

Analysis of Sustainable Domestic Cooperation Administration for Enhancing Educational Management Effectiveness at Universitas Pembangunan Panca Budi

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Abstract

This study examines the role of sustainable domestic cooperation administration in enhancing the effectiveness of educational management at Universitas Pembangunan Panca Budi. Sustainable cooperation administration is essential for strengthening institutional governance, improving collaboration with domestic stakeholders, and ensuring the continuity of academic, research, and community engagement activities. This research employed a quantitative approach using a survey method involving university leaders, faculty members, and administrative staff engaged in managing domestic cooperation programs. Data were collected through structured questionnaires and analyzed using descriptive statistics and multiple regression analysis. The findings indicate that sustainable domestic cooperation administration has a significant positive effect on educational management effectiveness. Effective administrative practices, including systematic planning, implementation, monitoring, documentation, and evaluation of cooperation agreements, contribute to improved institutional performance, decision-making, resource utilization, and stakeholder satisfaction. Furthermore, sustainable cooperation enhances organizational accountability and supports the achievement of strategic institutional goals. The study concludes that strengthening the administrative management of domestic partnerships is a strategic approach to improving educational management effectiveness in higher education institutions. The findings provide practical recommendations for university leaders to develop integrated cooperation management systems that promote sustainability, institutional quality, and long-term organizational performance.

Keywords: Sustainable Domestic Cooperation Administration, Educational Management Effectiveness, Higher Education

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Introduction

Higher education institutions are increasingly required to establish sustainable collaboration with government agencies, industries, educational institutions, and community organizations to enhance institutional performance and competitiveness. Domestic cooperation has become an essential component of university governance because it supports the implementation of the three pillars of higher education (education, research, and community service) while contributing to institutional sustainability and quality assurance [1], [2].

The rapid transformation of higher education, driven by globalization, technological advancement, and increasingly complex stakeholder expectations, requires universities to develop effective administrative systems for managing cooperation agreements. Sustainable cooperation administration involves systematic planning, implementation, monitoring, evaluation, documentation, and continuous improvement of collaborative activities. These administrative processes ensure that partnerships remain productive, accountable, and aligned with institutional strategic objectives [3], [4].

Educational management effectiveness reflects the ability of universities to achieve organizational goals through efficient planning, organizing, leadership, coordination, and evaluation. Effective educational management enables institutions to improve academic quality, optimize resource utilization, strengthen organizational governance, and increase stakeholder satisfaction. Consequently, cooperation administration has become one of the strategic functions supporting institutional excellence [5], [6].

Previous studies have demonstrated that strategic partnerships significantly improve institutional innovation, organizational learning, and educational quality. Universities with well-managed cooperation systems generally experience stronger research collaboration, curriculum development, faculty exchange, student mobility, and knowledge transfer. Sustainable partnerships also enhance institutional reputation and contribute to long-term organizational development [7], [8].

In Indonesia, the implementation of domestic cooperation is regulated through various policies issued by the Ministry of Higher Education that encourage universities to establish collaborative networks with public institutions, private organizations, industries, and local governments. However, many universities continue to face challenges in maintaining sustainable partnerships due to inadequate administrative management, fragmented documentation systems, inconsistent monitoring, and limited evaluation mechanisms [9], [10].

Universitas Pembangunan Panca Budi has established numerous cooperation agreements with domestic partners to support academic development, research collaboration, student internships, community empowerment, and institutional capacity building. Despite these achievements, the sustainability of cooperation depends largely on the effectiveness of administrative management. Well-organized administrative procedures facilitate coordination among stakeholders, improve communication, ensure compliance with regulations, and strengthen institutional accountability [11], [12].

From the perspective of institutional governance, sustainable cooperation administration serves as an essential mechanism for ensuring transparency, accountability, effectiveness, and continuous quality improvement. Universities that integrate cooperation management into their strategic planning are more capable of responding to environmental changes and achieving organizational resilience [13], [14].

Although numerous studies have investigated educational management and university partnerships separately, limited empirical research has specifically examined how sustainable domestic cooperation administration contributes to educational management effectiveness within Indonesian higher education institutions. This research addresses this gap by investigating the relationship between sustainable cooperation administration and educational management effectiveness at Universitas Pembangunan Panca Budi. The findings are expected to provide practical recommendations for strengthening institutional governance and improving sustainable partnership management in higher education [15], [16].

Literature Review

A. Sustainable Domestic Cooperation Administration

Sustainable domestic cooperation administration refers to the systematic management of institutional partnerships through planning, implementation, documentation, monitoring, evaluation, and continuous improvement. In higher education institutions, effective cooperation administration ensures that collaborative agreements generate long-term benefits for education, research, community service, and institutional development. Sustainability in cooperation management emphasizes accountability, transparency, stakeholder engagement, and continuous organizational learning, enabling universities to maintain productive partnerships and achieve strategic objectives [17], [18].

Administrative sustainability also requires standardized operating procedures, integrated information systems, and periodic performance evaluations. These mechanisms improve institutional governance by reducing administrative inefficiencies, strengthening coordination among stakeholders, and ensuring compliance with national regulations and quality assurance standards [19].

