

## An Evaluation of Risk Management's Impact on University X's Performance

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### Abstract

*Risk management has become an important element in efforts to improve university quality, especially in the era of globalization filled with challenges and uncertainties. This study aims to analyze the implementation of risk management at University X as a means to enhance the university's quality. This research focuses on the implementation of risk management at the Lembaga Penelitian dan Pengabdian Masyarakat (LPPM), which implements the tri dharma of university in the form of research development and community service, and conducts an analysis using ISO 31000:2018. This research employs a qualitative descriptive method and a case study approach, collecting primary and secondary data through interviews, SOP documentation, and risk management guideline documentation. The research results show that the LPPM of University X has implemented the risk management process using ISO 9001:2015. The implementation of risk management by LPPM can be considered adequate; however, there are challenges such as the establishment of risk criteria, comprehensive risk identification, and the lack of integration of risk management into the strategic decision-making process. This research suggests the implementation of risk management at the university level to ensure the integration of risk management and the enhancement of risk management understanding within the university environment. This finding will help university education service, not limited to University X, to enhance their quality based on risk management.*

**Keyword:** Risk Management, University, Quality Education Services

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## INTRODUCTION

Risk management and quality management are two interrelated things. Both risk management and quality management implement the same risk management steps, which are Plan, Do, Control, and Act. ISO 31000:2018 defines risk management as a coordinated activity to direct and control risks in an organization. Risk management begins with identifying risks that can have an impact on achieving organizational goals and then determining strategies for handling them efficiently, effectively, as well as directed and planned. Haira et al. (2022) also said that the goal of risk management is to recognize risks and take reasonable risks.

Organizations operations and business continuity may be threatened by a number of major risks, including credit risk, market risk, operational risk, and liquidity risk (Ritonga, 2023). Although it is not popular in the higher education sector, risk exploration and taking has gradually become more common there (Khorshid & Mehdiabadi, 2020). Similar to other companies or organizations, universities face various risks that can affect the operation and sustainability of the institution. Universities face academic risks, political risks, management risks, leadership risks, student-related risks, financial risks, and so on (Khaw & Teoh, 2023). Activities related to risk management Universities are included in the business systems of management. The Organizational Learning Centre (OLC) uses a risk category matrix, such as financial risk, technology risk, and educational regulatory risk, for decision-makers to manage them through a more detailed risk list (Bamber, 2022). In facing these risks, the implementation of effective risk management can help universities identify, analyze, and reduce potential threats that can hinder the achievement of the university's long-term goals.

Research on the role of risk management has been conducted previously. Hidayah, et.al.'s (2018) research demonstrates that Semarang State University has implemented risk management well and in accordance with the Internal Audit Institute (IIA) (2009). Likewise, research by Simanjuntak et al. (2021) regarding the implementation of risk management at IPB University, shows that risk management at IPB University has been carried out systematically and comprehensively. Meanwhile, Reyne (2016) research results indicate that the Risk Management Unit (SMR) must immediately provide risk management education to each unit, prepare risk assessment tools, and determine risk appetite and tolerance to produce a university risk profile.

This study distinguishes itself from previous studies. The distinction between this study and the research conducted by Hidayah et al. (2018) is that the former focuses on the role of internal auditors in risk management, while Simanjuntak et al. (2021) focuses on the maturity level of university risk management. This study examines the implementation of risk management in a non-academic institution, namely LPPM at University X. This study differs from Reyne (2016) in that it concentrates on the implementation of risk management, whereas Reyne (2016) focuses on the role of internal audit consulting and risk management development at universities.

University X is one of the state universities located in East Java. In its implementation, University X is assisted by units. These units are divided into academic and non-academic units. Academic units are units that are closely related to teaching and learning activities, while non-academic units are closely related to human resources, finance, and university administration.

