

Organizational Culture and Structure in Indonesian Higher Education

¹Nurochim, ²Aan Komariah, ³Didi Suprijadi, ⁴Jejen Musfah, ⁵Iwan Purwanto, ⁶Maftuhah

¹*Universitas Islam Negeri Syarif Hidayatullah Jakarta, nurochim@uinjkt.ac.id*

²*Universitas Pendidikan Indonesia, aan_komariah@upi.edu*

³*Universitas Islam Negeri Syarif Hidayatullah Jakarta, didisuprijadi@gmail.com*

⁴*Universitas Islam Negeri Syarif Hidayatullah Jakarta, jejen@uinjkt.ac.id*

⁵*Universitas Islam Negeri Syarif Hidayatullah Jakarta, iwan.purwanto@uinjkt.ac.id*

⁶*Universitas Islam Negeri Syarif Hidayatullah Jakarta, maftuhah@uinjkt.ac.id*

Abstract

The lack of universities in Indonesia that are ranked as the best in the world is an issue that needs to be considered together by the government, state universities, and the private sector. In addition to this, issues regarding the quality of graduates, effective and efficient institution management, and various internal organizational conflicts also pose a higher education dilemma. These problems must begin to be elaborated from the aspect of culture / web of significance and the structure of higher education that encompasses the actions of agents/actors. Actors in higher education are tiered actors namely the Chancellor, Dean, and Chair of the Study Program. The actions of tiered actors in higher education need to be investigated in depth with the extended case method (ECM), to determine the typology and tendencies and dialectics. In achieving high quality, managers in managing higher education should not be affected by cultures other than the culture of the higher education industry. Culture in organizations is born because people do things from their ideas, behavior and values. The impact, understanding and describing the culture of life cannot be separated from the human actions involved.

Keywords: higher education; organizational culture; structure; web of significance.

INTRODUCTION

Higher education is an educational institution that is responsible for organizing the quality of higher education, such as in campuses and universities. In addition, it is also partly responsible in the field of national and global development. One of the goals of higher education is to produce prosperous graduates (Kisbiyanto, 2015). Prosperous graduates are graduates who can work in accordance with their expertise and professional fields, given a maximum wage. However, to date, in line with the passage of time and the dynamics of community life, Islamic higher education institutions are experiencing confusion in

determining the direction of development because they are faced with the challenges of professionalism and the labor market (Nurdin, 2011). Higher education is not only formalization which causes inequality. Therefore universities must have the responsibility to see various policies related to the graduates produced in addition to meeting the specified standards. Qualifications and labor market conditions are factors that influence graduate success.

Higher education as an institution is a dynamic living community in its role of growing students' intellectual, emotional and spiritual levels, struggling with the values of community

life, and pursuing and disseminating knowledge as a service to the progress of society and national aims. In this position and role, higher education institutions are significant attempt of virtue and benefit to the community. Higher education is considered as one of the spearheads and a benchmark for the progress of a nation.

In Indonesia, higher education can take the form of academies, institutes, polytechnics, high schools, and universities. Higher education institutions can provide academic, professional, and vocational education with diploma education programs (D1, D2, D3, D4), undergraduate (S1), master (S2), doctoral (S3), and specialist. Management and regulation of higher education institutions in Indonesia is carried out by the Ministry of Research, Technology and Higher Education. In addition, there are also universities that are managed by ministries or non-ministerial government institutions which are generally official higher institutions, for example the Sekolah Tinggi Akuntansi Negara (STAN) which is managed by the Ministry of Finance. In addition, State Islamic Universities in Indonesia are under the responsibility of the Ministry of Religion. There are three types of higher education institutions that fall into this category, namely the State Islamic University (UIN), the State Islamic Religion Institute (IAIN), and the State Islamic Religion College (STAIN). In each province in Indonesia, there is at least one UIN, IAIN, or STAIN.

