



FACING A SITUATION OF UNCERTAINTY FOR THE PERFORMANCE OF HIGHER EDUCATION MANAGEMENT THROUGH STRENGTHENING LEADERSHIP POWER, EXTERNAL COLLABORATION, AND FINANCIAL MANAGEMENT IN JAKARTA, INDONESIA

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Abstract

This study was to find the factors that influence the performance of higher education management (HEM) excellence and is able to face future challenges. these factors include; leadership power (LP), financial management (FM), external collaboration (EC) has a relationship to develop higher education. We provide questionnaires to 850 of 1,300 lecturers in 325 private tertiary institutions in Jakarta with Stratified random sampling. Data analysis was carried out by Structural Equation Modeling and ANOVA. The findings of this study indicate that LP has a direct and indirect influence through mediating EC and FM on HEM performance. The results of the study, there are two issues that need to be highlighted in external collaboration namely funding (EC1) and learning innovation (EC2) affecting the performance of HEM in improving the quality of education. Second, FM directly affects the performance of HEM in determining tuition (FM1) and accounting systems (FM2). the conclusion is the leadership role directly and indirectly influences the improvement of the performance of HEM. the implication is for governments and higher education managers such as directors, deans, can adopt leadership behaviors in formulating these policies and in turn improve the performance of higher education institutions.

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Introduction

Today the Management of Higher Education in Indonesia is faced with a situation of uncertainty due to changes in global demands, to overcome these problems needed leadership power that can design and develop the desired strategy for future change in order to achieve sustainable excellence in the global era (Suwarsih Madya, 2014). The phenomenon of private universities in Indonesia is the merger and acquisition of private universities from 3128 to 2128, this is done to make efficiency and improve the quality of performance of higher education management (Gunawan, 2017). Problems in higher education management in Indonesia, especially private universities in general lack of funds for academic operations, infrastructure and leadership power which causes low performance quality (Stein, 2016). According to Bell, Warwick, and Galbraith (2013) leadership power can realize effective management of fields, finance, and external collaboration. The performance of the management of higher education concerns academic accountability and governance. Performance reporting is conveyed to the public and government, for the benefit of accreditation, competition for resources and students, and evaluation through improvement of institutional performance (Nichols, 1995; Peterson & Einarson, 2001; Quinn et al., 2009; Terenzini, 1989; Duque, 2013).

Higher Education Management Performance (HEM)

According to Funny Mustikasari Elita et al. (2018) the performance of higher education management (HEM) reflects credibility, transparency, and accountability. Credibility in maintaining the quality of graduates who are competitive, the quality of research and publications are efficient, community service is right on target and the quality of human resources for lecturers and education staff is to be able to excel at national and international levels. Transparency is applied in all business processes in the form of transparency of regulations and guidelines, the process of recruitment and selection of managers, business processes in both academic and non-academic matters, reporting and accountability as well as monitoring and evaluation activities that are delivered

on a scheduled basis and accessible to all stakeholders in official website and media institutions.

Accountable starts from the activities of planning, implementing, and responsible for programs and activities, including everything related to policies, procedures, media accountability, and the periodization of program, activity, and financial responsibilities in order to achieve the stated objectives. Furthermore, indicators of HEM performance according to QS World University Rankings by Quacquarelli Symonds (QS) are seen from academic reputation, employer reputation, citations per faculty, student faculty, international faculty, and international students. The assessment of academic reputation and reputation of graduate users is of high value. The Government of Indonesia has made substantial efforts to solve the problems of higher education management through the USAID Higher Education Leadership and Management Project (HELM) has provided technical assistance, training and other support to strengthen capacity in the following four core management areas: Leadership Power (LP), External Collaboration (EC), Financial Management (FM) (Stein, 2016). According to Ministry of Research Technology and Higher Education (2016). For five years from 2011 to 2016, the USAID HELM projects produced 40 universities that received international accreditation certificates. Assessment of higher education accreditation based on four key performance of universities in Indonesia: Quality of Human Resources, Institutional Quality; Quality of Student Activities; as well as Quality Research and Scientific Publications. A number of phenomenon about higher education management: HEM performance in Indonesia is still low, there are only 2 national universities in the top 500 university rankings in the world, then there are only 40 colleges from 3500 accredited A. Accreditation and certification system is one of several ways to improve the performance of HEM. According to Bell, Warwick, and Galbraith (2013) there is a relationship between HEM performance and three variables, namely leadership power, financial management and external collaboration. HEM's performance is the work of an institution of higher education involving leadership power in managing public administration, financial management and external collaboration to achieve internal efficiency and excellence. Leadership power can make external collaborative efforts in order to seek support funds to improve the quality of higher education management performance. The results of research at 1,045 public and private universities in the US found that a large number of universities could be financially weak. However, the results also

reveal a positive relationship between financial management performance and academic quality, which influences student access and success.

