A CHANGE MANAGEMENT IN THE ENHANCEMENT OF THE PRIVATE UNIVERSITY GOVERNANCE QUALITY:
A CASE STUDY

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Abstract:

Higher Education Institutions have strategic roles in developing quality human resources, science, and technologies. They are oblighted to be having good governance ropperly on the basis of the National Accreditation criteria and the good governance practices. Balitar Islamic University, the only progressive developed private university declaring as an entrepreneurial University in East Java Indonesia, appeared to have entrepreneurial change management that was important to research. This resesarch focused on the : (1) Contexts for the governance enhancement at the Balitar Islamic University, (2) Strategies for the governance enhancement at Balitar Islamic University, (3) Conflict management for the governance at Balitar Islamic University, (4) Respon and outcome management for the governance at Balitar Islamic University, and (5) Framework of the change management for the governance enhancement at Balitar Islamic University. The objectives of this research were: (1) To describe contexts for the governance enhancement at Balitar Islamic University , (2) To explain strategies for the governance enhancement at Balitar Islamic University , (3) To describe conflict management for the governance enhancement at Balitar Islamic University, (4) To explain respons and outcome management for the governanc enhancement at Balitar Islamic University, and (5) To figure the framework of of the change management for the governance enhancement at Balitar Islamic University. Using the qualitative approach and the embeded single case study design, the researchers analyzed the phenomena. The data were collected by: (1) thorough interview, (2) documentation study, and participant observation. The data were analyzed using the inter-active descriptive model (Miles and Hubberman, 1984). The data were analyzed individually in terms of the embeded case unit and then were combined for a synthesis to find the primary findings. The credibility, transferability, depend-ability, and objectivity of this research were checked by using only triangulation of data collection, triangulation of data sources, member check, and peer de-briefing due to the limitation of times.

It has been concluded that (1) the organization change for the quality governance of Balitar Islamic University has been done on the basis of existing problems, but not on the basis of strategic planning, (2) the Balitar Islamic University employed turnaround strategy that focusing on the compliance of legal operational permission, accreditation, enhancement of the learning facilities and infrastructures, and benchmarking with quality universities abroad. Besides, Rector and the chairman of the foundation used enterpreneurial approach, (3) conflicts in this change were not clearly seen, but the most crucial conflicts in the part of management was managed by using the *so-called Family approach*, (4) respons and attitude of the acadamian are given openly feedback and participants involvement, (5) the framework for the change can be described as follow: (a) firstly, the change was conducted due to the existing problem, (b) secondly, change was done rapidly with turnarround strategy and entrepreneurship approaches, (c) thirdly, the change process was done by deviding roles and responsibilities, (d) fourthly, Balitar

Islamic University   gained trusts from the academian, Regional Private University Coordinator, Local government, and Community organization that awarded Rector the Victory Indonesian Enterpreneur and Education.

It is suggested that (1) to ensure the continuous improvement, the change process was evaluated and strategically planned, (2) to optimize the results of change, it was better that the University identified human resources competency and involves them in change on the basis of their ability, (3) eventhough conflicts were not apparent, analysis on the present condition and force field analysis could be done to help manage th driving forces and the restraining forces, (4) leading in the middle of the organization members to give extrinsict motivation is good to do by Rector, and (5) there shall be an evaluation of the framework of change.