The Islamic higher education institutions played a role in strengthening religious scholarship, enhancing religious diversity, and character building in the beginning of their establishment. Then the institutions were confronted with the demands to produce professional workers needed in all occupations (Khojir, 2011). This underlies that Islamic religious universities must be able to contribute to the progress of the wider community, by producing alumnae who have academic, professional and intellectual competence (Mahmud, 2012). Thus it can be understood that Islamic religious colleges have a dual task, namely understanding the science of religion and the sciences used in professional life.

However, the issue of higher education quality is still a topic that is being discussed by researcher. The quality of higher education is the suitability of the administration of higher education with Higher Education Standards consisting of National Higher Education Standards and Higher Education Standards set by the institutions (Kemendibud RI, 2014). In the context of education understanding of quality, this case refers to the educational process and educational outcomes. In a quality "educational process", it has involved various inputs, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of lecturers), educational facilities, administrative support, infrastructure, and other resources as well as creating a conducive atmosphere.

The quality of higher education institutions, both private and public, can generally be recognized by their achievements according to various higher education quality due to assessment of institutions. In Indonesia, there are five quality quality clusters. Cluster one is a supervisory higher education institutions, all of which are of state status. Cluster 2 is a supporting higher education institutions consisting of state universities (PTN) and several that have private status (PTS). While the next three clusters are PTS which still have to improve their quality (Junaidi, 2017). Aries continued that quality improvement is a commitment of all stakeholders. Ranging from elements of leadership, lecturers, to students. To carry out this commitment, all stakeholders must build a "budaya mutu" or quality culture that results in an effective, efficient, transparent and accountable university performance (Junaidi, 2017).

To be able to produce human resources that can collaborate at the local and global level, it is necessary to measure quality. Measurement of the quality of higher education at the national level is carried out by the National Accreditation Board of Higher Education. In addition, the measurement of the quality of higher education institutions is also carried out on an international scope. Such as Times Higher Education (THE), QS World University Rankings, and Academic Ranking of World

Universities (ARWU) become institutions that annually rank world universities. 100 of the world's best universities are still dominated by Western countries such as the United States, Canada, England, Sweden, Belgium, Germany, Australia, the Netherlands, Denmark, Finland, and Switzerland (Mulyadin, 2016).

The latest data from the world university ranking by the Center of World University Ranking (CWUR) has revealed that there was no university from Indonesia that is positioned in the 1000 major ranks (Centre of World University Rangkings, 2018). CWUR has been ranking universities in the world since 2012 by measuring the quality of education, employment rates for alumnae, and research results. Another organization that also does the rank performance of higher education annually is QS. In the ranking of the best universities of the QS version, Universitas Indonesia (UI) ranks in the top 300, to be exact at 267, and it was only one place different from the King Abdulaziz University in Saudi Arabia. Institute Teknologi Bandung (ITB) has also been included in the ranking, namely in position 331 and Universitas Gadjah Mada (UGM) has also shared its place in the top 400 with a number of other universities in Kazakhstan, China, Pakistan, Turkey, and the United Arab Emirates (QS World University Rangkings, 2018). The Times Higher Education organization also recently released data on the ranking of the best higher education worldwide. ITB, UGM, and UI were ranked in the top 800 and Institut Pertanian Bogor has gained its place with other universities in the 1000th place (Times Higher Education, 2018).

Organization is a complex study as it can be viewed from various perspective. There are various phenomena in an organization, including bureaucracy, relations, and culture (social values and norms, time orientation) that are therein. An organization can develop beyond another organization, even if the organization is engaged in the same field and location. Harvard University and the Massachusetts Institute of Technology (MIT), for example, are only separated by the Charles River, but each has a unique feeling of atmosphere. This is based on the characteristics

and structure of the organization ((Robbins, Judge, & Campbell, 2017) (MIT, 2012)). The uniqueness of an organization is influenced by various things, including the values and norms adopted by its members, beliefs and habits that apply in the organization, and organizational philosophy. Various factors are mentioned, including the understanding of organizational culture (Ouchi, 1978).

