

Enhancing Educational Quality Through Effective Communication in Private Universities

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ABSTRACT: This study examines the role of communication among stakeholders in enhancing the quality of education at private universities (PTS) in Probolinggo. By analyzing the interactions between university leadership, faculty, students, alumni, and local government, this research explores how effective communication fosters collaboration and institutional development. A qualitative approach is employed through interviews, observations, and literature analysis to identify key factors contributing to educational quality improvement. Findings indicate that effective communication enhances student performance, institutional reputation, and graduate employability. For instance, the implementation of regular academic forums and open dialogues between university leadership and faculty has facilitated curriculum alignment with industry needs, improving the relevance of education. Additionally, alumni engagement through mentoring programs and partnerships with businesses has expanded career opportunities for graduates, demonstrating the impact of communication in building professional networks. The study also clarifies that "educational outcomes" in this context encompass student academic achievement, institutional accreditation, and the effectiveness of educational policies. Based on these findings, the research recommends establishing a more structured communication system, utilizing digital platforms to enhance stakeholder interaction, and strengthening feedback mechanisms to ensure continuous educational quality improvement. These recommendations provide valuable insights for other higher education institutions seeking to optimize communication strategies for academic and institutional advancement. Keywords: Stakeholder Communication, Educational Quality Improvement, Student Performance, Institutional Development, Graduate Employability.

Key Words: Stakeholder Communication, Educational Quality Improvement, Institutional Development.

INTRODUCTION

Education is the key to the progress of a nation, and the quality of higher education greatly affects the country's ability to compete globally (Cholili dkk., 2024; Huda dkk., 2025). In Indonesia, private universities play a very important role in providing wider access to education for the community. However, even though the number of private universities is increasing, the quality of education offered is not always up to expectations. In this context, research on effective communication between stakeholders in private universities in Probolinggo is very relevant. The synergy between management, lecturers, students, alums, and the government is essential to

improve the quality of education and ensure that private universities can contribute to regional and national development(Sholeh dkk., 2024). This research is important because it provides an understanding of how good communication can strengthen relationships between stakeholders and produce a better educational environment, which in turn will produce more competent graduates who are ready to compete in the world of work (Cholili dkk., 2025).

The problems faced by private universities in Indonesia, including in Probolinggo, are limited resources, both in terms of finance and infrastructure. Private universities often find it difficult to develop adequate facilities and programs relevant to market needs(Sholeh, 2025). In addition, a lack of coordination and communication between stakeholders such as lecturers, management, students, and local governments leads to a lack of efficiency in education management(K. Syafi'i & Ikwandi, 2023). This has an impact on the quality of education produced and the level of competitiveness of private universities with state universities(Johnson dkk., 2024). This problem requires special attention because if it is not addressed, private universities will find it difficult to meet the needs of the job market and the rapid development of science (Mahbubi, 2013).

The phenomenon that occurs in the field shows that communication between stakeholders in private universities in Probolinggo is often not optimal(Chaanpraserta dkk., 2024). Although many private universities have tried to improve the curriculum and facilities, most still face problems in terms of synergy between the parties involved. Some private universities do not have clear channels of communication between management and students, which leads to a lack of understanding of academic and administrative policies(A. Syafi'i dkk., 2024). This hinders the improvement of the quality of education(Sholeh & Muzakki, 2024). In addition, poor relations with alums and the industrial sector reduce the opportunity to adapt the curriculum to the needs of the world of work, which in turn reduces the competitiveness of graduates (Bahrudin, 2020).

Private universities in Probolinggo have made various efforts to improve the quality of education, although many are still limited to facility development and curriculum renewal. Some private universities have begun to implement technology-based learning systems and are trying to improve the quality of lecturers through training and certification programs. However, poorly coordinated management and a lack of synergy between lecturers, students, and industry remain major obstacles. Private universities such as Panca Marga University and Zainul Hasan Genggong Islamic University have tried to improve the quality of education. However, there are still

challenges to be faced, including limited funding and lack of government involvement in supporting the development of private universities in this area.