LPPM University X is an institution that plays an important role in implementing the tridharma of higher education, namely research development and community service. The implementation is poured into LPPM activities, which are divided into 4 areas, namely research,

publication, dissemination, and intellectual property, community service and KKN, and business incubators and appropriate technology (TTG). LPPM at University X, seen from its function and role, is a supporting unit for research activities in all academic units, and provides facilities, services, and other supporting functions, but is not directly integrated with the education and teaching process so that LPPM at University X can be categorized as a non-academic unit.

University X currently uses ISO 9001:2015 and ISO 21001:2018 in practice. ISO 9001:2015 is a standard in implementing quality management in organizations or quality system management (QMS), while ISO 21001:2018 is a guide for educational organization management systems (SMOP) in implementing quality management in educational organizations.

Although ISO 9001:2015 has been used at University X, an analysis using ISO 31000:2018 is needed. This is because there are differences in focus and objectives between the two. ISO 9001:2015 focuses on organizational efficiency and increasing the satisfaction of users of the organization's services, while ISO 31000:2018 focuses on risk management and improving risk management. Activities related to risk management Universities are included in the systems of management.

Quality management in universities is an effort made by management to align the entire system so that the university's goals in ensuring the quality of education can be achieved (Kucińska-Landwójtowicz et al., 2023). Quality management focuses on creating, implementing, and continuously improving products to meet customer needs.

Risk management and quality management are interrelated and support the achievement of organizational goals. Effective risk management can identify potential problems that can disrupt quality, while quality management plays a role in ensuring that existing processes can minimize or eliminate these risks. Thus, risk management enables the development of quality management strategies, policies, and practices that can reduce the risks faced by the university (Jesry et al., 2022).

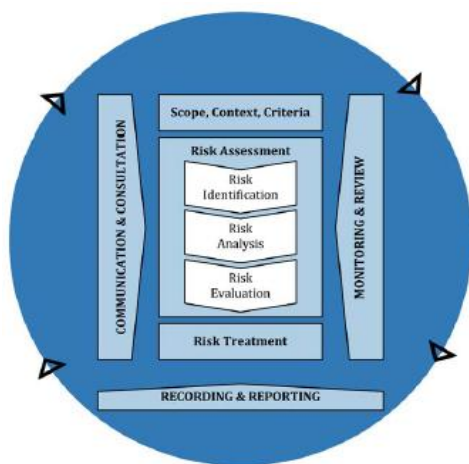
The analysis of the implementation of risk management at LPPM University X was carried out using the ISO 31000:2018 framework. Analysis using the ISO 31000:2018 framework needs to be carried out to determine whether the implementation of ISO 9001:2015 and ISO 21001:2018 has been adequate for LPPM as a non-academic institution in improving performance, encouraging innovation, and supporting the achievement of institutional goals and supporting the creation and protection of value at the University X level.

According to Lam (2017), risk is a variable that can cause deviant results and as a result can affect business achievements and overall company performance. Maulidar & Majid (2020) also said that risk is an occurrence where there is some degree of uncertainty that could result in losses. The existence of this risk makes organizations need risk management. This risk management is known as risk management.

Risk management is an integrated, continuous process to manage all risks throughout a company or organization (Lam, 2017). Risk management activities are part of the management systems (Savolainen, 2023). In other words, the purpose of risk management is to empower organizational leadership to recognize, assess, and modify risks through risk mitigation strategies to the extent that they satisfy the organizations' risk criteria (Marx & de Swardt, 2023). This risk management is useful for managing risks that may arise, so that organizations can control potential risks and provide more appropriate decisions in risk control, so that organizational value can be maximized.

ISO 31000:2018 issued by the Badan Standardisasi Nasional (2018) is a risk implementation guide consisting of 3 elements, namely principles, frameworks, and processes in managing risk. These three elements are interrelated. The first element, namely principles, is used as a foundation before compiling a framework. Furthermore, the framework element functions to integrate risk management into its implementation. The process element then reintegrates this risk management process with the organization's structure, operations, and processes. Therefore, ISO 31000:2018's risk management framework serves as a foundation for managing organizations across all levels.