Leadership power

Leadership is defined in terms of characteristics, traits, and behaviors that focus on Challenging process, Inspiring vision, mission, action strategies, ways of modeling, ethical relations, congruence, trust, and collaboration (Avolio et al., 2004). Leadership behavior influences job satisfaction, positive relationships, well-being of follower performance and organizational performance (Avolio et al., 2004; Dasborough, 2006; Boyatzis et al., 2012). Leadership power can create a financial resources policy in terms of funding academic operations, budgeting, accounting standards, allocation of teaching funds, allocation of research funds, allocation of infrastructure, accounting information and tuition fees (USAID, 2016).

Financial management

According to Gandhi (2015) the main focus in solving financial management problems in higher education institutions includes funding, pricing, accounting standards and practice gaps in universities and colleges. Most of the funding is funded by the government, because the government lacks funding so that it is covered by the support of private institutions, communities and industry. Pricing of higher education is very different from the economic approach where consumers pay marginal costs in full. Because education funding has a significant influence on educational outcomes, the financing decisions of higher education must be based on sound principles. Discriminatory pricing will be fairer and more profitable than uniform pricing. Determination of Accounting Standards is needed in the context of transparency in the management of funds which is used as a guideline for communication with stakeholders who have access to accounting information. There is a significant relationship between Financial management and the performance of higher education Financial management in the form of a financial information system that includes financing, tuition fees pricing and accounting standards can improve HEM performance. An effective information system must be ensured to satisfy users of information Gandhi (2015).

External collaboration

Collaboration is defined as a collaborative effort that involves coordinated shared goals to produce a product (Austin & Baldwin, 1991). The act of external collaboration in higher education is complex, covering the academic field, infrastructure, to broaden their knowledge and ability, the results of which are more meaningful and satisfying (Kochan & Mullen, 2001). In order to improve innovation in working life (Kettunen, Kairisto-Mertanen, & Penttilä, 2013). Funny Mustikasari Elita et al. (2018) External cooperation to realize transformative university that has an impact on community development and build interdependent cooperation with various parties involving academics, business people, government, society, and the media. Based on Ministry of Research Technology and Higher Education (2016) there is a relationship between external collaboration and HEM performance. External collaboration has directly affected the performance of higher education management. The Indonesian government has collaborated with universities in several countries including; France, Japan, Taiwan, Australia, New Zealand, Britain, the United States and China. External collaboration has been agreed in terms of; information systems, global scientific research, teaching quality, scholarship consortia, training in human resources, financial support, innovation and infrastructure can improve the performance of HEM in Indonesia.

The Conceptual Framework Model

In this study there are four latent variables namely: three exogenous latent variables including External Collaboration, financial management and leadership power. For endogenous variables there is 1 variable, namely Higher education management. The structural equation model to analyze the influence of leadership power, financial management, and external collaboration on the performance of Higher Education Management. Therefore this flowchart provides valuable testing of quality variables. In accordance with theory Ryan (2015), HEM performance is the dependent variable, while leadership power (LP), financial management (FM) and External Collaboration (EC) are independent variables. In addition, FM, and EC are mediator variables between LP and performance of HEM. To measure HEM performance, it uses two indicators of Excellence (HEM 1) and Efficiency (HEM 2). Effective Pricing (FM 1) and Accounting Standard (FM 2) are indicators of financial management

factors, as well as funding support (EC 1) and innovation (EC 2) are external collaboration factor indicators. Based on the above discussion, the conceptual framework is presented in Figure 1.

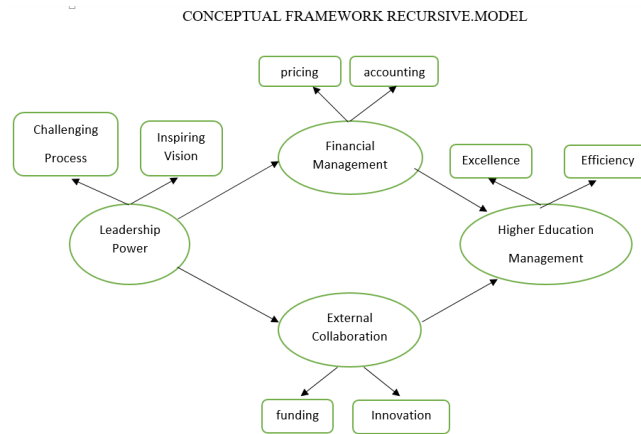


Figure 1. Proposed Conceptual Framework

Objectives

The more specific targets of this exploration are:

