EFFECTIVENESS ORGANIZATIONAL CHANGES TOWARD EXISTENCE OF HIGHER EDUCATION: CASE STUDY VS, VY AND VJ UNIVERSITIES IN INDONESIA

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ABSTRACT

Organizational change in higher education is one of the strategies that is rightly applied in universities that experience status uncertainty and to restore existence. Research into organizational change in universities is still not widely published. The purpose of this study is to explain the benefits of organizational change to restore the existence of universities. The method used to realize this goal is explore data from the documentation and in-depth interviews at three universities in Indonesia that have the same case. The results showed that the existence of universities was recognized by the community after making organizational changes. The results of effectiveness of organizational changes to the existence of the university is found in: (1) public trust in universities, (2) placement of lecturers and education personnel, and (3) organizational structure. Although there are still deficiencies in the capacity of tertiary institutions, overall they can expand public access to education in state universities.

Key words: organization changes, existence, higher education, private, state.

Cite this Article: Ika Korika Swasti, Ahmad Sonhadji K.H, Ibrahim Bafadal and Achmad Soepriyanto, Effectiveness Organizational Changes Toward Existence of Higher Education: Case Study VS, VY snd VJ Universities in Indonesia, *International Journal of Mechanical Engineering and Technology* 9(9), 2018, pp. 1499–1506.
http://www.iaeme.com/IJMET/issues.asp?JType=IJMET&VType=9&IType=9

1. INTRODUCTION

The innovation of organizational components as a strategy to adapt to a changing environment. Organizational capabilities can be improved by following, understanding and anticipating changes that occur from the internal and external environment (Kezar & Eckel, 2002; Davidson, 2005; Jones, 2007; and Stephen & Graham, 2010) Environmental change

can be a factor that drives unusual changes in higher education. The management of higher education is faced with the problem of organizational structure and organizational decision making in managing higher education (Varghese & Martin, 2013). Higher education in Indonesia is managed in accordance with regulations made by the Ministry of Higher Education (Kemenristekdikti). This outside university policy affects university authorities in organizational governance. Universities in Indonesia can make organizational changes more than once, as happened in VS, VY and VJ Universities. The last condition before making changes to PTN is Private Universities (PTS) again. This re-change is based on the need to keep abreast of developments outside the organization, which change the rules about university management. This new regulation plans VS, VY and VJ for changes in their management.

Higher education management is influenced by the quality of academic services (Muhi, 2010) and aspects of planning, readiness of human resources, learning plans, funds, and supervision that must be supported by the implementation of governance in accordance with government regulations on higher education (Setiawati, 2012). This study shows that if university governance does not follow government regulations, there will be problems in organizational management that have an impact on the existence of universities.

References from the results of previous studies reinforce the importance of research on changes in private universities (PTS) to state universities (PTN) to restore their existence. Management effective is supported by governance in accordance with government regulations.

2. LITERATURE REVIEW

2.1. Organizational Change

Organization is a place where people work together to achieve goals that previously could not be realized individually (Gibson & Donnelly, 1993; Siagian, 2016). Interactions that occur in organizations aim to achieve common goals. The system that forms partnerships between two or more people, cooperating and being formally bound is determined in a bond called superiors and subordinates.

Organizational change must be in accordance with the context or problems that occur in the organization to anticipate resistance and readiness, organizational commitment and social relations are needed. Employee readiness depends on management's ability to implement changes. Communication and mediation after being planned so as to encourage employee trust in the benefits of change (Armenakis, Haris & Moosholder, 1993); (Madsen, Miller & John, 2005); (Holt, Armenakis, Fileld & Harris, 2007). Communication and mediation are needed to change employee confidence and feel the benefits of change. Careful planning preparation must be in line with readiness, trust in human resources in the face of change (Hameed, Khan, Sabharwal, & Arain, 2017). Preparation for change requires a change framework that is designed in accordance with the organizational context, the role of management in supporting the change process, and organizational commitment.