The risk management process requires systematic application, consisting of policies, procedures, and practices. These three things are applied to communication and consultation, monitoring and review, scope, context, criteria, risk assessment, risk treatment, and recording and reporting. The process depicted in Figure 1 is as follows:



**Figure 1. Risk Management Process using ISO 31000:2018**

Source: ISO 31000:2018 – Guidelines (2018)

ISO 9001:2015 and ISO 21001:2018 are closely related in quality management. Both are quality assurance standards but have different scopes. ISO 9001:2015 has an overall organizational scope, while ISO 21001:2018 has an educational scope.

ISO 9001:2015 is an international standard for quality management systems. ISO 9001:2015 and ISO 31000:2018 are standards that can be integrated to improve risk management. Both are based on risk - based thinking. This risk-based thinking means that both must be considered in every aspect of operations. ISO 9001:2015 requires the use of risk management in implementing organizational processes (Rampini et al., 2019). Although ISO 9001:2015 requires the use of risk management in implementing its processes, there is a different risk management approach to ISO 31000:2018.

The difference lies in the different focus, ISO 31000:2018 focuses on risk management and improving risk management, while ISO 9001:2015 focuses on organizational efficiency and improving customer satisfaction. In addition, there are differences in the clause structure between the two. In ISO 9001:2015, matters related to risk management are discussed in clause 6, namely planning, while in ISO 31000:2018 it is discussed in 3 clauses.

ISO 9001:2015 is a standard in implementing quality management in an organization. The existence of this ISO is a benchmark for quality standards in an organization, but in its implementation, not all organizations have the same level of accuracy. The unequal level of accuracy is then considered by Chountalas et al. (2020) as an action taken in integrating ISO 9001 with the management system in the organization.

ISO 21001:2018 is an organizational management system standard issued by the Badan Standardisasi (2018). This ISO is a guide to educational organization management systems (EOMS) in implementing quality management in educational organizations. In implementing this ISO there are 8 main steps, namely organizational context, determined, plan, resource support, do, check, and improvement or act. According to Syukron et al. (2022) the principle of ISO 21001:2018 is to encourage educational institutions to be more responsible for all processes provided in educational services.

ISO 9001: 2015 and ISO 21001: 2018 are used in this study with the aim of integrating the use of ISO within the scope of University X which is the object of research. The use of ISO 9001: 2015 and ISO 21001: 2018 can cover almost all risk management at University X. This is indicated by the implementation of ISO 9001: 2015 in the non-academic field and the implementation of ISO 21001: 2018 in the academic field.

## RESEARCH METHOD

This study uses qualitative research with a case study approach. Qualitative research is research in the form of narratives in the form of answers to questions in interviews, questionnaires, observations, or information that is already available and collected from various sources (Sekaran & Bougie, 2016). The case study approach is the collection of information about certain objects, events, or activities (Sekaran & Bougie, 2016). This study focuses on the object being studied, and an in-depth analysis is carried out on a problem. According to Schindler (2021) case study or case study analysis is a research method that combines individual and group interviews with analysis of notes and observations. The purpose of case study analysis is to gain multiple perspectives that are useful for understanding a particular process.

This study uses primary data obtained directly from the research object, in the form of interviews. The criteria for the interview are as follows:

1. The parties interviewed consisted of participant from University X
2. The interviewees were the Vice Chancellor for non-academic affairs of University X, the Head of SPI of University X, and the Head of LPPM University X, with a total of 3 sources.
3. The interviewee has at least two years of work experience in the department.

Interview criteria were chosen because they are directly related to the research variables. In addition, secondary data is used in the form of SOP or risk management guidelines and performance measures related to risk management that can support this research.

## RESULT AND DISCUSSION

### *Scope, Context, and Criteria*

Risk management at the University is divided into 2, namely academic risk and non-academic risk. Academic risk is in LP3M as an academic development, learning, and quality assurance

institution. Meanwhile, non-academic risk management at University X is in SPI, which is under the coordination of field II or general and financial fields led by the Vice Chancellor for non-academics.