B. Educational Management Effectiveness

Educational management effectiveness refers to the ability of educational institutions to achieve predetermined goals through efficient planning, organizing, directing, coordinating, and controlling organizational resources. Effective educational management contributes to improved academic quality, institutional performance, resource optimization, stakeholder satisfaction, and organizational competitiveness. Modern educational management also emphasizes evidence-based decision-making, innovation, quality assurance, and continuous institutional improvement [20].

ISO 21001 recognizes that educational organizations should implement systematic management processes that align institutional objectives with learner needs while promoting continual improvement, accountability, and organizational effectiveness. The standard provides an internationally recognized framework for strengthening educational governance and improving institutional performance.

C. Relationship between Sustainable Cooperation Administration and Educational Management Effectiveness

The Resource-Based View (RBV) suggests that organizational capabilities, including partnership management and administrative competence, constitute strategic resources that enhance institutional performance and competitive advantage. Universities capable of maintaining sustainable collaboration networks through effective administrative systems are more likely to improve knowledge sharing, innovation, resource mobilization, and organizational resilience [21].

Institutional Theory further explains that universities establish formal cooperation mechanisms to achieve legitimacy, comply with regulatory requirements, and respond to stakeholder expectations. Sustainable cooperation administration therefore functions not only as an operational process but also as an institutional strategy that strengthens governance quality and organizational credibility [22].

Previous studies have reported that effective cooperation management positively influences organizational performance through improved communication, stronger stakeholder relationships, efficient resource allocation, and better institutional coordination. Universities with structured partnership administration demonstrate greater success in implementing collaborative programs, expanding research networks, and enhancing educational quality [23].

Furthermore, digital transformation has encouraged higher education institutions to integrate information technology into cooperation management. Digital documentation systems, electronic monitoring, and integrated databases improve administrative efficiency, facilitate decision-making, and support transparency in institutional collaboration. Technology-enabled administration also increases organizational responsiveness and strengthens long-term partnership sustainability [24].

Based on the theoretical perspectives and empirical findings, sustainable domestic cooperation administration is expected to positively influence educational management effectiveness. Effective administration enables universities to coordinate collaborative activities efficiently, optimize institutional resources, strengthen governance, and improve overall organizational performance. Accordingly, this study proposes that sustainable domestic cooperation administration serves as a significant determinant of educational management effectiveness at Universitas Pembangunan Panca Budi [25].

Research Methodology

This study employed a quantitative research approach using a descriptive and explanatory survey design to examine the effect of sustainable domestic cooperation administration on educational management effectiveness at Universitas Pembangunan Panca Budi. The quantitative approach was selected because it enables the measurement of relationships between variables through statistical analysis and provides empirical evidence for hypothesis testing.

A. Research Design

The research adopted a cross-sectional survey design in which data were collected from respondents at a single point in time. The study investigated the influence of Sustainable Domestic Cooperation Administration (independent variable) on Educational Management Effectiveness (dependent variable). The conceptual framework assumes that effective administration of domestic cooperation contributes positively to improving educational management performance within higher education institutions.

B. Population and Sample

The population of this study consisted of personnel involved in the administration of domestic cooperation at Universitas Pembangunan Panca Budi, including university leaders, cooperation office staff, quality assurance personnel, faculty members, and administrative employees. Since the total population comprised only 30 individuals, this study employed a total sampling (census) technique, whereby all members of the population were selected as respondents. Total sampling was considered appropriate because it provides comprehensive representation of the target population, minimizes sampling bias, and increases the accuracy of the findings by collecting data from every individual directly responsible for managing and evaluating domestic cooperation activities.

C. Data Collection

Primary data were collected using structured questionnaires distributed directly and electronically to respondents. The questionnaire was designed using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Secondary data were obtained from institutional documents, cooperation agreements, annual reports, strategic plans, accreditation reports, and relevant literature concerning educational management and university cooperation.

D. Research Variables

The study consists of two research variables:

Independent Variable (X): Sustainable Domestic Cooperation Administration

Dependent Variable (Y): Educational Management Effectiveness

The independent variable measures the effectiveness of administrative processes in managing domestic cooperation, while the dependent variable evaluates institutional educational management performance.

E. Instrument Development

The questionnaire items were developed based on theories of educational management, organizational governance, and cooperation administration. Prior to data collection, the instrument underwent expert judgment to establish content validity. A pilot test was subsequently conducted to assess item clarity, construct validity, and internal consistency reliability.

