

# Change Management – A 'Tricky' Task in University Context: An Experience of a Mid-size Private University in Indonesia

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# **1** **Change Management – A 'Tricky' Task in University Context: An Experience of a Mid-size Private University in Indonesia**

**Abraham Simatupang & Ied Veda R. Sitepu**

**Abstract:** Due to the rapid change of social, political and economic aspects in the national, regional and global context, universities must emphasize more the quality and the ability to adapt to the change. This paper discusses how UKI was imposed to the change through the process of developing and implementing of strategic planning and the changes that were instigated directly or indirectly. The dialogues among the faculty members apparently give a mutual benefit for all stakeholders to have a shared-vision and shared-mission.

**Keywords:** higher education, change management, strategic planning, learning organization

According to the Human Development Report (Fukuda-Parr, 2003), Indonesia, the 4<sup>th</sup> populous country in the world after China, India, and USA, is a developing country and its HDI rank (Human Development Index) is 112, behind Viet Nam (109), Philippines (85), Thailand (74), Malaysia (58), and Singapore (28) [see Table 1]. This report shows that although education is an important factor for nation development capacity in Indonesia, it has not been a priority since the allocation of national budget for education is only 2-5% from the total

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Growth National Product (GNP) (cf. Malaysia or Singapore -- more than 15%). On the contrary, Indonesia, has 56 state universities and around 3000 private universities, which are varied in terms of services, historical backgrounds, and quality. The enormous quantity of higher learning institutions in a country apparently does not give significant meaning to the development of its human resource.

In his bestseller book entitled *Who Moved My Cheese?* Johnson (1998) brilliantly put forward one of the tricky yet important issues in any organization: Change or perish! Unfortunately, the urge to change and to become a learning organization (Senge, 1999; Fremerey, 2003) is mostly practiced by the business sectors, and does not affect education sectors. Higher education institutions have been assuming that they have such privileges that the services they offer seem to be the best in quality and that their customers are always loyal (Simatupang, 2003). However, since the government, industries and other stakeholders are more demanding on the performance of the universities, then, this issue has now become intriguing among the faculty members, universities' bureaucrats and even the students.

In the business sectors, market changes, in a broad perspective, are monitored, evaluated, analyzed and quickly aligned into their organizations. Higher education institutions, too, require the same approaches in order not only to maintain their existence but also to excel in a global context.

In 1997, the government through *Badan Akreditasi Nasional* (National Accreditation Board) introduced an accreditation system as a performance indicator of a study program. At first, quite a number of private universities were skeptical about it and thought that it was just another "red tape". However, when the accreditation results were made public, and that a number of study programs in the state universities were graded lower than those of the private ones, they changed. The results show that equal opportunity for all universities to demonstrate their effort to enhance their quality was appreciated. Thus, an essence for quality assurance, which forces universities to make a substantial change, is now flourishing among the universities.

This article discusses an experience of Universitas Kristen Indonesia (UKI), a mid-size private university, which strives for a substantial change to accommodate the need of good performance in the globalization era. Then, it will discuss change management, a never-ending process in an organization, that UKI has to learn. This is a big challenge for stakeholders to build trust and respect and to make more effort on teamwork to fulfill the shared-vision and mission of the university. Moreover, with regard to the objectives of the

Unistaff conference, the writers would like to share and tap information on best practices with and from other colleagues and experts to enhance our knowledge and to enrich our experience in change management.

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**Table 1 Human Development Index (HDI) of Some Selected Countries (Fukuda-Parr, 2003)**

HDI Rank	Country	HD Index	Education index	Combined primary, secondary, tertiary gross enrollment ratio (%)
1	Norway	0.944	0.99	98
9	Japan	0.933	0.94	83
18	Germany	0.921	0.96	89
28	Singapore	0.884	0.87	75
31	Brunei Darussalam	0.872	0.89	83
58	Malaysia	0.790	0.83	72
74	Thailand	0.768	0.88	72
85	Philippines	0.751	0.90	80
109	Viet Nam	0.688	0.83	64
112	<b>Indonesia</b>	<b>0.682</b>	<b>0.80</b>	64
130	Cambodia	0.556	0.64	55
131	Myanmar	0.549	0.72	47
175	<b>Sierra Leone</b>	<b>0.275</b>	<b>0.41</b>	27

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Note: Education index: One of three indices on which the human development index is built. It is based on the adult literacy rate and the combined primary, secondary and tertiary gross enrolment ratio.

HD Index: a composite index measuring average achievement in three basic dimensions of human development – a long and healthy life, knowledge and a decent standard of living.