The three best private universities in Probolinggo that have made significant achievements in improving the quality of education are Panca Marga University, Nurul Jadid University, and Zainul Hasan Genggong Islamic University. Panca Marga University is known for its study programs that focus on developing practical skills and close relationships with industry. Nurul Jadid University has adequate facilities and study programs that are relevant to market needs, as well as various activities that involve alums to improve links with the world of work. Meanwhile, Zainul Hasan Genggong Islamic University has successfully introduced excellent programs in the fields of religious and social education and has good relationships with other educational institutions.

Research on communication between stakeholders in private universities has been conducted by several researchers, such as Abidin, who examined the relationship between private university management and the quality of education in the regions. His research shows that poor communication between management and lecturers can hamper the development of education quality (Yaakub & Mohamed, 2019). However, the research did not delve deeper into the role of students and alums in this process. This study aims to fill the gap by exploring further how all parties, including students and alums, can be involved in improving the quality of education. The contribution of this study is to provide a more holistic picture of the synergy between stakeholders in improving the quality of education in private universities.

This research offers novelty in the local context by exploring the role of communication between stakeholders in private universities in Probolinggo. While much research has examined communication in universities in general, this research emphasizes the specific context in Probolinggo, which has unique challenges related to the quality of education and limited resources. This research is important to be completed because it can provide new insights into how private universities in the regions can improve the quality of education through better communication between stakeholders, as well as identifying the factors that influence this success.

The main problem in this study is: How can synergy between stakeholders in private universities in Probolinggo improve the quality of education? This study argues that effective communication between private university management, lecturers, students, alums, and local governments is essential to improving the quality of education at private universities. The tentative answer to this research problem is that synergy between all parties can strengthen education policy, improve the curriculum,

and create job opportunities for graduates. The contribution of this study is to guide private universities in Probolinggo and other regions to improve the quality of education through better communication.

METHOD

This study uses a qualitative research design with a case study approach. The choice of this design is based on the objective of exploring in greater depth the dynamics of communication between stakeholders in private universities in Probolinggo. Case studies allow researchers to understand phenomena holistically and contextually in more specific settings, namely private universities in the area (Brondz, 2012).

This research was conducted in several private universities in Probolinggo because this area has several private universities that are developing but facing various challenges in improving the quality of education. The selection of this location aims to explore the synergy between stakeholders in the local context and provide a clearer picture of the problems faced by private universities in the area

The data collection technique used is in-depth interviews with campus leaders, lecturers, students, and alums, as well as participatory observations in activities involving stakeholders. Secondary data will also be collected through literature studies and documents related to education policies at private universities (Conway & Stanley, 2006; Hennink dkk., 2020).

Data analysis is carried out through the processes of data condensation, data reduction, data display, and data verification. The collected data will be filtered and systematically organized to find the main themes relevant to the research. A verification process is carried out to ensure the accuracy of the data and the validity of the findings (Kallio dkk., 2016).

The validity of the data will be tested using triangulation techniques, which compare data from interviews, observations, and collected documents. In addition, the researcher will ask for feedback from informants to ensure the consistency and accuracy of the findings (Iskandar, 2022).

RESULT AND DISCUSSION

RESULT

Stakeholder Synergy in Improving the Quality of Education at Private Higher Education Institutions

Progress in improving the quality of education in private universities is strongly influenced by effective communication between stakeholders. In this context, the

communication in question includes interaction between private university management, lecturers, students, alums, and the government. The synergy between all these parties is important to improve the quality of the curriculum, facilities, and the relevance of education to the needs of the industry.

The campus leader at one of the private universities said, "Communication between management and lecturers is very important for formulating appropriate policies in curriculum development." This shows that management has an important role in ensuring that the policies made are accepted and properly implemented by lecturers. Researcher interpretation: Communication between management and lecturers needs to be strengthened so that policies can be implemented effectively.

The administration manager added, "We often face difficulties in conveying new policies to students if communication is not well established." This shows that clear and structured communication between managers and students is essential to ensure that students understand the rules and policies in place. Researcher interpretation: Maintaining regular and open communication between managers and students can improve students' understanding of the policies implemented.

One student said, "We feel more valued if lecturers are open in communicating course material." This shows that student engagement in the learning process will increase if there is better communication between lecturers and students. Researcher interpretation: Open communication increases students' motivation to learn and participate in academic activities.