The scope of application of non-academic risk at University X includes the activities of institutions and bureaus. Based on the organizational structure, University X has a structure that has been adjusted to the needs, but does not yet have its own risk management unit. This is in line with the results of the interview with the Vice Chancellor for non-academics, who said that.

*“Structurally, the existing structure is appropriate. However, strengthening is needed in the area of risk management....” (Vice Chancellor for non-academic affairs, University X, 2024).*

The risk management unit that has not yet stood alone has resulted in the current risk management function being under SPI. Therefore, it is recommended that University X in the non-academic field needs to use ISO 31000:2018 in implementing risk management. This is because by using ISO 31000:2018, University X can see the overall risk and can integrate the risks owned by each unit.

The current implementation of risk management at University X is still in each unit. This proves that there is no integration at the university level, so it is recommended that the implementation of risk management is also carried out at the university level, especially in non-academic fields. This is because the integration of risks at the university level can provide information on the overall risk owned by the university, so that the university can mitigate the risk. Based on an interview with the Head of LPPM, the risk criteria at LPPM currently do not exist. Currently there is only risk identification based on target achievement.

The implementation at the university level is also related to the structure of university needs that still need strengthening in the field of risk management, as conveyed by the Vice Chancellor for non-academic affairs (2024).

*“.... we are aware that we need to add a new unit for the responsibility of risk management analysis....” (Vice Chancellor for non-academic affairs of University X, 2024)*

Therefore, it is recommended to have a separate risk management unit so that the implementation of risk management can be optimal.

University X has implemented risk management training that is conducted annually for parties related to management. For parties not related to management, periodic training has not been conducted, so they are not fully aware of risk management. For this reason, periodic training is needed for parties not directly related, so that they have an even awareness of risk management. The following is a list of applications and recommendations for scope, context, and criteria that can be seen in Table 1.

### ***Evaluation Risk***

Evaluation risk according to Hidayah et al. (2018) aims to provide organizational assistance to manage possible risks. Risk assessment has 3 stages based on ISO 31000 (2018), namely risk identification, risk analysis, and risk evaluation. Risk identification is an event that can give rise to risks both internally and externally. The risk identification that has been carried out will

be analyzed based on the likelihood and impact of the occurrence (consequence). The analysis that has been carried out will then determine the level of risk priority and risk appetite.

**Table 1. Scope, Context, and Criteria Analysis**

ISO 31000:2018	Implementation at University X	Recommendation
Scope	<ol style="list-style-type: none"> <li>1. Risk management of University X in non-academic fields currently uses ISO 9001:2015.</li> <li>2. The implementation of risk management is currently in each unit, starting from UPT (Technical Implementation Unit), Study Program, Faculty, Bureau, and Institution, so that the role, authority, and responsibility for the implementation of risk management are in accordance with each unit, but there has been no implementation of risk management at the university level.</li> </ol>	<ol style="list-style-type: none"> <li>1. University X in the non-academic field needs to use ISO 31000:2018 in implementing risk management with the aim of seeing the overall risk and being able to integrate the risks of each unit.</li> <li>2. The implementation of risk management is also needed at the university level with the aim of risk integration in order to provide information on the overall risks of the university, so that it can mitigate these risks.</li> <li>3. Therefore, risk management is needed in the non-academic field.</li> </ol>
Context	<ol style="list-style-type: none"> <li>1. Structurally, the needs of University X still require strengthening in the risk management area.</li> <li>2. Risk management at University X in the non-academic field is currently under SPI. In its implementation, it can be said that the implementation of risk management is currently not centralized, this is evidenced by the risk management in each non-academic unit, which is still carried out independently, as conveyed by SPI and LPPM.</li> <li>3. There is a review of risk management guidelines that is carried out periodically.</li> </ol>	<ol style="list-style-type: none"> <li>1. University X in the non-academic field requires a separate risk management unit with the aim that risk management in the non-academic field can be implemented optimally.</li> </ol>
Criteria	<ol style="list-style-type: none"> <li>1. Individuals at University X are not yet fully aware of the implementation of risk management.</li> <li>2. University X has not implemented risk criteria in each unit, such as LPPM, and it has not been implemented at the university level in non-academic fields.</li> </ol>	<ol style="list-style-type: none"> <li>1. University X and LPPM need to apply risk criteria, such as in accordance with the vision and mission of University X and considering the needs of the community.</li> </ol>