The basic value of organizational change from members of the organization has. One of the target changes is based Organizational change aims to solve problems in the organization. The key to success in (1) the readiness of the organization to change, (2) the ability to change, (3) the cultural context, and (4) the ability of change agents. Change implementation needs to pay attention to basic human values, namely (1) awards, (2) trust, openness and supportive climate, (3) equality of power, (4) confrontation, and (5) participation (Robbins & Judge, 2011; Cumming 2014) Human resources are the first component of organizations that will

feel the impact of change. The readiness of the members of the organization to accept change influences the effectiveness of the purpose of change.

Communication and mediation are needed to prepare employees to be ready to change. Management is the achievement of organizational goals effectively and efficiently through planning, organizing, leadership, and controlling organizational resources (Daft, 2010), the implementation is carried out jointly, coordinated and supervised (Robbins & Coulter, 2012). The purpose of change will be effective and efficient if it has a change management framework. The change in essence is aimed at increasing the effectiveness of the organization and improve the ability of the organization adapted to changes in the environment and members organization behavior (Robbins, 2006). Organizational change needs to be communicated with all members of the organization in order to realize knowledge about the benefits of change for members and organizations.

2.2. Existence Higher Education

Universities determine policies and have autonomy in managing education in their institutions. Private universities (PTS) are organized by the community, in the form of social or foundation bodies. At the first level of university, the second level is the Foundation. State universities (PTN) held by government and universities themselves have become non-profit, state-owned legal entities that are equal to state-owned enterprises (Abbas, 2008). PTS and PTN are different in their management. PTS changes to PTN requires a mature plan in making decisions. Gather information to diagnose problems, set goals, design appropriate actions and persuade decision makers to support change. The stages of change aim to improve organizational effectiveness and seek improvement in organizational capacity (Robbins, 2006: Winardi, 2008).

3. METHODS/APPROACH

The study used a qualitative approach to describe the events and behavior or circumstances at the site in detail and in-depth research by assembling facts into the fabric in order to describe and explain the facts in depth. Data and facts collected through depth interview, participant observation and documentation study. The presence of the researcher as a research instrument that goes into the location and deal directly with the informant. For the credibility of the validity of the data is done through discussions with colleagues, triangulation and member checks. Addiction is done with coaching activities by the dissertation supervisor. Data analysis included data presentation, data reduction, verification and conclusion.

This technique is intended to enable researchers to explore data from informants through survey techniques, so that obtained values, meanings, and understandings are depth possible . For the purposes of the interview, researchers complete with tools such as voice recording devices, cameras and notes. Data obtained from key informants, directly recorded and then sorted into sub-focussed, simplified, determined the theme and given the data code. From the main informant will be obtained information subyek informant next. In the same way, data continues to be collected until saturated data is obtained. This process is called data condensation (Miles, Huberman & Saldana, 2014). Observation to understand and analyze the various symptoms related to the object of research through various situations and real conditions that occur both formally and non formally. Researcher presence as a research instrument that goes into the site.

For the credibility and data validity is done through discussion with colleagues, triangulation and member checks. Dependency is done by coaching activities by dissertation counselors. Miles, Huberman & Saldana (2014) explains that data analysis includes data

presentation, data condensation, verification and conclusions. After data analysis, the following findings are obtained.

4. RESULTS AND DISCUSSION

4.1. Factors Organizational Change

The results of data documentation and in-depth interviews found that the causes of higher education experienced status uncertainty. Private universities but there are government employees (PNS). This happened because before becoming a PTS, these three universities were PTN which later developed into PTS. When becoming a PTS, all employees are employed at this university. These universities are three employment statuses, illustrated in Table 1.1.