The lack of universities in Indonesia which are ranked in the best ranks worldwide leads to the deep considerations from multiple stakeholders, such as the government, state universities, and the private sector. In fact, based on the statement of the Director of Quality Assurance Directorate General of Learning and Student Affairs of Ministry of Higher Education and Research, Prof. Aris Junaidi, at the national level there are still many higher education institutions that are accredited C, which is 61%, and only 4 (four) percent are accredited A. The same goes with the study programs. There are approximately 30% of study programs that are still accredited C and 15% are accredited A (Junaidi, 2018). These findings need to be considered as soon as possible. "Higher education stakeholders are expected to be more enthusiastic, making their higher education institutions oriented to quality and customer satisfaction, in building a quality culture through the implementation of the Internal Quality Assurance System (SPMI)" (Junaidi, 2018). Furthermore, he also pointed that the leaders of higher education need to be able to transform, disseminate knowledge, cultural values of higher education quality through policies and thought patterns, attitudes, and patterns of action to all academics and education personnel in higher education institutions (Junaidi, 2018).

Higher education also still faces the problem of graduates link and match with the business world and the industrial world. Indonesia faces major problems in the education world from early childhood education program (PAUD) to the higher education as if it is not in an integrated system efficiently and effectively. So that the impression is strong, children are depleted of energy to continue to school according to the demands of the law, then

slowly integrated with the real world, the business world, the industrial world, the world of work and so on (Gulo, 2019). It happens as if the knowledge that has been learned by children with difficulty will remain unused when entering the workforce. Redundant, futile, useless, and only a matter of pride for parents that their children have a bachelor degree. Minister of Higher Education and Research, Muhammad Nasir, has revealed that higher education must produce graduates who are competent and relevant to the development of workforce needs in companies and industries. The universities need to teach up-to-date curricula that have been upgraded globally and it has to teach not only graduates who have diploma certificate (Harususilo, 2019). These problems are compounded by the emergence of internal organizational conflicts based on "interests" (Efferi, 2012: 350). These conflicts are mainly taken place in the selection of leaders of the higher education institutions, such as the selection of chancellor to the chair of the study program, the head of faculty / the head of the department, and dean of the university. The issue has been widened open commonly.

The dilemma issue inherent in the higher education organization are ultimately weighed on the entire academic community. University stakeholders should be aware of the importance of each ranking indicator both locally and internationally. In achieving high quality, stakeholders in managing higher education should not be affected by cultures other than the culture of the higher education industry. Culture in organizations is born because people do things from their ideas, behavior, and values. The impact, understanding and describing the culture of life cannot be separated from the human actions involved.

The dilemma issues in higher education organizations are inseparable from the cultural aspects that exist, the "web of significance". It is a symbol that has meaning in human actions that trap, perpetuate, and be guided by agents / actors in acting. Culture and symbols are concepts developed by Anthropologist Clifford Geertz. Cultural symbols and values affect the economy, rituals, myths, politics and law in

different societies. Culture for Geertz is something that is spread and networked in society through everyday language, symbols, and behavior. However, Geertz does not explain how culture is produced and reproduced by agents in shaping the web of significance, so it needs to be supplemented by the opinion of Sociologist Anthony Giddens about Structural Theory. For Giddens, humans take deliberate actions to accomplish their goals, at the same time, human actions have unintended consequences (unintended consequences) from the establishment of structures that have an impact on subsequent human actions. Humans, according to this theory, are purposeful agents who have reasons for their activities and are able to decipher those reasons repeatedly.

Structuration in organization contains three dimensions. First, understanding (interpretation). It states how the agent understands something related to the organization. Second, morality or right direction. It states the way how something should be done in organization. Third, power in action. It states how the agent achieves a desire. Structural theory is centered on the way agents produce and reproduce social structures through their own actions. Regular human activities are not realized by individual actors, but are constantly created and repeated by them through the way they express themselves as actors. Thus, in and through activities, agents reproduce a number of conditions which enable such activities. Having formed as a key person by a number of hopes and practices combined with shared awareness, after learning and internalizing values and rules, we act according to those rules and reproducing those rules again and again. Whereas the binding rules re-create the surrounding community helped institutionalize the restraints even though in the end the emergence of power was able to penetrate the rules they made themselves.

