set quality standards. The results of these instruments will help faculty identify strengths and areas for improvement, so as to provide a better academic and professional experience for students,



faculty, and educators.

The PKM team uses a variety of media, such as visual presentations, printed materials, and interactive tools, to make it easier for participants to understand the objectives, data collection methods, and success indicators of each instrument. This socialization took place interactively, with a question and answer session after each material. The participants were given the opportunity to ask questions, express their opinions, and clarify their understanding of the instruments presented. This provides flexibility for participants to understand each element of the monitoring instrument and its important role in maintaining the quality of the Tri Dharma.

As a reinforcement of the material, the resource persons also provided several real case examples regarding the application of these instruments in the academic environment. Participants gained insight into the real benefits of periodic monitoring as an evaluation tool that supports quality improvement and accountability in each study program.

## 2. Focus Group Discussion (FGD)

After the socialization, the activity continued with a Focus Group Discussion (FGD) session which aimed to obtain in-depth input from participants regarding monitoring instruments. This FGD was facilitated by the UPMF team, where participants were divided into eight groups, each discussing one instrument so that the discussion was more in-depth and focused on the context of the needs of each study program.



**Figure 3. Participants carried out FGD**

In this discussion, participants evaluate the relevance and suitability of the instrument to the needs of their study program. They were asked to analyze the strengths and weaknesses of the instrument and identify areas that needed to be adjusted. This discussion provided a space for participants to share their experiences and challenges in implementing the Tri Dharma of Higher Education. Through this collaboration, they can also consider how adaptation or adjustment of the instrument can help in achieving quality improvement goals.

The results of the FGD showed that participants understood the importance of monitoring the Tri Dharma as a tool to maintain quality standards. Several constructive inputs were given by the participants, such as proposals to add more specific indicators to community service and research instruments, as well as improvements in indicators of student involvement in learning evaluation. Participants also highlighted the importance of



involving all elements of the academic community, especially students, in the evaluation process to ensure a more comprehensive perspective on service quality.



**Figure 4. Participants Convey the Results of the FGD**

### **3. Results and Implications of PKM Activities**

The evaluation of PKM activities showed that the socialization and FGD approach was very effective in building participants' practical understanding of the use of Tri Dharma monitoring instruments. The participants appreciated the methods used, especially their active involvement in the discussion, which encouraged them to think critically about the application of the instrument. The feedback obtained from the FGD is expected to help the PKM team and study programs at FKIP UNTAN to improve the monitoring instruments to better suit the needs and conditions of the study program.

Overall, this PKM activity has yielded positive results in building a systematic and sustainable monitoring culture at FKIP UNTAN. With a better understanding and proper implementation, each study program at FKIP UNTAN is expected to improve the quality of academic services, research, and community service in accordance with the Tri Dharma standards of Higher Education.

## **CONCLUSION**

This Community Partnership Program (PKM) activity succeeded in increasing understanding within the FKIP Tanjungpura University regarding the concept, implementation, and importance of monitoring the Tri Dharma of Higher Education. Through socialization and group discussion (FGD) activities, participants gained in-depth knowledge about eight monitoring instruments that include the satisfaction of alumni, partners, students, lecturers, and education staff with academic, managerial, and learning services. This activity also succeeded in involving the active role of various elements, such as the Head of Department, Head of Study Program, and representatives of the Study Program Quality Assurance Group, which allowed the creation of productive discussions and constructive input to improve monitoring instruments to suit the context and needs of study programs at FKIP UNTAN. The results of the evaluation show that the socialization and FGD approach is very effective in building a systematic and sustainable monitoring culture. With the implementation of more relevant and comprehensive monitoring instruments, it is hoped that each study program at FKIP UNTAN can continue to improve the quality of academic services, research,

and community service according to the Tri Dharma standards of Higher Education. This is ultimately expected to support the achievement of the institution's goals to make a positive contribution to the progress of higher education and society.

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