Table 1.1. Lecturer Composition and Education Staff

Subject	Lecturer			Education Staff		
	PNS	Foundation		PNS	Foundation	
		PTY	PTT		PTY	PTT
US	257	86	179	144	115	8
UY	277	173	28	231	117	155
UJ	84	96	132	90	178	53
Total	618	355	339	465	410	216

These conditions explain that there are unique characters from this research subject. There are two employee status (PNS and non PNS) which of course in the management of the transition will be different. Foundation employees (non PNS) consist of 31.83% permanent employees (PTY) and 23.10% non-permanent employees (PTT). Private university staff should be Employees of the Foundation, but in this condition there are government employees (PNS) and there are more than non PNS. PNS 45.07%, non PNS consist of PTY 31.83% and 23.10% PTT. The composition of lecturers and education personnel is illustrated in Figure 1.
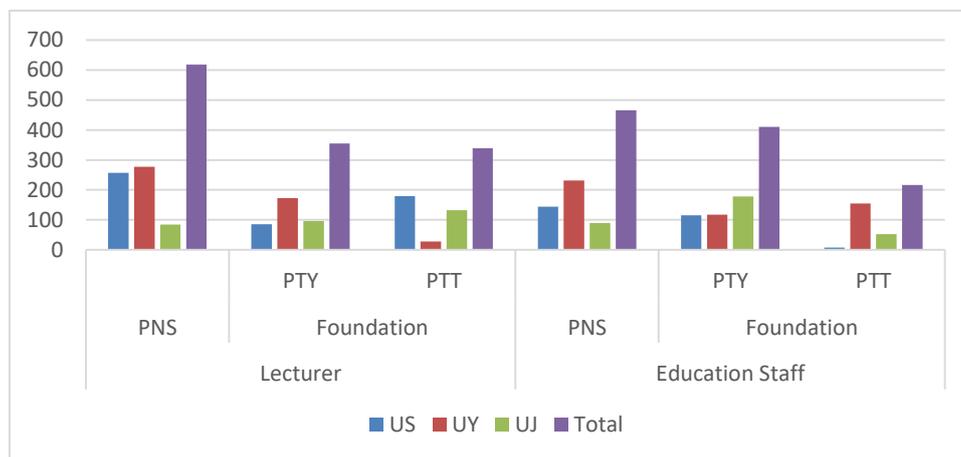
Figure 1 Lecturer and Education Staff Composition

Private university that PNS in their organizations, legally violate the rules. Foundation employees with permanent status (PTY) and non-permanent employees (PTT). PNS and PTY lecturers in UY are described more than US and UJ. Education personnel with PNS status are the most represented in UY, while those with the highest PTY status are in UJ. Overall, the composition of civil servants is more than PTY. PTT because it is not fixed it does not become an important problem in determining organizational change. This composition explains the need for changes in PTS organizations to PTN for clarity of the status of higher

education that has an impact on the status of lecturers and education personnel in these three universities.

Drucker (2012) explains that the main source of the drivers of change is essentially from unexpected internal and external factors. The final estrangement of the demands on the organization to grow or change. The opinion explains that the drivers of change are triggered by the demands on the organization to grow or make changes. The driving factors of change shape the pattern of organizational change in college, as is the case in this study. Changes are driven by external factors of the organization (changes in government regulations on organizational management) and internal factors (the need to develop and reorganize the organization's operations).

The results of data analysis found that changes in PTS organizations became PTN due to the presence of civil servants in the composition of PTS. Juridically this condition is not in accordance with the Government Regulation concerning the management of universities. Abbas explained that PTS is managed independently, all organizational resources owned are owned by the Foundation including its employees. This explanation confirms the conditions of VS, VY and VJ which experience management uncertainty, ambiguous between private (private) or state (private) PTN.

4.2. Organizational Changes

VS, VY and VJ before the change is PTS which has two employment status, namely PNS and non PNS. This condition encourages ambiguous and unclear management. PTS but not purely because of the availability of resources in government-owned organizations. PTN but managed by the Foundation and some of its assets are privately owned. Data on the number of civil servants and PTY that explain the composition of civil servants is more than PTY, directing the planning of changes in the return of the existence of universities by becoming PTN.

Change planners to choose alternatives to PTN, contain resistance to changes more minimal than if they persist to become PTS. Planning changes consider the composition of civil servants and PTY in the organization. Organizational change has an impact on the placement of lecturers and educational staff as State Civil Apparatur (ASN) in accordance with the Law Number 5 of 2014. Job status in accordance with the duties and functions of the university is the impact of the existence of universities.