1. To determine whether the external collaboration factors has a significant influence on the performance of HEM.
2. To determine whether the financial management factors have significant impact on the Performance of HEM.
3. To determine whether the leadership factors have significant impact on the external collaboration.
4. To determine whether the leadership factors has a significant influence on the financial management.
5. To examine the effect of mediation financial Management factors on relationship between the factors leadership with the performance of HEM.
6. To examine the effect of mediation external collaboration on relationship between the factors leadership with the performance of HEM.

Hypothesis

H 1: External collaboration has a positive impact on performance of HEM.

H 2: Financial management has a positive impact on performance of HEM.

H 3: Leadership power has a positive impact on external collaboration.

H 4: leadership power has a positive impact on Financial Management.

H 5: Financial management as mediator the linkage between leadership power factor and performance of HEM.

H 6 : External collaboration as mediator the linkage between leadership power factor and performance of HEM.

Method

Participants

The sample consisted of 850 lecturers from a total of 1300 lecturer populations in 325 private higher education institution in DKI Jakarta province, they were permanent lecturers who served as rector, vice rector, dean, and head of study program, consisting of 476 (56%) male and 374 (44%) female, the age range is between 27-61 years. average work period of 14 years with general education background of respondents Graduate degree 544 (64%), and Postgraduate graduate 306 (36%).

Measure

All variables were assessed using Likert scale (from 1=strongly disagree to 5=strongly agree). HEM Performance Variables were measured against 2 exogenous variables namely Excellence (HEM 1) and Efficiency (HEM 2) (Bell, Warwick, & Galbraith, 2013) measured by sample item "The high education institution where I work has provided the best service for stakeholders" (HEM 1) and "the high education institution management where I work have run efficiently" (HEM 2) with reliability ($\alpha=.78$).

The Leadership Power variable is measured against 2 exogenous variables namely Challenging Process (LP 1) and Inspiring Vision (LP 2) (Avolio et al., 2004; Dasborough, 2006; Boyatzis et al., 2012). Measured by sample item "The leadership in my high education institution has influenced and provided good examples of employees" (LP 1) and "The rector in my high education institution has good ideas for high education institution excellence" (LP 2) with reliability ($\alpha=.77$).

Financial management Variables are measured against 2 exogenous variables namely pricing (FM 1) and accounting standard (FM 2) (Gandhi,

2015). Measured by sample item, namely "the amount of tuition varies based on student economic ability" (FM 1) and "the financial management in my high education institution is recorded based on accounting standards" (FM 2) with reliability ($\alpha=.72$).

External Collaboration Variables are measured against 2 exogenous variables namely Funding (EC 1) and Innovation (EC 2). Measured by sample item "the high education where I work is collaborating with various external institutions to obtain financial support" (EC 1) and "My high education institution present experts from various institutions to support the progress of science and technology" (EC 2) with reliability ($\alpha=.61$).

Control variables

The study also controls a number of demographic variables, namely gender, age, education, and tenure included in statistical analysis (Becker, 2005).

Procedure and design

Participants are recruited through 4 stages. The first stage is selecting lecturers who hold the position of rector, dean, head of the study program to be sampled as many as 850 out of 1300 populations using stratified random sampling. The second stage selects lecturer samples based on gender, age, education, and work period. The third stage records personal contacts of each lecturer sample. The fourth stage distributes questionnaires through web links.

The data was first tested for normality using Kolmogorov-Smirnov, second tested for homogeneity of variances using Levene, third test for linearity analyzed using analysis of variance (ANOVA). Data analysis is done by statistical analysis of SEM (Structural Equation Model) using software AMOS 22, consists of three stages; model identification, the test measurement model and structural model of the test.

Results and discussion

Table 1 shows descriptive statistics (means, standard deviations), reliabilities and correlations regarding the present variables. HEM performance is positively correlated to third leadership power ($r=.37$, $p<.01$), financial management ($r=.23$, $p<.01$), and external collaboration ($r=.08$, $p<.05$). In addition, financial management is positively related to external collaboration ($r=.33$, $p<.01$). This finding is in accordance with the results of previous studies

that high education management performance is related and directly influenced by leadership, external cooperation and financial management (Avolio et al., 2004; Dasborough, 2006; Boyatzis et al., 2012; Hofmeyer, Sheingold, Klopper, & Warland, 2015).