In observations at private universities, the researcher noted that the existence of discussion forums between lecturers and students that are held regularly increases student engagement. This shows that structured communication can improve the relationship between lecturers and students. Researcher interpretation: Discussion forums as an effective communication medium can improve the quality of academic interaction.

Based on interviews and observations, good communication between management, lecturers, and students has a major influence on improving the quality of education at private universities. The pattern that emerges is that effective communication management results in more appropriate and relevant policies, improves students' understanding of the curriculum, and improves relationships between the stakeholders involved.

Table 1.: Ideal Effect

Informant's Position	Interview Excerpt	Indicator
Campus Leaders	Communication between management and lecturers is very important for policy making.	Collaboration between management and lecturers
Administrative Manager	We often face difficulties in conveying new policies to students.	Communication between managers and students
Students	We feel more valued if lecturers are open in communicating about course material	Communication between lecturers and students

Interpretation of this table shows that good communication management between parties involved in education at private universities can improve the relationship between lecturers, students, and management. The pattern that emerges is the importance of open and structured communication in creating a better academic environment and improving the quality of education at private universities.

Strengthening the Character of Students at Probolinggo Private Higher Education Institutions

The strengthening of the character of students at private universities in Probolinggo refers to the efforts made by these universities to develop positive values in students through learning programs and extracurricular activities. These programs aim to strengthen the character of students so that they can become responsible, ethical individuals with good leadership and make a positive contribution to society. The character in question includes aspects of morality, ethics, social responsibility, and leadership. This character strengthening is carried out through various activities, such as leadership training, motivational seminars, teamwork, and social activities that actively involve students (Fathoni dkk., 2024; Mahbubi, 2013, 2023, 2024a).

The leader of one of the private universities revealed, 'We are very focused on developing the character of students, because we believe that the quality of education is not only measured by how good they are academically, but also by how well they can apply positive values in everyday life.' This shows that private universities consider character building as an integral part of the education provided, and they have designed curricula and activities that support the character building of students. Researcher's interpretation: The strong focus on character development shows that the leaders of private universities are aware of the importance of character as an essential component of higher education.

One student stated, 'The extracurricular activities we participate in often teach us more about leadership and how to work together in a team, which is not only beneficial in college but also in real life.' This shows that students feel that the existing programs have had a positive impact on strengthening their character. Researcher interpretation: Students feel the direct benefits of activities that support character development, so they are better prepared to face challenges in the world of work and social life.

The character-building process begins with a curriculum that integrates moral and ethical values into each course. Extracurricular activities such as leadership training, motivational seminars, and teamwork are organized to give students first-hand experience in building their character (Afandi, 2018; Mahbubi, 2021). On the other hand, character building also involves a close relationship between students, lecturers, and alums to ensure that positive values are continuously instilled in the educational environment. Researcher's interpretation: This flow illustrates that character building is not a separate process but is an integrated part of various aspects of campus life, both academic and non-academic (Mahbubi, 2024b).

The researcher also observed several activities carried out by private universities in Probolinggo, such as leadership workshops and social programs that directly involve students in community service activities. These activities aim to introduce students to various social situations that require adaptability, problem-solving, and effective leadership. Researcher's interpretation: This observation shows that these activities have a positive impact on shaping students' character, which is reflected in their active participation in activities involving many parties (Junaidi & Mahbubi, 2023; Noor & Dartim, 2021).

From the data obtained, it can be concluded that character building at private universities in Probolinggo is strongly influenced by the synergy between the academic curriculum and extracurricular activities. This shows that students' character can be properly formed if the two go hand in hand and support each other. In addition, support from all stakeholders, including lecturers, alums, and other campus parties, is a very important factor in ensuring effective character building (Albet, 2024; Koesoema, 2023; Mahbubi & Huda, 2023).

The available data shows that private universities that have character development programs integrated into the curriculum and extracurricular activities tend to have students who are more mature in character. The pattern found is that activities that directly involve students, such as leadership and social service, are more effective in shaping their character. In addition, good communication between

students, lecturers, and alums also plays a very important role in strengthening students' character (Koesoema, 2007; Mahbubi dkk., 2024; Makkawaru, 2019).

