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BENCHMARKING REPORT FACULTY OF ECONOMICS AND MANAGEMENT KEBANGSAAN MALAYSIA UNIVERSITY

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**UNDERGRADUATE PROGRAM IN MANAGEMENT
FACULTY OF ECONOMICS AND BUSINESS
WAHID HASYIM UNIVERSITY**

BENCHMARKING REPORT

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KEBANGSAAN MALAYSIA UNIVERSITY**



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ENDORSEMENT PAGE

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BENCHMARKING REPORT

FACULTY OF ECONOMICS AND MANAGEMENT

KEBANGSAAN MALAYSIA UNIVERSITY

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A. INTRODUCTION

The importance of Wahid Hasyim University, especially the Management Study Program, Faculty of Economics and Business, conducted benchmarking to university in Malaysia can be explained from several points of view, including; (1) comparison of quality and performance. Through benchmarking, the Management Study Program can compare the quality of education, facilities and achievements with universities in Malaysia. This can help evaluate the extent to which universities in Malaysia are on a regional competitive scale. (2) Collaboration opportunities: Benchmarking can also open up opportunities for collaboration between universities in two countries. They can share best practices, experiences and resources to improve the quality of education and research. (3) Improving the quality of education: By studying successful educational models from universities in Malaysia, the Management Study Program can adopt strategies and best practices that can improve the quality of education. (4) Global competition: In this era of globalization, universities in Indonesia and Malaysia compete to attract international students. By conducting benchmarking, Wahid Hasyim University as a private university in Indonesia, can evaluate its competitiveness in the global market for higher education. (5) Adaptation to change: By understanding trends and innovations in the world of higher education, Wahid Hasyim University can be better prepared to face changes and adapt strategies to increase competitiveness. In the context of globalization and regional higher education competition, benchmarking has become an important tool for universities to continue developing and improving the quality of the educational services they offer.

B. DISCUSSION

Several points from benchmarking results with the Faculty of Economics and Management Universiti Kebangsaan Malaysia are:

1. There is no course package system, which means students are free to take courses
2. There is no minimum number of class participants
3. The lecturer provides material as a basis, then gives assignment

4. The final project must be a project that is summarized in an article but does not have to be published
5. The variety of courses is not wide but in depth

1. There is no course package system

The absence of a course package system has several advantages that can be taken into consideration by an educational institution or study program. Here are some advantages associated with this approach:

- a. Curriculum Flexibility: Students can have more choices in designing their own curriculum. They can choose courses that suit their interests, needs and career goals.
- b. Adjustment to Individual Needs: Every student has different needs and interests. Without a course package system, students can customize their study program according to their own needs and interests.
- c. Education Customization: With a customizable curriculum, educational institutions can more easily adapt their programs to the latest developments in certain fields of science, as well as the needs of the job market.
- d. Encouraging Independent Learning: This approach can encourage students to take responsibility for their own education and develop good course selection skills.
- e. Possibilities for Cross-Disciplinary Exploration: Without strict restrictions on course package system, students can easily explore cross-disciplinary courses that may not be included in the fixed package.
- f. Availability of Specific Courses: In some cases, some courses may not be included in the full course package but are essential for some students. Without a course package system, they have the opportunity to take those courses.
- g. Encouraging Curriculum Innovation: Without being tied to a course package structure, educational institutions can more easily explore and implement innovation in their curriculum.

However, it is important to remember that this approach can also have its own challenges, such as ensuring that students have a good understanding of the available curriculum and ensuring that they choose courses that form a solid foundation for their academic and professional goals.

2. There is no minimum number of class participants

The purpose of having no minimum number of class participants in lectures can include several things:

- a. **Flexibility:** With no minimum number of participants, lectures can continue even if only a few participants register. This allows colleges to continue offering a variety of courses and meeting students' needs, without having to cancel classes due to lack of participants.
- b. **Learning Opportunities:** Participants who are interested in a particular course will not miss out the opportunities to learn just because not enough people are enrolled. This allows students to explore their interests and take courses that may not be popular among other participants.
- c. **Individualized Learning:** With fewer participants, lecturers can pay more attention to each participant and help them individually. This can enhance the learning experience because participants can get more personalized guidance.
- d. **Skills Development:** With smaller classes, participants may have more opportunities to actively participate in discussions and collaboration, which can aid in the development of communication, teamwork, and analytical skills.
- e. **Intensive Learning Experience:** Classes with fewer participants can create a more intimate and immersive learning environment, where participants can engage in deeper discussions and gain a deeper understanding of the course material.