#### ON THE MOVE

Universitas Kristen Indonesia as one of the oldest private universities in Indonesia has some experience in managing a university and provides its service to the community. However, since its performance was questioned by its stakeholders, a fact-finding task force was established. The primary task of this force was to conduct a survey on the university's performance (Sitepu et al, 2001). The findings of the survey were communicated to the stakeholders, among others, the members of the Board of Trustees, the Rector and Vice Rectors, the Deans of the faculties, and the academic and administrative staff as well. The objective of the exposition was to build an awareness and concern

among the participants of some of the critical issues regarding the performance of the university.

Then a seminar on Strategic Planning was organized, followed by a workshop, to provide an opportunity for the participants to put their knowledge into practice. The seminar and workshop were attended not only by UKI faculty members but also by participants from other universities. Some eminent experts in higher education and organization involved in conducting the seminar were from the Directorate General of Higher Education of the Department of National Education, ISOS of the University of Kassel, Germany, and Gajah Mada University, Yogyakarta. During the workshop, participants were also trained in how to develop a strategic planning. Each of the seven UKI faculties (Letters, Education and Teachers' Training, Economics, Law, Medicine, Engineering, and Social and Political Sciences) was to set up its own strategic planning team, and some members of the faculties' teams joined the university's strategic planning team who regularly met to discuss and iron out discrepancies between the faculties' needs and the university's.

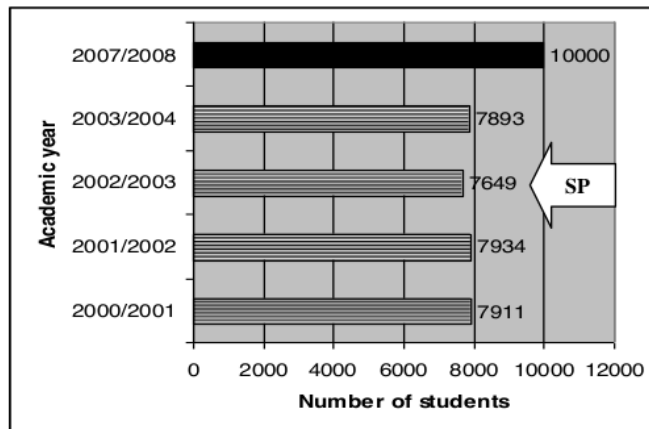
From it can be seen that the strategic planning is made up of five blocks of activities as follows: pre-planning, strategic planning, dissemination, implementation, and monitoring and evaluation.

Two groups of important activities in the first block were retreat, seminar and workshop, self-assessment and external evaluation. Every faculty, department and unit was asked to organize a self-assessment with standard measurement procedures modified from an accreditation standard used by the Directorate General of Higher Education.

In the strategic planning block, there are two groups of activities which were considered important, (re)formulation of vision and mission statement and creating this vision statement as the ultimate goal which should be obtained by comparing the present situations and condition of the organization to the future (gap analysis). In order to fulfill these goals, one has to select and pick the strategic goals that are available and possible to be put into realization, because one should consider a SMART (Specific, Measurable, Attainable, Realistic, Timely) approach in setting up goals.

As mentioned by management gurus elsewhere (Lewis & Smith, 1994; Jaffe & Scott, 1999), people tend to refuse change, and this can be minimized by asking them to join the effort right from the very beginning and also by letting them be informed along the process. Thus, in the third block, dissemination was carried out in 2 phases: while finishing and after finishing the strategic plan. Every faculty, after having finished their strategic planning draft, had

to present it before the Board of Trustees and the Rector. At the end the university's strategic planning team compiled the faculties' and units' strategic planning to be the university's strategic planning. In the fourth block, which is the implementation block, it is notified that some adjustments should be made in accordance to the budget and it is sometimes not favorable. Monitoring and evaluation are two important points in management. The fifth block shows how these points should be done.



**Figure 1** Number of Students from the Academic Year of 2001-2003

#### LESSONS-LEARNED AND SOME FRUITFUL IMPACTS

One of the most exciting parts of constructing the strategic plan, given the varied backgrounds of the faculty members, seemed to have been how to find an agreement on performance for the university to adopt. This was accomplished after we analyzed and looked thoroughly into the data obtained from a self-assessment prior to the writing of the strategic plan. Strategic issues were then identified and included in the strategic plan. These were, among others, organization performance, teaching and learning, leadership, university's image, finance and infra-structure, and capacity building. For each strategic issue, goals and performance indicators (see Table 2), such as Grade Performance Average (GPA), length of study, staff-students ratio, accreditation status of the departments were set up.

Some of the interim results of the key performance indicators are shown below. Baseline items were measured before or during the self-assessment phase (2001-2002) and the data shown in this article were taken in June 2004. The first data below are the student body (Fig. 2).