Research Methodology

The research method used in this study is a qualitative approach. Qualitative approach is

chosen as it is expected that the results can contribute by being a solution design, sensitivity to the micro process of action, and the practice of symbolic interactionism (Shaw, 2003). With a qualitative approach, this study is able to uncover and determine the practice of higher education policy. The phenomenon that occurs in the tertiary domain is a unique situation, in which there are actors who act to create networks.

An interpretive qualitative approach that has been criticized by Giddens refers to an interpretative sociology that is too close to philosophical idealism. This idealism is characterized by focusing on "meaning" by ignoring the practical involvement of human life in material activities. It tends to try explaining and mapping all human behavior at the expense of conditions of cause and effect yet it is fail in explaining social norms relating to power and the unequal distribution of interests in society (Giddens in Shaw, 2003). However, the qualitative research is able to describe the working of systems, contextual factors, and phenomena that are difficult to understand. It also provides a comprehensive description. A qualitative approach makes it possible to uncover what might be missed but has a large impact. A qualitative approach makes it possible to reveal that humans are beings who have the ability to create structures and cultures in their social life.

This study focuses on organizational anthropology and structuration. This research approach is qualitative with an extended case method (Burawoy, n.d.). The method is used to determine the typology, inclination, and multilevel subject dialectics obtained from this study. Tiered subjects in this study are agents / actors of higher education namely the Chancellor, Dean, Chair of the Study Program / Department / Department. To find out the culture in higher education organizations, an interpretive approach to search for meaning with the method of deep description (thick description) is done. To achieve the research objectives in which the researcher intends to obtain, specific in-depth information about social and cultural structures and the processes that exist is conducted. The research was

carried out primarily by using field study approaches and strategies. This study also intends to obtain a general picture of the characteristics of higher education institutions in the research environment, including the characteristics of managers at the tertiary level, and also to obtain a general picture of the intensity of practice reaching the core industry in higher education institutions. The core industry of higher education is quality education to form quality human resources.

Results and Discussion

The determination and awareness of the Ministry of Research, Technology and Higher Education in realizing superior and globally competitive higher education is very visible from the spirit of the leaders. This spirit can be seen from the efforts to form policies that can improve the quality of higher education both private and public higher education, both under the guidance of the Ministry of Religion and the Ministry of Research, Technology and Higher Education. Awareness of higher education gaps in the Ministry of Religion and Ministry of Religion is the first step to carry out policy analysis that can reduce this gap (Kementerian Riset Teknologi dan Pendidikan Tinggi, 2018:1). One of the disparities is the quality of human resources and college quality. To realize the improvement in quality, the Ministry is trying to cut regulations in accordance with the times. The simplified program is the nomenclature of the study program, degree, and homebase of lecturers. In addition, Kemenristek Dikti seeks to implement regulations in one authority, so that it does not overlap. However, both Ministry of Religion and Kemenristek Dikti must focus on improving the quality of high education. In addition, improving the quality of religious studies programs must be the focus of the Ministry of Religion.

Universitas Indonesia was built on 2,833,087m² land which consists of buildings, roads, and open land with surrounding environments. The environment of the Universitas Indonesia is very beautiful and

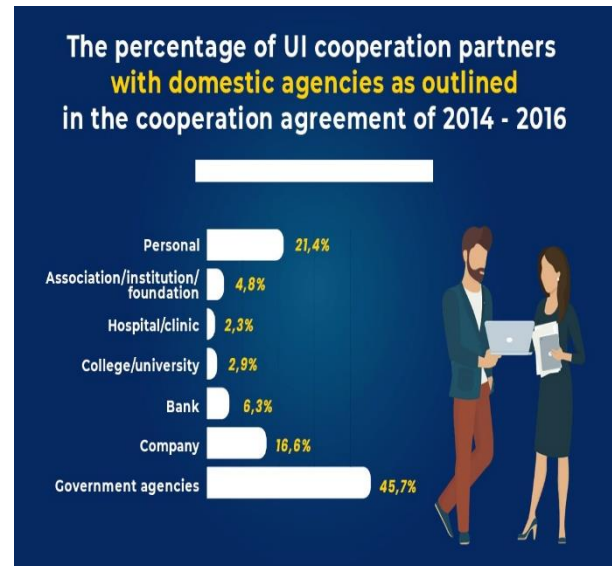
trees are still growing. The lake which is located near to the library makes the atmosphere comfortable. It is a place for students to do activities or just sit and discuss. The buildings are neatly arranged. Environment hygiene is always maintained while organic and non-organic waste is provided in different places. Universitas Indonesia can be a role model in cleanliness. The composition of land, buildings, and waters is considered and calculated for the sustainability and presence of clean water and air.