Key Words:
Change Management, Private University, Governance Quality

A. Context

Universities, including private universities, have strategic roles in developing qualified human resources to develop the nation. In addition, they play roles in enhancing and diversifying knowledge and competence needed for global market and knowledge based market. They also play roles in protecting their country's citizen and democratic culture (Askcroft, 2004:23). As a part of the national education system, universities are offered as intentional and planned efforts to provide learning process and environment that enable learners gain noble character, religious spiritual power, good self management, good personality, intelectual capacity, and skills needed by themselves, their community, their nation, and their country. Therefore, higher institutions function as capacity development and nation character and civilization building, nation living intelectualization, and development of innovative, responsive, creative, skilful, comparative, and cooperative academic community through the so-called *Tri-Dharma Perguruan Tinggi* (Three Devotions of Higher Education) and the development of science and technology by considering humanistic value (Decree of the Indonesia Republic No 20, 2003 and Decree of the Indonesia Republic No 12, 2012). In the implemetation, higher education institutions are required to comply higher education operation standards, to provide quality assurance, and to provide public accountability. To ensure their commitment to the quality and capacity of Reseach, Education, and Social Service implementation, higher education institutions are required to conduct acreditation (National Education Department, 2007:4-5). There are two main comitment for the accreditation, which are institutional capacity and education program capacity (WASC, 2001; National Education Department, 2007:6). These scope includes 15 accreditation standards which cover Leadership, Studentship, Human Resources, Curriculum, Facilities, Budgetting, Governance, Management system, Learning System, Academic Malieu, Information System, Internal Quality Assurance System, Alumni, Research and Social Services, and Study Programs. Among these standards, human resources and governance are very important and crucial to have main priorities to enhance, because these are the significance driving forces to make compliance of all of the standards. The effective human resources and governance significantly drive the efforts to provide accountability of higher institutions as public institutions. Bargh, Scott, and Smith (1960:24) illustrate results of a research in England that reported the importance of university governance, which can guarantee the existance as public institution and due to considering that higher institutions tasks are problematic, human resources become very important
(Bargh, Scott, and Smith, (1960:28). The weakness of human resources can cause the weakness of the university quality. This can be include the weaknesses in context of institution management, such as legalization, relevance of the university with national development, university performance, and effectiveness as well as efficiency of the university operation and impropper administration.

It turned out that Balitar Islamic University experienced these causing to have no accreditation and loosing legal trust that impact to all lecturers, staffs,and students. Surprisingly, using entrepreneurial approach of managing people, the university successfully recovered in two years and have all programs accreditated, even the university also received a Victory Indonesian Entrepreneur and Education Award in 2011. Therefore, it is interesting to research this phenomena.

B. Focuses of the Study

Based on the above contexts the focus of this study were 1) Contexts for the governance enhancement at the Balitar Islamic University, (2) Strategies for the

governance enhancement at Balitar Islamic University, (3) Conflict management for the governance at Balitar Islamic University, (4) Respon and outcome management for the governance at Balitar Islamic University, and (5) Framework of the change management for the governance enhancement at Balitar Islamic University.

C. Objectives of the Study

The objectives of this study were 1) To describe contexts for the governance enhancement at Balitar Islamic University , (2) To explain strategies for the governance enhancement at Balitar Islamic University , (3) To describe conflict management for the governance enhancement at Balitar Islamic University, (4) To explain respons and outcome management for the governanc enhancement at Balitar Islamic University, and (5) To figure the framework of of the change management for the governance enhancement at Balitar Islamic University.

D. Review to Related Literature

The foundation of higher education institution is the five principles or the so-called Pancasila, the 1945 Basic Law of Indonesia Republic, the so-called NKRI *(the Indonesia Republic United Nation),* and Bhineka Tunggal Ika *(Unity in Diversity).* The nature of higher institution is having scientific truth, thinking, being trusted, being fair, being useful, being wise, being responsible, being divers, and being accessible to all people. The higher institutions functions as as capacity development and nation character and civilization building, nation living intelectualization, and development of innovative, responsive, creative, skilful, comparative, and cooperative academic community through the so-called *Tri-Dharma Perguruan Tinggi* (Three Devotions of Higher Education) and the development of science and technology by considering humanistic value (Decree No 20, 2012 of the Indonesia Republic National Education System). To work on these, Higher Institutions must have quality assurance system that can be a standard quality benchmark to the whole educational system including input, process, outcomes, and benefits which shall be complied by any unit of work in the institution (Brawijaya University, 2011:11). Quality concept cal also be dfiend as the satisfaction and success of customers (Koiri, 2010:208). In contexts of accreeditation, these must cover all standards of accreditation required by the accriditiung body which is BAN-PT in Indonesia. There are 7 standards simpified from the previour 15 standards of accreditation in Indonesia. These are (1) Vision, Mission, Objectives, and aims of the institutions, (2) Governance, Leadership, Management System, and Quality Assurance, (3) Students and Alumni, (4) Human Resources, (5) Curriculum, Learning and Academic Situation, (6) Budgetting, Facilities, and Information System, and (7) Researchm Social Services, and Networking (BAN-PT, 2006:6-7; BAN-PT:2008). Quality concept is a dynamic matter which includes quality compliance and the gorup og students, users, and regulators (Sallis, 2011:56-58). This is a complex process. Therefore, Dumiyati (2010:108) suggested that for private universities, it is higher that they can understand the standards, follow the diretion from the regulators, and conduct benchmarks. To do this, Sutopo (2005) suggests that the private universities develop effective organization.There are four models to work on this, which include goal model, system resource model, Internal process model, and helthy system model (Khoiri, 2010:2009). These will also relate to the governance which is an effectiveness system of constituence, policy development, policy making, and study program operation (BAN-PT, 2008). The governance cover credibility, transparancy, accountability, responsibility, and justice. Since academic work is problematic (Bargh, Scott, and Smith, 1996:28), challenges will ranges from conceptual to operational problem. Therefore, private universities need strong leadership. Seen from the context of system that universities are a system of politic, sybernetic, and entrepreneurial