Source: Author Processed Results (2024)

The risk assessment stages at University X have been carried out at LPPM. The identification is based on the potential for non-achievement of the university's vision and mission. The identified risks are then subjected to risk analysis of the risk level and handling of each risk. Furthermore, the scale of impact and risk priority are determined.

Risk assessment in LPPM can be said to be in accordance with the risk management stages in ISO 31000:2018. This is because LPPM has identified risks based on the likelihood and impact of occurrence (consequence), risk analysis, and risk evaluation. LPPM has identified its risks in Table 2. However, the risks identified by LPPM are still based on target

achievements, so the risks identified are not overall. There are still potential risks that should be identified by LPPM, such as IT risks.

Although the process carried out by LPPM University X has been in accordance with the ISO 31000:2018 management process, University X still needs to conduct a risk assessment at the university level in non-academic fields. This is because the university needs to know the effectiveness of the risks managed by each unit including LPPM, so that the results of the risk assessment of each unit can be consistent and in line with the university's vision and mission. The following is a list of implementations and recommendations for monitoring and review which can be seen in Table 2.

**Table 2. Evaluation Risk Analysis**

ISO 31000:2018	Implementation at University X	Recommendation
Evaluation Risk	<ol style="list-style-type: none"> <li>1. The risk identification process of LPPM University X is based on the potential for failure to achieve the vision and mission of each activity, where in each activity in the university, activity planning has been carried out in accordance with the vision and mission of LPPM, which is in line with the vision and mission of the university. Then, based on the potential failure that will be caused, the risk level and risk management are determined.</li> <li>2. Determination of the scale of impact on risk is determined based on the level of risk occurrence. The potential risks that have been previously identified are then assessed, including which level. Then the risk priority is determined based on the level of impact and risk appetite.</li> <li>3. The process carried out by LPPM University X has created risk metrics that are in accordance with the risk management risk assessment process in ISO 31000:2018.</li> </ol>	<ol style="list-style-type: none"> <li>1. LPPM University X has compiled risk performance metrics and indicators, therefore, risk performance indicator metrics at the university level are also needed to make it easier to see the effectiveness of the risks managed and connected to the achievement of the university's vision and mission.</li> </ol>

Source: Author Processed Results (2024)

### ***Risk Treatment***

Risk treatment is a risk management process with the aim of selecting and implementing options in handling risks. The risk treatment process at University X is carried out by providing recommendations for actions to minimize risks, as expressed by Head of SPI University X,

*“Determination of risk response is based on the risk management map, which is attached to the risk owner ...” (SPI University X, 2024).*

The risk management process at University X is still attached to each risk owner or each non-academic unit/institution. LPPM University X has carried out risk management based on previously determined risk priorities. The risk management carried out by LPPM is in accordance with ISO 31000:2018, namely by carrying out risk management for each risk that



has been identified in Table 3. This is because the risk management has been based on a previously determined risk map and there have been recommendations for actions to minimize risk.

For handling each risk that has been identified by LPPM University X which is in accordance with ISO 31000:2018, University X also needs to carry out risk handling at the university level in non-academic fields. This is because the university needs to know the effectiveness of risk handling managed by each unit including LPPM, so that for handling risks at University X, an effective strategy can be found if the risk occurs. Therefore, a metric is needed for risk handling at the university level. This can help to find an effective strategy if the risk occurs. The following is a list of implementations and recommendations for monitoring and review which can be seen in Table 3.