F. Data Analysis

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS). The analysis procedures included:

1. Descriptive statistical analysis to describe respondent characteristics and research variables.
2. Validity testing using Pearson Product Moment correlation.
3. Reliability testing using Cronbach's Alpha coefficient.
4. Classical assumption tests consisting of normality, multicollinearity, and heteroscedasticity tests.
5. Simple linear regression analysis to examine the influence of Sustainable Domestic Cooperation Administration on Educational Management Effectiveness.
6. Hypothesis testing using the t-test to determine the significance of the regression coefficient.
7. Coefficient of determination (R^2) analysis to measure the proportion of variance in educational management effectiveness explained by sustainable domestic cooperation administration.

$$[Y = \alpha + \beta X + \varepsilon]$$

where:

Y = Educational Management Effectiveness

X = Sustainable Domestic Cooperation Administration

α = Constant

β = Regression coefficient

ε = Error term

Hypothesis testing was conducted at a significance level of 0.05. The null hypothesis (H_0) was rejected if the probability value (Sig.) was less than 0.05, indicating that sustainable domestic cooperation administration significantly influences educational management effectiveness at Universitas Pembangunan Panca Budi.

Results

The study involved 30 respondents who were directly engaged in the administration of domestic cooperation at Universitas Pembangunan Panca Budi. Descriptive analysis indicated that respondents generally perceived the implementation of sustainable domestic cooperation administration to be effective, particularly in the areas of planning, documentation, coordination, monitoring, and evaluation of partnership activities. Similarly, educational management effectiveness received favorable assessments, reflecting improvements in institutional governance, decision-making, administrative efficiency, and stakeholder satisfaction.

The validity test demonstrated that all questionnaire items had corrected item-total correlation coefficients greater than 0.30, indicating that the instruments were valid. Reliability testing produced Cronbach's Alpha values exceeding 0.70 for all variables, confirming satisfactory internal consistency.

Simple linear regression analysis revealed that Sustainable Domestic Cooperation Administration had a positive and statistically significant effect on Educational Management Effectiveness ($\beta > 0$, $p < 0.05$). The coefficient of determination (R^2) indicated that sustainable cooperation administration explained a substantial proportion of the variance in educational management effectiveness, while the remaining variance was influenced by other organizational factors not examined in this study. These findings support the research hypothesis that effective administration of domestic cooperation contributes significantly to improving educational management at Universitas Pembangunan Panca Budi.

Discussion

The findings of this study demonstrate that Sustainable Domestic Cooperation Administration has a positive and significant effect on Educational Management Effectiveness

at Universitas Pembangunan Panca Budi. This result indicates that well-managed administrative processes in planning, implementing, documenting, monitoring, and evaluating domestic cooperation contribute substantially to improving institutional management performance. Effective cooperation administration enables universities to coordinate resources efficiently, strengthen institutional governance, and support the achievement of strategic educational objectives.

The positive relationship identified in this study supports the Resource-Based View (RBV), which suggests that organizational capabilities, including administrative competence and partnership management, constitute valuable strategic resources that enhance institutional performance. Universities with effective cooperation administration are better positioned to utilize collaborative resources, improve organizational learning, and increase operational efficiency. Consequently, sustainable cooperation administration becomes a competitive advantage in strengthening educational management.

The findings are also consistent with Institutional Theory, which emphasizes that organizations establish formal administrative systems to comply with regulatory requirements, maintain legitimacy, and satisfy stakeholder expectations. At Universitas Pembangunan Panca Budi, systematic cooperation administration facilitates transparency, accountability, and compliance with higher education policies while promoting continuous quality improvement. Proper documentation and regular monitoring of cooperation agreements ensure that partnership activities remain aligned with institutional goals and contribute to long-term organizational sustainability.

Furthermore, the study confirms previous research indicating that effective partnership management improves institutional performance through stronger stakeholder relationships, better communication, and more efficient coordination of academic activities. Sustainable domestic cooperation supports curriculum development, research collaboration, community service programs, and capacity building, all of which contribute to enhancing educational management effectiveness. The descriptive findings also reveal that respondents perceived cooperation administration practices to be well implemented, particularly regarding planning, documentation, communication, and evaluation.

From a practical perspective, universities should strengthen integrated cooperation management systems by adopting digital administrative platforms, establishing standardized operating procedures, and conducting regular evaluations of partnership performance. Continuous professional development for administrative personnel is equally important to improve managerial competence and ensure the sustainability of institutional collaborations. By implementing these strategies, higher education institutions can maximize the benefits of domestic partnerships while improving governance, organizational effectiveness, and overall educational quality. Therefore, sustainable domestic cooperation administration should be regarded as a strategic component of university management and institutional development.

Conclusion

This study concludes that Sustainable Domestic Cooperation Administration has a positive and significant influence on Educational Management Effectiveness at Universitas Pembangunan Panca Budi. Effective administrative practices, including systematic planning, implementation, documentation, monitoring, and evaluation of domestic cooperation, contribute to improved institutional governance, operational efficiency, and decision-making processes. The findings demonstrate that sustainable cooperation administration supports the achievement of educational objectives by strengthening stakeholder collaboration and ensuring accountability in partnership management. Therefore, universities should prioritize the development of integrated cooperation management systems, standardized administrative procedures, and continuous evaluation mechanisms to enhance institutional performance. Future research is recommended to include additional variables, larger samples, and comparative studies across higher education institutions to provide a broader understanding of

sustainable cooperation administration and its contribution to educational management effectiveness.

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