organization, conflicts may raise in the process of quality development and therefore, understanding of power balance between University Decision Making and Institutional Governance (Bargh, Scott, and Smith, 1996:35). The balance of power will relate to the management executive, Professional Senate, and Accountable body. This balance need will be clearly seen when there is a change. A Management change is resuled from the organization development practices (Skordoulis, 2004:2). Change management is an application of behavioural science to which the organization is moves on the planned organization, orgtaniztion strategic empowerment, structures, and processes to improve quality (Cummings and Huse, 1989:1). Changes will not only involve sosial system, but also individuals and groups (Skordoulis, 2004:2). Through these process, organization system will move from abstract concept to reality (Lewin, 1958:69). Therefore, successful change will mainly depends on the attention to people (Caudron, 1996). Universities make changes due to the challenges of future movement and highly risky uncerterty (Sonhadji, 1990:4). In the contexts of education, Owen (1987) describes the organization change in education as having the kinds of natural process, diffusion process, and planned managed difusion process. Meanwhile, Robbins, Miilet, and Waters-Marsh (1998) suggests planned-change strategy focuses on the awareness and objectives of change. Whatever method, change always will generate resistance. There are two powers influencing the change, which are change forces and resistance forces (Williams, 2000:380). These connect with individual behavior, group behavior, and institutional behavior (Robbins, 2001). Therefore, it is important to understand emotional influence (Scott and Jaffe, 1987). In this case, changes can be geared to the institutional and individual expectation (OECD, 2007). Burnes (1992) suggests that the focus of changes can be manage in the level of individual, among individuals, group, and organization. One action that can be done for this management practice is doing SWOT analysis (Sheltzer, 1995). Supriyono (2010) suggests to combine this with Force Field Analysis. Owens (1987:229-231) also sugests that these are inserted integrally in the equilibrium system. Then, changes are implemented by using what Lewin (1958) describe as freeze, unfreeze, and move. To make it success, a diagnostic analysis must be done (Owens, 1987:231). There are still two influencing factors which shall be managed, i.e. life attitude and behavior of the organization members (Khoiri, 2010). Therefore, propper strategy is required. Kasali (2005:175-176) adds a suggestion of using Turnarround Analysis, which is emininating the bad things by changing basic operation such as leadership and operational system. Eventhough this strategy can be considered good, changes cannot free from conflicts that inckude structural conflict, interpersonal conflict, intrapersonal conflict, intergroup conflict, and organizational conflict (Weiss, 2001:265; Soetopo, 2004:198;Jabnoun, 2008:262-280; Usman, 2010:467). To resolve such conflict, interaction resulting conflict must be managed. This can be perseption, revenge, untrustworthy, competition, and damaging critics (Wibowo, 2011:47-48). This can be resolve by win-win solusion, arbritase, and/or substantially effective techniques (Wibowo, 2011). Usman (2010:468) suggests to use Thomas (1976), Dinsmore (1990), and Davis and Newstorm (1997) tehcniques. Among the techniques are forcing, competing, avoiding, compromising, collaborating, and smoothing (Thomas, 1976), minimizing conflicts with supervisor, minimizing conflict with follower, minimizing conflict with the same level team, minimizing conflict with customers (Dinsmore, 1990), and identifying the cause of conflict, identifying the conflict percepsion, identifying the tendency of conflict, and identifying results of conflict. Searching enough information can be used as a tool to manage conflict. People are given limited knowledge (Al Quran, 17-85); therefore, they must seek more information and science is very important (Ibn. Majah, in Jabnoun,