Table 1. Descriptive Statistics, Reliabilities and Correlations

Gender	3.40	.76	1	2	3	4	5	6	7	8
Age	44.32	10.25	.30**							
Education	3.40	.76	.34**	.54**						
W. Period	14.03	3.69	.37**	.64**	.52**					
Perf.HEM	3.40	.76	.39**	.33**	.32**	.38**	.78			
LP	3.52	.83	.35**	.57**	.42**	.44*	.37**	.74		
FM	3.50	.66	.27**	.39**	.36**	.40**	.23**	.42**	.72	
EC	3.29	.74	.17**	.23**	.23**	.28**	.08*	.20**	.33**	.61

Note: * $p \leq .05$, ** $p \leq .01$. Internal reliabilities correlations

Confirmatory factor analysis

To test goodness of fit model of the data, we used confirmatory factor analysis (AMOS 22). The results showed that the Structural Revised Model had good compatibility with the data ($\chi^2=85,842$, $p < .01$, TLI=.934, DF=15, GFI=.978, CFI=.964, RMSEA=.075, Ratio=5,723). Second, Structural Model revised direct effect also has good compatibility with data ($\chi^2=76,762$, $p < .01$, TLI=.937, DF=14, GFI=.980, CFI=.968, RMSEA=.073, Ratio=5.483). In addition, the specific model is significantly in accordance with the data (see Table 2).

Table 2. Confirmatory factor analysis

Model	χ^2	DF	TLI	GFI	CFI	RMSEA	RATIO
Structural Model Revised	85.842	15	.934	.978	.964	.75	5.723
Structural Model revised 1 direct effect	76.762	14	.937	.980	.968	.73	5.483

Structural revised model

The study produced a better and more appropriate Structural Model, because $p = .00$ ($p\text{-value} > .01$). Therefore, an explanation will be based on the results of the hypothesis produced by the Structural Model Revision Model (Figure 2).

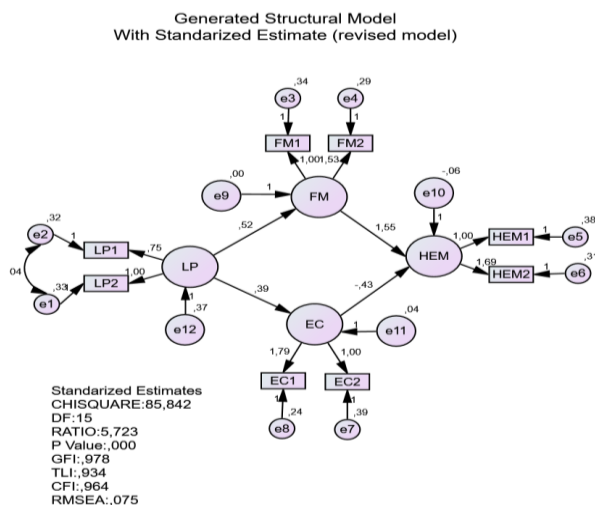


Figure 2. Generated structural model revised

Furthermore, the structure of the second model was created to accommodate the direct and indirect influence of leadership power through external collaboration and financial management on the performance of higher education management, presented in Figure 3.

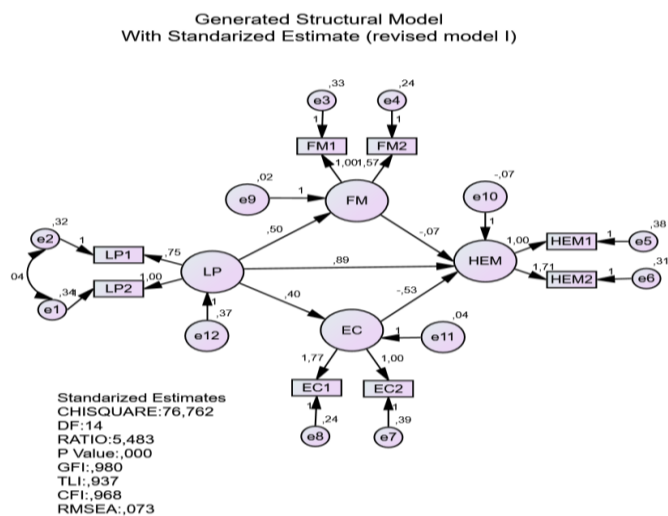


Figure 3. Generated structural model revised 1

Hypothesis test

Table 3 shown external collaboration (EC) has a significant positive effect on HEM performance (Beta=0.430; CR=2.473; $p < .005$), or H1 accepted. Secondly, financial management has a significant positive effect on HEM performance (Beta=1.546; CR=7.495; $p < .001$), or H2 accepted. Thirdly, leadership factor has a positive effect on external collaboration factor (Beta=0.390; CR=8.202; $p < .001$) or H3 accepted. Lastly, leadership power factor has a major direct effect on financial management factor (Beta=0.518; CR=10.756; $p < .001$) or H4 accepted.