Universitas Indonesia is one of the best universities in Indonesia and Asia. This achievement illustrates that the Universitas Indonesia has implemented a commitment as a college to create an academic culture together with the academic community. Likewise IPB, the university has focused on food security specially. It is also an educational institution that has a good academic culture. Universitas Islam Negeri Syarif Hidayatullah and IAIN Pekalongan are also two of higher education institutions that continuously carry out efforts in developing the quality of institutions both from organizational culture and structure.

To improve the culture of assessment which involves not only lecturers, educational staff, and students, Universitas Indonesia has 63 study centers. These study centers show that Universitas Indonesia is committed to perform and participate in growing scientific research processes, which support local and national and international policies. The State Islamic University also has institutions related to such activities related in science and Islam.

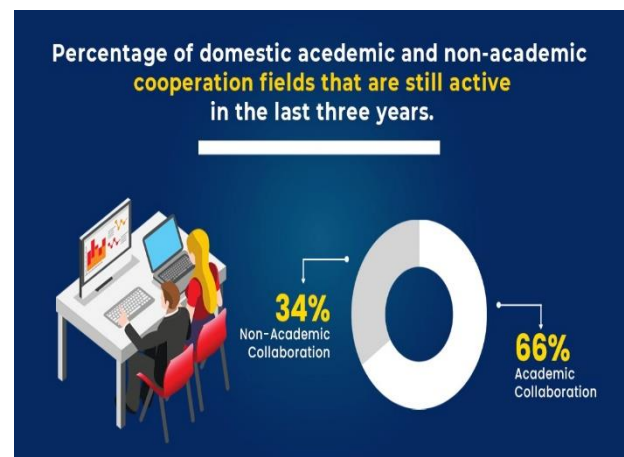
Cooperation by Universitas Indonesia have been done both with government and private institutions from domestic and foreign institutions. Cooperation at the national level has increased from 2014 to 2015. In 2014, a number of 469 national cooperation were established by Universitas Indonesia. In 2016, the number has increased to become 549 networks of cooperation. National cooperation have been done with foundations / institutions / associations, hospitals / clinics, Colleges / Universities, Banks, Companies, and Government Agencies. Until 2016, the

percentage of cooperation with associations / institutions / foundations was 9.6%, with hospitals / clinics was 3.8%, colleges / universities was 14.4%, with banks was 1.0%, companies was 16.3%, and government agencies was 55.0%. The amount of cooperation percentage can be seen from figures below.



Source: <https://www.ui.ac.id/kerjasama-2.html>.

These cooperation are held between both academic and non academic institution. The following is the distribution of cooperation for the past three years:



Source: <https://www.ui.ac.id/kerjasama-2.html>.

Universitas Indonesia has an academic cooperation for the development of science, technology, and knowledge including MRT

establishment. The activity is related to how transportation management and cooperation between Indonesian and Japanese workers. Work culture is very important to be developed for the quality of university graduates so that they can compete with human resources abroad. One of these efforts is also to foster a sense and enthusiasm to develop their own country. Given the potential possessed by the Indonesian people, it can be developed in harmony with the development of human resources owned by Indonesia. The network established by the University of Indonesia is also an effort to introduce human resources owned by the University of Indonesia. In addition to introducing students as human resources, it also introduces knowledge resources so that cooperation can be established in the development of science and technology.