**Table 3. Risk Treatment Analysis**

ISO 31000:2018	Implementation at University X	Recommendation
Risk Treatment	<ol style="list-style-type: none"> <li>1. Risk management based on risk priorities inherent in LPPM University X as the risk owner.</li> <li>2. LPPM University X has understood how to identify and mitigate risks.</li> </ol>	<ol style="list-style-type: none"> <li>1. LPPM University X has compiled metrics for risk handling, so metrics for risk handling at the university level are needed. This aims to ensure that the same risks between units can be mitigated with the same handling, so that effective strategies can be found if risks occur at the university level.</li> </ol>

Source: Author Processed Results (2024)

### ***Monitoring and Review***

Monitoring and review are important stages in risk management. Based on ISO 31000 (2018) the purpose of monitoring and review is to ensure the quality of the entire risk management process. In addition, monitoring and review are also carried out to see if there are changes in conditions whether risk priorities will change and affect the management plan.

Based on the interview results, University X has not conducted a periodic monitoring and review process for risks at the university level in non-academic fields. However, at the unit level, including LPPM University X, has conducted monitoring and reviews every quarter/3 month. The results of the monitoring and review conducted by the Head of LPPM. The results of the monitoring and review will be reported to SPI.

SPI conducts monitoring and review of LPPM risks every 6 months. Monitoring and review are carried out by providing a form to be filled in by each unit head, including the head of LPPM. SPI at University X is based on three lines of defense. In the three lines of defense, SPI is on the third line, which has a role in providing assurance and consultation on risk management that has been carried out. SPI as the third line not only provides consultation on risk management, but also helps university management in adapting to the risk management rules used and provides assurance that the risk management process has been running well. In the risk management process, SPI University X can act as a separate unit and also play a role in the monitoring and review process as conveyed by,

“...if SPI is seen as 1 unit, SPI follows the entire risk management process because SPI also has potential risks, but in implementing the three lines of defense SPI plays a role in the monitoring and review process...” (SPI University X, 2024).

The results of monitoring and review conducted by SPI were given to the Vice Chancellor for non-academic affairs to be discussed in the leadership meeting. However, there has been no written feedback on the findings. Monitoring and review conducted periodically can help the university achieve its goals. A list of implementations and recommendations for monitoring and review can be seen in Table 4.

**Table 4. Monitoring and Review Analysis**

ISO 31000:2018	Implementation at University X	Recommendation
Monitoring and Review	<ol style="list-style-type: none"> <li>1. On the risk at the level of University X, non-academic fields have not been monitored periodically</li> <li>2. Monitoring and review of LPPM University X are carried out periodically every 3 months.</li> <li>3. Monitoring and review of SPI University X are carried out every 6 months.</li> </ol>	<ol style="list-style-type: none"> <li>1. Non-academic fields of University X conduct periodic monitoring and review.</li> <li>2. Integrate risk management at the level of University X non-academic fields.</li> </ol>

Source: Author Processed Results (2024)

### **Recording and Reporting**

The risk management process that has been carried out previously must be recorded and reported as a form of communication and guidance for the next period. The recording and reporting process in each unit of University X has been carried out adequately, as conveyed by,

“The risk management process and results are documented and reported periodically during monitoring and evaluation....” (LPPM University X, 2024).

The recording and reporting process that has been carried out will be stored in each unit and cloud in the form of Google Drive as integrated information managed by the ICT of University X. The parties who can access the recording and reporting of risk management on the cloud are parties related to the management of risk management. The following is a list of applications and recommendations for recording and reporting which can be seen in Table 5.