2008:256). Leaders of the conflict managemen shall avoid his action that he dislike people, make him become an unjust leader (AL Qur'an, 5:8). He must manage thatb the team will stay strongs and not seperated (Al Qur'an, 3:4). All members of the team shall move on the good behavior *(Ma'ruf)* and avoid distroyance *(Munkar)*. Conflict, on the other hand, can have negative and positive functions (Soetopo, 2004:217). Maximizing the positive function will be beneficial. Kasali (2007:138) suggests that all members of the organization re-code their personality to support their action for developing good practice of work in all context of the institution (OECD, 2007). For the private universities, they will at the same time face challenges such as competition among universities (Duiyati, 2010), trust from the societies, new paradigm, accountability, quality, autonomy, self evaluation, and accreditation (Kartiwa, 2012), Quality Efficiency and Relevance (Effendy, 2007), System thingking (Sfiffudin, 2004), Quality control, Quality Assurance, and Continuous improvement (Sallis, 1993). To overcome this the universities will have to involve all stake holders by controlling quality with propper inspection and checking system and unnormality detection ability (Diknas, 2003). Quality assurance cover internal and external quality assurance (Dumiyati, 2010). Therefore, privae universities must have both system work .

E. The Significance of the Study
This research is expected to be useful to the Balitar Islamic University for a feedback of developing quality education system, Foundation management for reference to support good governance practice, all members of universities to be a refference to support the university initiatives, other researchers to be refference to conduct similar research, other higher institutions to be refference for developin quality education system, and theoretically is expected to contribute to the theoretical development of change management.

H. Definition of Key Terms
Change management is meant the change management of the organizational condition to improve it self to be credibel and qualified institution. Quality is defined as customer satisfaction and success or confirmation to the compliance of requirements of good governance institution. Higher Isntitution Management is meant the higher institution management based on the normative standard of higher institution management regulated by the Indonesia Republic.

I. Research Methodology
This research was done using the qualitative approached and designed using the case study design, which was the embeded single case study. This means that the fenomena was analyzed by deviding the case into units and therefore there becomes three units of case analysis (Marshall & Rossman, 1995, Bogdan and Biklen, 1982, Meriam, 1988:67, Klimoski, 1978:115, Yin, 1984:23, Bogdan and Tylor, 1975, Kusmintardjo, 2003). The researcher was present in the location of the research attentively (Nasution, 1988, Moleong, 1994, Mantja, 1997). The location of this research was the Islamic University of Balitar located on Jl Majapahit 4 Blitar, which is in center town not far from public services and schools. The area has been very conducive for learning, since the community has been supporting the University. The Islamic University of Balitar was founded in 2000 and now has 8 faculties with 17 learning programs (UNISBA, 2012). The data sources of the research were human beings or informen, activities, place or location, records, and documents. The informen of this research were chosen by purposive and snow-balling methods that suit to the focus and design of this research. The data were colleted by using the following techniques: (1) thorough interview, (2) document-ation

study, and participant observation. The data were analyzed using the inter-active descriptive model (Miles and Hubberman, 1984) that include s (1) data reduction, (2) data presentation, and (3) conclusion (Miles and Hubberman, 1984, Spreadly, 1980). The data were analyzed individually in terms of the embeded case unit and then were combined for a synthesis to find the primary findings. The credibility, transferability, depend-ability, and objectivity of this research were checked by using only triangulation of data collection, triangulation of data sources, member check, and peer de-briefing due to the limitation of times. The research was conducted by employing the following steps: (1) conducting field study orientation and literary studies as well as searching supported materials that suit to the objectives of this research, (2) conducting focused exploration, and (3) writing report.