However, it is important to consider that without a minimum number of participants, there is the potential problem that some classes may become less financially efficient for the college, especially if operational costs remain high but participant numbers are low.

3. The lecturer provides material as a basis

The approach where the lecturer provides material as a basis and then gives assignments to students has several advantages as follows:

- a. **Student Empowerment:** This approach provides students with the opportunity to take an active role in their learning process. They are not only passive recipients of information, but also active seekers of knowledge through the assignments given.
- b. **Development of Critical Abilities:** By giving assignments to students after providing basic material, lecturers provide opportunities to develop students' critical thinking skills. They must analyze, evaluate, and synthesize the information they have learned to complete assigned tasks.
- c. **Increased Retention and Understanding:** Through the process of applying the concepts they learned in assignments, students can increase their retention and understanding of the material. Active practice plays an important role in strengthening brain connections and helps students understand the concepts better.
- d. **Practical Skills Development:** Assignments given after the basic material can also help students develop practical skills relevant to the subject studied. For example, the assignment may involve applying concepts in a real-world context or developing skills that will be useful in their future career.
- e. **Flexibility and Adaptability:** This approach allows lecturers to be more flexible in delivering material. They can tailor assignments to suit students' needs and interests, as well as taking into account different learning styles.
- f. **Encouraging Independence:** Through assignments, students are expected to work independently or in small groups. This encourages their independence in learning, improves their ability to work alone, as well as their ability to work in teams.
- g. **Comprehensive Evaluation:** Assignments can serve as a comprehensive evaluation tools to check students' understanding and ability to apply the concepts they have learned. This provides valuable insight for lecturers to assess students' progress and identify areas where additional help may be needed.

Thus, providing material as a basis and then giving assignments to students is an approach that has many advantages in facilitating effective and efficient learning.

4. The final project must be a project that is summarized in an article but does not have to be published

Several advantages that students can gain from completing final assignments in the form of projects which are summarized in articles, even though they are not published. Here are some of them:

- a. **Research Skills Development:** The process of completing a final assignment which involves composing an article will assist students in developing research skills, including literature searching, data analysis, and interpretation of results.
- b. **Writing Ability:** Writing scientific articles requires good ability to convey ideas and findings in a clear and structured manner. Students will have the opportunity to improve their academic writing skills through this experience.
- c. **Practical Experience:** Through the process of compiling an article based on a final project, students will gain practical experience in applying the knowledge and skills they learned during their studies.
- d. **Presentation and Communication:** Even if the article is not published, students can still present the results of their project to fellow students or supervisors. This will help them in developing presentation and communication skills that are important in both the academic and professional world.
- e. **Creation of Scientific Work:** The articles produced from the final assignment are scientific works that have academic value. Even if it is not published, it can still be used as a portfolio for the students' future, such as when applying for a job or continuing their studies.
- f. **Deep Understanding:** The process of composing an article will force students to understand their topic in depth. This will strengthen their understanding of the material and prepare them well for future challenges, both in their academic and professional careers.
- g. **Collaboration and Consultation:** During the process of compiling articles, students will interact with their supervisors and possibly other colleagues. This creates opportunities for valuable collaboration and consultation, which can aid in project development and better understanding of the material.

5. The variety of courses is not wide but in depth

The variety of courses which are not wide but in-depth have the following advantages:

- a. **More Intense Focus:** By having a deeper focus on a particular subject, students can gain a deeper and more comprehensive understanding of their field of study. They have the opportunity to dive into these topics in more detail, which can improve their analytical and problem-solving skills.
- b. **Specialized Skills Development:** In-depth courses allow students to develop specialized skills in specific areas of study. This can open up more specific career opportunities and allow them to become experts in the field.
- c. **Higher Quality of Learning:** By focusing educational resources on a small number of courses, educational institutions can provide a higher quality learning experience. This deeper focus allows for more targeted teaching and deeper evaluation of students' understanding.
- d. **Increased Student Engagement:** Students tend to be more engaged in learning when they have a deep interest in a particular topic. With greater focus on a smaller number of subjects, they can feel more motivated to learn and participate actively in the learning process.
- e. **Better Preparation for Career or Higher Education:** By having a deep understanding in a particular field of study, students will be better prepared to enter the job market or continue their education to a higher level. They will have a strong knowledge base and relevant skills for their career or advanced study.

ATTACHMENT