The average number of students between academic years of 2000-2003 is  $7846 \pm 133$  students (mean  $\pm$  SD). In 2007, we project that the number of students will be around 10,000. Thus, to reach the goal, there should be an increase of student enrolment of about 750 students for three consecutive years.

We acknowledge that the best way to advertise products is the "word of mouth"; therefore, we are propelling our services to be excellent, and the existence of the alumni could also be UKI's best "advertisement". There are around 20,000 alumni who were once exposed to UKI's education system, and if they are now successful in their job, it is assumed that they would, at least, consider this institution to be their choice and advertise it to their families, relatives and friends. We have also improved our promotion strategy by helping high school students choose a study program, introducing our university programs, and conducting enrolment tests directly in schools. In cooperation with local governments we also conduct a talent scouting, especially in east Indonesian provinces in order to give equal opportunity to Indonesian high school students who wish to continue their studies in higher education. The talent scouting is made possible through a full support from the local governments that provide scholarship. In turn, the scholarship holders will return to their respective places to help their governments develop their region. In the spirit of autonomy, the role of UKI is still significant.

It took 1.5 years to finish the strategic plan, while we agreed from the beginning that it was not the document (of the strategic plan) that we were striving for, but the process of sharing and the process of reflecting the 'shared vision' that we primarily endeavored. The most 'ambitious' goal of the strategic plan is that in the next five years UKI will be one of the five best universities in the Jakarta greater area, which at the moment has around 300 private universities and two state universities as UKI's competitors!

This is shown by the vision and mission statement that UKI agreed upon: Vision statement: UKI will become an excellent university in education, research and community services based on Christian values in anticipating the globalization era. Mission statement: To produce graduates with competency who have integrity and are competitive in the global era.



1. To enhance the quality of learning process, and to enhance the administrative and academic services through information and communication technology.
2. 5p improve the quality and capability of the UKI's human resources.
3. To improve the quality of the research activities and services to the community.
4. To increase mutual cooperation with national and international institutions and churches the ecumenical spirit.

From these vision and mission statements, 10 objectives, which will hopefully be completed in the year of 2007, were derived, among others,

1. curriculum that fits to the market demand,
2. increase of the student enrollment standard,
3. increase of the learning and working facilities to boost up a mutual learning environment,
4. Increase of the academic qualification ratios of lecturers from 33%, 54%, 13% to 10%, 70% and 20% of Bachelor, Master and Doctoral degrees, respectively.

Surprisingly, the preparation for designing the strategic plan seemed to have positive results. The Department of Mechanical Engineering of the Faculty of Engineering received a substantial grant of USD. 62,500 of the Semi-QUE (Quality for Undergraduate Education) jointly funded by Asian Development Bank and the Indonesian government. Several departments received A and B for their accreditation status (see Table 3.).

Another important issue to be raised is the “readiness” of the graduates for the job market. To answer this question, some faculty members conduct a preliminary survey on graduates’ capability (and at the moment they are preparing a tracer study, fully supported by the university and the alumni, to be organized in October 2004). One of the results of the survey shows that from the 2000/2001 graduates, 35% respondents have worked and the rest were seeking job. Out of the working graduates, only 66% admitted that their jobs are relevant to their major and 77% are full-timers. Forty two percent said that they have been employed for around 1-6 months, 8% for 7-12 months, 2% for 1-2 years, and 11% for more than 3 years (Sitepu & Limbong, 2003). In response to this challenging situation, at the moment, UKI is discussing the possibility of designing competency-based education with Box-Hill Institute – TAFE, Australia.



**Table 2 Key Performance Indicators of UKI's Strategic Planning (Simatupang, 2003)**

No.	Indicator	2002	2007
A.	<b>Education</b>		
	1. GPA <sup>1</sup>	≤ 2,50	≥ 2,75
	2. Year of study	≥ 6 semester	≤ 8 semester (for medical faculty 12 semester)
B.1.	<b>Staff (academic)</b>		
	a. Ratio S1-S2-S3 <sup>2</sup>	33%:54%:13%	10%:70%:20%
	b. Ratio student: Lecturer	1:25	1:20
	c. Academic rank	below lector <sup>3</sup>	above lector
	d. Age average	≥ 40 years	≤ 40 years
B.2.	<b>Staff (administrative)</b>		
	a. Age average	≥ 40 years	≤ 40 years
	b. Educational level	≤ High school	≥ Bachelor
C.	1. Administration (process)	Manual (partially computerized)	Completely computerized e-campus, e-learning
	2. Learning process	Classic (class-room)	
D.	<b>Student body</b>	± 8.000	± 10.000
E.	<b>Accreditation</b>	2 out of 21 study programs are A	10 out of 21 study programs are A
F.	<b>Source of income</b>	98,4% tuition fee	75% from tuition fee, 25% from other sources such as, grants, soft loan, royalties from patents, etc.
G.	<b>Welfare (wages)</b>	According to the Government standard (2001) average 150 USD/month	Proportionally increased to the accepted national and regional standards