Based on the unit of analysis review for the five focuses, the data founded out in this research were presented under three major topics that were based on the units of analysis. These were (1) contexts and strategies of change for enhacing governance at the Islamic University of Balitar, (2) conflict management in the process of change for enhancing governance at the Islamic University of Balitar, and (3) respon and outcomes management of change for enhancing governance at the Islamic Univerfsity of Balitar. The These were (1) contexts and strategies of change for enhacing governance at the Islamic University of Balitar, (2) conflict management in the process of change for enhancing governance at the Islamic University of Balitar, and (3) respon and outcomes management of change for enhancing governance at the Islamic Univerfsity of Balitar. The Procedures of the analysis can be drawn as follow:
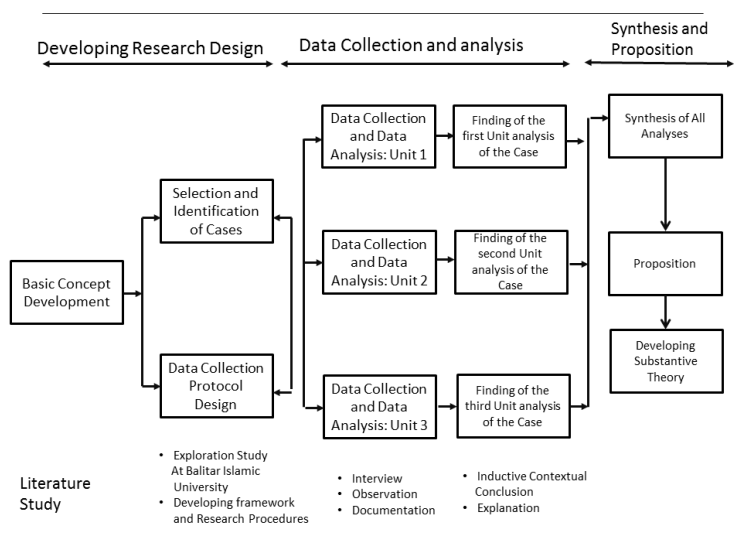

Figure 1: Procedures of the analysis

J. Findings

Finding of the first unit of analysis can be summarized as the following. Since it was established, the Islamic University of Balitar was running well by having 1500 students. However, in 2009, there was a big concerns and disappointment among the students, Kopertis, local government, and public community. It was because, the legal permission for operating the University had been expired and was not managed

propperly. Therefore, change must have been managed to conduct. In fact, the chairman of its foundation resigned and the rector with all staffs from off town left the University. New trustees of the foundation were established and new executive officers at the University were assigned, these included Rector and Vice Rectors. Faculty executive officers and new faculty members invited from within the people in Blitar were established. Since propper documentation had not been available and even cash money for the opereration of the University was very limitted, new Chairnan and Rector sinergize to work on the entrepreneurship model of managing the public perception, finding university fund, and finding supports for the university infrastructure. The academic staffs including the University executive officers and the faculty executive officers concentrate in managing the University operation by targeting to improve the governance in terms of administration to attain the legal permision of the University operation, accreditation, academic matters and its infrastructure, and team building. The second data presentation can be summarized as follow. Conflicts were not clearly apparant in the hand of the staffs. However, incuding to the results of inrterview, conflicts happened to the higher position of officials among the former and the present executives. The new chairman took over the conflict resolution by using the so-called *kekeluargaan approach.* Infact, the university had positive respons from students, staffs, local government, and Kopertis. Therefore, these supports were managed as the driving forces of the new team and this team has been managed by using the so-called *kekeluargaan approach.* Results of the change apparantly included the legal permission of the University operation, accreditation, Enterpreneurship victory award, infrastructrure development support from Directorate of Higfher Education of the Indonesia Republic, local government support, computerized adninistration system, and benchmarking with Universities in Malaysia, Singapore, and Thailand.