4.3. Existence of Higher Education

Findings in the form of Presidential Regulation No. 221, 222, 223 in 2014 concerning changes in US, UY and US to PTN explained that the status of the three universities was structurally the VS, VY and VJ organizations are under the Ministry of Higher Education (Kemenristek) and all guidelines in the organization's operations are guided by the regulations issued by the Ministry of Higher Education.

Table 2 The Composition of Student Interest and Capacity

Subject	2016		2017		2018	
	Enthusiasts	Capacity	Enthusiasts	Capacity	Enthusiasts	Capacity
VS	21.881	2.084	20.184	1.804	21.495	1.717
VY	27.945	1.336	14.841	851	26.273	1.075
VJ	24.918	1.268	23.805	612	30.157	1.105
Total	74.744	5.688	68.830	3.267	77.975	3.897

The meaning of this finding is that the existence of higher education has returned. After the existence of US, UY and UJ became clear, the interest of new students in the three universities began to be seen clearly. Seen in the composition of student interest and capacity in Table 2.

The interest of new students towards VS, VY and VJ is increasing. There was an increase of 22.95% of enthusiasts in VS with an average number of enthusiasts of 10,432 new students for an average capacity of 1,223 students. VY enthusiasts have an increase of 4.21% with an average number of applicants of 17,166 new students with an average capacity of 723 students. The average interest in VJ is 26,293 new students to an average capacity of 995 new students. The increase in student interest in VJ was 33.33% in 3 years after becoming a PTN. The composition of enthusiasts and capacity VS, VY and VJ at 2016 until 2018 is illustrated in Figure 2.
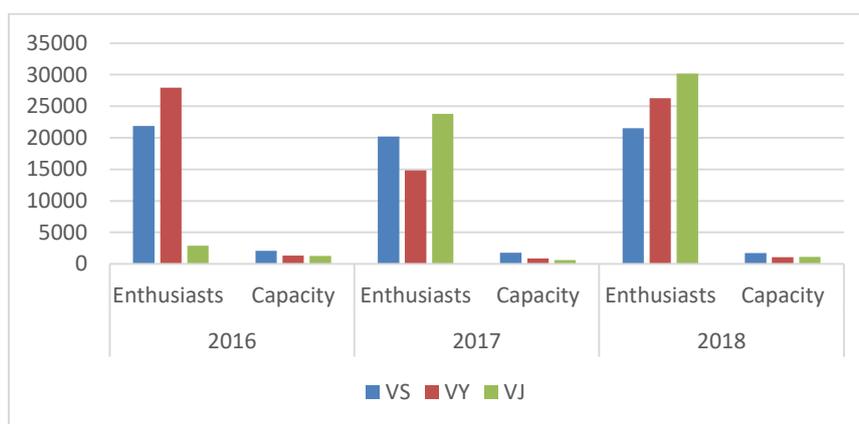
Figure 2 Composition of Enthusiasts and Capacity VS, VY and VJ

This data illustrates that the interest of new students in VS, VY and VJ is a form of re-acceptance of the existence (existence) of universities by the community. There is growing trust from the community towards the VS, VY and VJ colleges. Changes in VS, VY and VJ from PTS to PTN have an impact on increasing the interest of new students. There is an increasing trend in student interest, but invisible capacity has increased resulting in the emergence of higher competitiveness to become students in VS, VY and VJ.

5. CONCLUSIONS

Changes in VS, VY and VJ from PTS to PTN can restore the existence of universities with status as PTN. Organizational change is effective to solve the problems of the existence of universities in VS, VY and VJ. Clarifying organization management, clarifying the status of lecturers and education personnel. The effectiveness of organizational changes to the existence of the university is found in: (1) public trust in universities, (2) placement of lecturers and education personnel as State Civil Apparatus (ASN), and (3) Main tasks and functions of universities in the organizational structure of Ministry of Higher Education (Kemenristekdikti).

ACKNOWLEDGMENTS

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