The library of the Universitas Indonesia also often holds activities related to the industries that carry the “Wawasan Nusantara” or in the English transliteration, Archipelagic Concept. For example, a series of activities carried out from 24 to 26 October 2019. The Indonesian Library Unit as The Cristas of Knowledge, manages a rare collection of Indonesian specialties with various potentials. Every year this unit organizes activities to care for the knowledge of the archipelago, so that knowledge is better known to the community. This activity is also open to the general public (Perpustakaan Universitas Indonesia, 2019). The series of cultures includes different traditional Indonesian wedding literary workshops in various regions in Indonesia. In addition, activities related to batik cloth insights, manuscript collections, knitted creations, and jumpsuit. The activity presents practitioners and academics who are proficient and experts in their fields. The activity equips the University of Indonesia's academic community to be able to play a role in the global sphere that is knowledgeable and holds fast to local cultural heritage. In addition, university residents are equipped with local knowledge so that when they gain knowledge and competence in the global sphere, it can be developed and adapted based on that local wealth.

The Faculty of Engineering in Universitas Indonesia is one of the largest faculties in the campus. The Faculty of Engineering in Universitas Indonesia is very productive in producing international paper. From various observation opportunities, it is almost certain that the participants are very many in self-development activities related to science and knowledge as a new resource of global development. The participants are students, lecturers who hold the title of Professor. Resource persons in various activities are speakers from universities, as well as professionals from within and outside the country.

The activity is related to process safety management. This activity is very important because, why security is very important to be managed because security has a very expensive financing plan. Security is one focus, which needs to be internalized by students and all faculty members. Therefore, disasters can occur in the human environment, both in the home and work environment. Disasters have serious impacts and complex causal mechanisms. The disasters are fire, earthquake, and bomb explosion.

Human resources in an organization must understand the protocols of security management process. In addition, there are losses when a disaster or accident occurs. Security management system has system management as fundamental thing. Management is needed the most and one of them is security management. The security system management process is the application of management and systems to identify, understand, and control disaster processes to protect workers, facility assets, and the environment.

The security process consists of proactive identification carried out by all human resources who work in all places. Participation of workers and prospective workers for job security is to be able to write action plans to be implemented and guarantee worker participation. Workers and prospective workers must consult with employers and carry out a disaster analysis process. Prospective workers

should be able to communicate about the dangers of disaster. Consultation and participation determine the frequency of training and the content of the training. The development procedure and security review also plays a significant role in determining the context of organizational training.

The activity intends to equip the academic faculty of engineering. It is needed to perform facilities in order to care and to understand in detail about what is part of the work environment in the organization. This is important especially for students. Detailed understanding of what construction materials are in the environment. Work safety information must be accessible to all who will be used to analyze the process and disaster management, the employer or owner must prepare when the situation is critical.

The safety aspect is an important aspect for students and workers in engineering. In addition, health aspects are also very important in the safety process because in the process of working, workers are expected to do not get various diseases that originate from excessive work processes that are not safe and unhealthy. Disasters and risks are present in every work process and stages of work, both from upstream to downstream. Hazard is also needed to avoid and control because it is anything that has the potential to cause injury or illness to the workers in an organization. Risk is like a hazard that causes injury or illness.

Operating procedures must be written and understood, especially by contractors, who must ensure good communication, especially work safety communication. Mechanical integrity that must be applied is the control system, the system shutdown when an emergency occurs. It can be concluded that the Faculty of Engineering, has a culture in preparing the academic community to be ready in the job market, in great detail, to understand about the disasters that occur in the work environment. If an accident has to be identified, all of the member in the organization must consider about what should be done by the workers and all members of the organization in a place to avoid or minimize the risk.

Conclusion

Web of significance arisen in each higher education is due to the regulatory factors surrounding it to rule the universities rank. In addition, the ability possessed by each manager raises the culture that is in college. Each higher education should carry out continuous capacity strengthening. Building a network of the outside scope of the organization so that it can increase innovation. Besides the labor market, the business world and the world of nutrition are important as partners to find out the development of the required skills.

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