Table 3. Direct Effects Regression Estimates (Beta)

Hypo	Endo		Exo	Beta	S.E	C.R	P	Status
H1	HEM	<---	EC	.430	.174	2.473	.013	Sig
H2	HEM	<---	FM	1.546	.206	7.495	***	Sig
H3	EC	<---	LP	.390	.048	8.202	***	Sig
H4	FM	<---	LP	.518	.048	10.756	***	Sig

In table 4 describes the findings about direct influence and relationships, after including the Leadership factor, the model supports that external collaboration factor (EC) mediates significantly in the relationship between LP and HEM performance (Beta=.404; CR=8,183; $p < .001$). It can be concluded that H5 is acceptable. The next finding, this model supports that financial management factor (FM) mediates significantly in the relationship between LP and HEM performance (Beta=.504; CR=10.356; $p < .001$). It can be concluded that H6 is acceptable.

Table 4. Mediation of EC and FM on the relationship between LP and HEM

Hypo	Endo		Exo	Beta	S.E	C.R	P	Status
H5	EC	<---	LP	.404	.049	8.183	***	Sig
H6	FM	<---	LP	.504	.301	2.950	.003	Sig

This is consistent with the results of research by (Middlehurst, 2012). The impact of leadership on organizational progress has been discovered by Hamel that we need to rethink both the management structure and the leadership process in the organization in a way that is better suited to a complex and uncertain environment.

The next finding is the mediating effect of external collaboration on

Leadership Power with direct HEM performance (Beta=.404; $p<.001$), the magnitude of influence 64.2% and indirectly (Beta=.404; $p<0.001$) the magnitude of influence is 63.3% (see table 5).

Table 5. External Collaboration Mediation on Leadership Power and HEM

Model Element	Test Mediation in HEM	Revised Model with Direct Effect
LP → EC	,390***	,404***
EC → HEM	,430***	-,527ns
LP → HEM		
Indirect	,633	-,246
Direct	,000	,888
Total Effect	,633	,642

This is consistent with the results of research by Hofmeyer, Sheingold, Klopper and Warland (2015) states that the factor of leadership task external collaboration in order to find funding to improve the quality of management performance in higher education.

The last finding was the effect of mediating financial management on Leadership Power with direct HEM performance (Beta=.404; $p<.001$), with an effect of 50.4%. and indirectly (Beta=.390; $p<.001$) with an effect of 45.8% (see Table 6).

Table 6. Financial Management Mediation on Leadership Power and HEM

Model Element	Test Mediation in HEM	Revised Model with Direct Effect
LP → FM	,518***	,504***
FM → HEM	1,546***	-,066ns
LP → HEM		
Indirect	,458	,000
Direct	,000	,504
Total Effect	,458	,504

The findings of this study are in accordance with Kochan and Mullen (2003) that leadership performing external collaboration in quality assurance and financial management can affect HEM performance. The impact of quality assurance on higher education can be observed at three different levels: in teaching and learning, on issues of organizational management and academic perception (Kis, 2005).

Conclusions

The results of this study obtained a number of findings with implications for the government and higher education managers such as directors, deans, department heads and lecturers to improve the quality of education, they can formulate higher education management policies through leadership power, financial management and external collaboration (Middlehurst, 2012; USAID, 2016).

More specifically, given the leadership role directly influences the improvement of the performance of higher education institutions in conducting external collaboration and financial management, these findings are consistent with previous research (Middlehurst, 2012; Montanaro, 2013; Hofmeyer et al., 2015).

Consequently, the rector, dean, and chair of the department can adopt leadership behavior in formulating such policies and in turn improve the performance of the institution (Avolio et al., 2004; Dasborough, 2006; Boyatzis et al., 2012; Funny Mustikasari Elita et al., 2018). Thus the university and the higher education environment can encourage proactive, innovative and advanced behavior, providing future challenges to the entire academic community regarding the development of their campus to become an excellent campus (Ministry of Research Technology and Higher Education, 2016).

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