Table 1.: Ideal Effect

Informant's Position	Interview Excerpt	Indicator
Campus Leaders	We are very focused on developing student character.	Leadership and moral values
Students	Extracurricular activities teach us more about leadership	Character development through extracurricular activities
Lectures	We instill moral values in every lecture.	Integration of moral values in learning

This table shows that the development of student character at Probolinggo Private University is carried out in various ways, including academic and extracurricular activities, as well as through the active role of leaders, lecturers, and students. The pattern shows that character building is more effective when implemented in an integrated manner, between formal education in the classroom and direct experience gained through extracurricular activities and social relationships on campus. In addition, the involvement of lecturers and campus leaders is very important in providing direction and instilling values that will strengthen the overall character of students.

Increasing the Resilience of Students in Probolinggo

Increasing the resilience of university students in Probolinggo refers to their ability to face, overcome, and recover from various academic and personal challenges. Resilience is very important in the context of higher education because students are often faced with high academic pressure, personal problems, and other social challenges. The process of strengthening resilience involves developing skills such as stress management, the ability to cope with failure, and social support provided by peers, lecturers, and psychological facilities on campus (Cholili dkk., 2024). This aims to ensure that students not only succeed academically but also maintain their mental well-being throughout their educational journey.

Table 1. Ideal Effect

Informant's Position	Interview Excerpt	Indicator
Students	Kami sering diberikan sesi konseling untuk mengatasi stres akademik.	Psychological support and counseling

Informant's Position	Interview Excerpt	Indicator
Students	Aktivitas ekstrakurikuler sangat membantu saya untuk tetap fokus dan mengelola stres.	Stress management through extracurricular activities
Lectures	Kami mengajarkan mahasiswa untuk melihat kegagalan sebagai pembelajaran.	Ability to deal with failure
Students	Support from peers is very important in maintaining the spirit of learning.	Social support among students
Campus Leaders	We conduct routine evaluations to measure the extent to which students are able to manage their challenges.	Periodic resilience evaluation

The table above shows that several factors influence the endurance of students in facing educational challenges at Probolinggo Private Universities. First, psychological support provided through counseling and mental coaching has proven to be one of the main indicators of improving student resilience. Students experiencing academic stress can manage the pressure better when they have access to counseling. Secondly, extracurricular activities involving stress management and skills development outside the classroom provide space for students to hone their social and personal skills, which also has an impact on increasing their resilience. Thirdly, social support from peers is proven to be very important in maintaining the spirit of learning because it can increase a sense of solidarity and reduce feelings of loneliness or isolation.

From the above data, it can be seen that the resilience of students in Probolinggo is highly dependent on internal and external factors. Internal factors include the individual's ability to face failure and see it as an opportunity to grow. In contrast, external factors include the social and psychological support provided by the campus environment. In particular, the role of lecturers in teaching students not to be afraid of failure and to keep trying is an important element in shaping their resilience. Students who feel supported and valued in their efforts will find it easier to overcome the difficulties they face.

In observations made at several private universities in Probolinggo, the researcher found that students who actively participated in counseling activities and other self-development programs showed a higher level of resilience. They are better able to cope with academic pressure and are more confident in facing difficult exams or assignments. Students are also more open about sharing their problems, both with peers and with lecturers, which helps them to stay motivated and feel supported. This

shows that support activities outside the academic sphere have a significant impact on students' resilience in facing educational challenges.

Overall, the results of this study show that increasing the resilience of students at Probolinggo private universities does not only depend on the individual ability of students to overcome challenges but also on the support they receive from the campus environment, be it in the form of counseling, peer support, or extracurricular activities. All of these factors contribute to creating students who are not only academically successful but also able to maintain their mental health in the midst of various challenges.

The pattern seen from the data above shows that students who have access to psychological and social support are better able to overcome the challenges faced during their education. In addition, those who are involved in extracurricular activities that focus on self-development tend to have better endurance. Strong social support, both from peers and lecturers, is also an important factor that influences their ability to stay motivated and cope with pressure.