The findings revealed that (1) in terms of the contexts of change for enhancing governance quality of the University, it has been found out that (a) the impropper and unaccountable administration management resulted the lost of legal university permission grant that affected disappointment of and distrust from the stake holders, (b) the need for management change and change in the university governance, (c) the need for accrediation, (d) the need for quality benchmark to ensure the quality of The Islamic University of Balitar goverrnance; (2) in terms of the strategies for enhancing the governance quality of the Islamic University of Balitar, it has been found out that (a) the change leaders used enterpreneurial concept with referewnce to values of ilmiah *(scientific),* alamiah *(natural),* ilahiah *(prophetic),* and kekeluargaan *(familiar),* (b) the change leaders conduct changes in all levels and established a credible team, (c) the change leaders managed to distribute roles and tasks that suit to the need of managing crisis faster to ensure the peace of mind of the university stake holder, (d) the change leaders manage the team to comply the requirements of the operational permission for all programs to ensure the peace of mind of all stake holders, (e) the change leaders managed to lead the team to comply the quality standard of the Indonesian higher education on the basis of the accreditation requirements, (f) the change leaders managed to work for characterization of the University both informally and formally to gain trust from the stakeholders, (g) the change leaders conducted benchmar with other higher education abroad, (3) in terms of the conflict management, it has been found out that (a) conflicts at the levels of individual and groups do not significantly appear, because the former group made self adjourning and have not involved in the process of change, (b) conflicts at the level of management were unseen by staffs, but was managed by the new chairman of the foundation nusing the so-called *kekeluargaan approach*, (4) in terms of the academian response and attitude management, it has been found out that (a) as a result of the quick and popper change management, the respon and attitude of the academian was positive, (b) open communication and involvement for participation in the change activities were

obvious, (5) in terms of the framework, it has been found out that the change tended to follow the following steps: (a) identifying problems that was not done in accordance with a strategic planning, but starting from where the problems arised, (b) the organization change and the step to implement changes were done by using creative approach which was enterpreneurial approach to gain supports of the university funding and normative approach for improving academic and administration management, (c) managing the division of separate roles and responsibilities of the foundation chairman and the rector, as well as the vice rectors and deans, and (d) prioritizing standard compliance, key infrustructure support, and (e) benchmarking.

The primary findings can be presented in the following propositions: *(a) proposition I (First): there is impropper administration management that caused the cancelation of the operational legal permission for all study programs, (b) proposition II (Second): change initiative focusing on the problem faced, re-structuring organization, creative and bormative strategies, and existing resources empowerment can make the resolution faster and achieve the objectives of change*, *(c) proposition III (Third): conflict management using family oriented approach can sndure the organization health that cause the conducive situation of work and objectives achievement, (d) proposition IV (fourth) open and fast feed-back to organization members' respond and attitude results satisfaction of the organization members, and (e) proposition V (fifth) the framework of the organization change starting from where the problems combined with creative and normative strategies as well as trust and family oriented relationship can achieve results faster.*
organization that awarded Rector the Victory Indonesian Enterpreneur and Education.

K. Conclusion and Recommendation

It has been concluded that (a) the organization change for the quality governance of the Islamic University of Balitar has been done on the basis of existing problems, but not on the basis of strategic planning, (b) the Islamic Uiversity of Balitar employed turnaround strategy that focusing on the compliance of legal operational permission, accreditation, enhancement of the learning facilities and infrastructures, and benchmarking with quality universities abroad. Besides, Rector and the chairman of the foundation used enterpreneurial approach, (c) conflicts in this change were not clearly seen, but the most crucial conflicts in the part of management was managed by using the *so-called kekeluargaan approach*, (d) respons and attitude of the acadamian are given openly feedback and participants involvement, (e) the framework for the change can be described as follow: (a) firstly, the change was conducted due to the existing problem, (b) secondly, change was done rapidly with turnaround strategy and entrepreneurship approaches, (c) thirdly, the change process was done by deviding roles and responsibilities, (d) fourthly, Islamic University of Balitar gained trusts from the academian, Kopertis, Local government, and Community

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