**Table 5. Recording and Reporting Analysis**

ISO 31000:2018	Implementation at University X	Recommendation
Recording and Reporting	<ol style="list-style-type: none"> <li>1. The risk management process and results have been documented and reported in full, which will later be reported to the leadership of University X.</li> <li>2. Documentation of risk management results has been stored in the cloud.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct regular updates (every 3 months) regarding risk management results.</li> </ol>

Source: Author Processed Results (2024)

### ***Communication and Consultation***

Communication and consultation are the final processes of risk management. According to ISO 31000 (2018) the purpose of the communication and consultation process is to help understand the risks in decision making. Good communication can increase awareness of the understanding of identified risks. In addition to communication, consultation is also needed with the aim of receiving feedback from the information available for decision making.

Communication and consultation have been conducted by LPPM University X with the Vice Chancellor for non-academic affairs every month. During the communication and consultation process conducted every month, the Vice Chancellor provides feedback related to changes in improving communication with internal and external parties, namely ISO consultants which are conducted once a year. The following is a list of applications and recommendations for communication and consultation which can be seen in Table 6.

**Table 6. Communication and Consultation Analysis**

<b>ISO 31000:2018</b>	<b>Implementation at University X</b>	<b>Recommendation</b>
Communication and Consultation	<ol style="list-style-type: none"><li>1. Regarding the implementation of risk management in LPPM, communication and consultation have been carried out every month to the Vice Chancellor for non-academic affairs during the leadership meeting.</li><li>2. The leadership of University X, especially the vice chancellor for non-academic affairs, supports positive communication with external parties, such as ISO consultants once a year, as well as internal parties.</li></ol>	<ol style="list-style-type: none"><li>1. Overall communication is required in the form of routine communication between LPPM, SPI, and the Vice Chancellor for non-academic fields regarding risk management at University X in the non-academic field.</li></ol>

Source: Author Processed Results (2024)

### **CONCLUSION**

This study aims to analyze the implementation of risk management at University X as a step to improve the quality of university performance. This study also evaluates the suitability of risk management implementation with ISO 31000:2018 standards and identifies weaknesses and recommendations for improvement. University X uses ISO 9001:2015 for non-academic fields and ISO 21001:2018 in identifying risks.

The results of the observation show that University X has implemented risk management using ISO 9001:2015, but its implementation has not been integrated at the university level. The risk identification carried out is still limited to achievement targets and does not cover all potential risks, including IT risks. University X does not yet have a special risk management unit and clear risk criteria to assess risks according to the vision and mission. Recording, reporting, and risk management training have been running but have not been applied evenly in all units. In addition, monitoring has been carried out periodically, but the results have not been fully processed into written feedback for process improvement and enhancement. The implementation of risk management at University X has shown positive steps, but improvements are still needed in terms of integration, training, and coordination between units.

Based on the results of the study above, it is recommended that University X needs to form a special risk management unit at the university level and ensure integrated coordination between units. Comprehensive risk criteria must be developed, and risk identification needs to be carried out as a whole to cover all potential risks. It is necessary to prepare risk performance indicator metrics at the university level in order to assess the effectiveness of the risks managed so that they are connected to the achievement of the university's vision and mission. In addition, communication and consultation between LPPM, SPI, and the Vice Chancellor for non-academic fields need to be improved to support risk-based strategic decision making.

The implementation of risk management at LPPM University X is in accordance with ISO 31000:2018, but still needs to be improved in terms of integration, training, and coordination. University X is expected to be able to implement recommendations in order to achieve more effective risk management and support the quality of educational services.

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### **List of Abbreviation**

Risk Management Unit (SMR), Organizational Learning Centre (OLC), Internal Control Unit (SPI), Lembaga Penelitian dan Pengabdian Masyarakat (LPPM), Quality Management System (QMS), Educational Organization Management Systems (EOMS), Standard Operational Procedure (SOP), Technical Implementation Unit (UPT).

### **Authors' Contribution**

VH and EF contributed in all the research process. VH presented the idea in making the research topics.

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### **Conflicts of Interest**

The authors declare no competing interest

### **Availability of Data and Materials**

Data and materials are available upon requested by email to the corresponding author, subject to the reason for the request.

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