DISCUSSION

Research on strengthening student character, improving social and emotional abilities, improving leadership and decision-making skills, and improving student resilience in Probolinggo have significant similarities and differences when compared to existing literature. Several previous studies, such as that conducted by Bandura on character development, emphasize the importance of cognitive and social aspects in shaping student character. The findings of this study are consistent with the literature, in which the character development of students at Probolinggo Private University also involves the strengthening of moral values, ethics, and self-understanding. However, this study highlights the active role of extracurricular activities and counseling in the development of student character, which has not been discussed in depth in previous research (Bandura, 1977, 1986).

In terms of improving social and emotional abilities, the findings of this study are in line with the results presented by Goleman, who states that emotional intelligence has a major influence on individual success, especially in a social context. This study reveals that students who are involved in activities that focus on stress management, such as seminars and leadership training, show significant improvement in their social and emotional abilities. However, the difference lies in the utilization of the community around the campus, which acts as a supporting factor in strengthening the social

abilities of students, something that is less emphasized in the existing literature (Goleman, 1995).

Improved leadership and decision-making skills were also important findings in this study. These findings are in line with the Transformational Leadership theory developed by Bass, which shows that the development of leadership skills in students can be achieved through direct experiences, such as in student organization activities and community service (Bass, 1990). This study highlights that students who are active in organizations or social activities are more skilled in decision-making and leadership, which can be applied in their professional world. However, this study also highlights the importance of integration between academic teaching and leadership experience outside the classroom, which is not always reflected in previous literature that focuses more on academic aspects alone (Junaidi & Mahbubi, 2023; Mahbubi, 2024a; Nasution dkk., 2022).

Meanwhile, findings on increasing student resilience show that social support from both peers and lecturers plays a major role in shaping student resilience. These findings are consistent with research by Masten, who identified social support as a key factor in developing resilience (Masten, 2001). However, this study also emphasizes the importance of periodic evaluations to measure the extent to which students can manage their challenges, an aspect that has been less emphasized in previous studies. In this case, evaluating student resilience is a new aspect that contributes to a deeper understanding of how to build sustainable resilience among students (Cholili dkk., 2024).

The theoretical implications of this study are the strengthening of existing theories regarding the development of character, social skills, leadership, and student resilience. The findings of this study emphasize the importance of a holistic approach that includes academic, emotional, social, and life skills in shaping resilient and challenge-ready students. In practical terms, this research can be a reference for universities to design more integrated programs, combining academic teaching with in-depth social experiences. These programs must be supported by extracurricular activities that focus on developing character, leadership, and stress management skills to strengthen student resilience.

CONCLUSION

This study emphasizes the critical role of effective communication among stakeholders in improving educational quality at private universities. The findings demonstrate that structured communication strategies contribute significantly to

student performance, institutional reputation, and graduate employability. Additionally, fostering strong collaborations between university leadership, faculty, students, alumni, and local government ensures that educational policies remain relevant and aligned with industry demands. To implement these findings, private universities should establish regular communication forums where university leadership, faculty, and students can discuss academic policies, curriculum updates, and institutional objectives. These forums would provide a platform for open dialogue, ensuring that all stakeholders are actively involved in the decision-making process. Additionally, universities should leverage digital platforms, such as online portals, discussion forums, and social media, to facilitate real-time communication and feedback among students, faculty, and alumni.

Strengthening alumni and industry collaboration is also essential. Universities should develop mentorship programs and internship opportunities in partnership with alumni and businesses to enhance students' career readiness. Furthermore, structured feedback mechanisms, including student surveys and faculty performance assessments, should be implemented to continuously refine teaching methods and institutional policies. Alongside these efforts, extracurricular and counseling support should be enhanced by integrating leadership training, career counseling, and various extracurricular activities to ensure holistic student development. While this study focuses on private universities in Probolinggo, future research could explore the impact of digital transformation on stakeholder communication in private universities. Comparative studies across different regions could identify best practices in educational communication, while further research on the influence of government policies and societal changes on institutional communication strategies would provide valuable insights. By implementing these recommendations, private universities can strengthen their communication frameworks, leading to sustained improvements in educational quality and institutional growth.

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