Note:

1. GPA: Grade Performance Average score is between 0-4, where 4 is the highest.
2. Indonesian academic degree: S1, S2, S3 are equivalent to Bachelor, Master and Doctoral degree, respectively.
3. Academic rank: *Asisten Ahli* equiv. Junior Lecturer, *Lektor* equiv. Senior Lecturer, *Lektor Kepala* equiv. Assoc. Prof., and *Guru Besar* equiv. Professor.

Another positive result of the strategic planning is that after 10 years of 'hibernation', the university press is reawakened. Faculty members are encouraged to send their manuscripts to be published, fully funded by the university. The Research Centre of the University, as one of the 3 pillars of the Indonesian higher education doctrines: "*Tri Darma Perguruan Tinggi*" (Teaching, Research and Community Service) has been reactivated and has contributed to the increase in collaboration and cooperation with domestic as well as for-

eign counterparts. The Architectural Department of the Faculty of Engineering, for example, has signed a long term collaboration with Karlsruhe University, Germany, focusing on academic staff exchange, research and setting up a graduate study program for regional planning. Recently, Research Centre of UKI obtained a grant of 187,500 USD from the Partnership for Clean Governance of United Nations for Development Project (UNDP) for introducing and educating indigenous people in Maluku and Papua regions prior to the 2004 (general) election in Indonesia. The increase of extra mural funding of which Research Centre tapped is shown in Fig. 2.

In summary, Table 4 shows the percentage of the accredited study programs in comparison to the baseline (year 2001). It shows that in 2004, 19 out of 21 study programs are accredited, while 2 of them are being accredited as this paper is being written. With regard to the goals, in 2007, at least more than 50% (> 10) of the study programs shall be accredited with A.

**Table 3 Accreditation Status of Undergraduate Study Programs in 2001 and 2004**

Faculty	Study programs (or Department)	Accreditation status*	
		2001 (baseline)	2004 3
Medicine	Medicine	B	B
Engineering	Mechanical engineering	C	B
	Electrical engineering	C	B
	Civil engineering	C	B
	Architecture	C	B
Law	Law	A	A
Letters	English	B	B
	English (Diploma Program)	N/a**	C
Economics	Management	N/a**	A
	Accounting	C	B
	Accounting (Diploma Program)	C	B
	Tax Management (Diploma Program)	C	C
	Management (Diploma Program)	N/a**	C
Teachers' Training	Guidance & Counseling	C	A
	Mathematics	C	A
	Christian Education****	B	A
	English	B	A

Faculty	Study programs (or Department)	Accreditation status*	
		2001 (baseline)	2004
Social and political sciences	Biology	N/a**	***
	Physics	N/a**	***
	Communication	N/a**	B
	International relations	N/a**	B

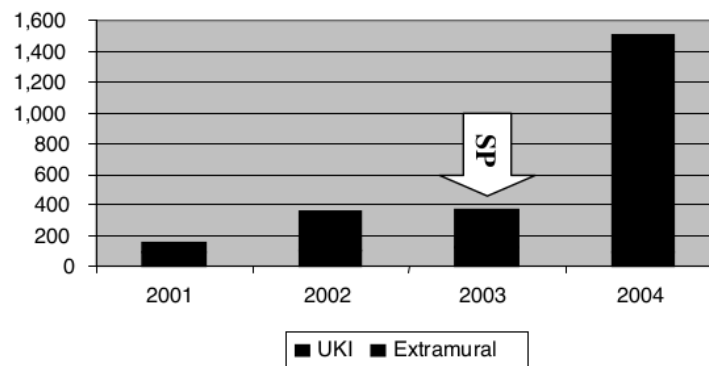
**Note:**

- \* Accreditation status according to the National Accreditation Board is ranked to a, not accredited, b, C, c, B, and d. A..
- \*\* When the self-assessment was done in 2002, some of the study programs have not been examined for its accreditation by the National Accreditation Board.
- \*\*\* In the process of accreditation.
- \*\*\*\* Accredited by the Department of Religion Affairs of the Republic of Indonesia. Graduates study for Education Management, at the moment, is being assessed by the National Accreditation Board.

**Table 4 Percentage of accredited study programs**

Accreditation status of study programs	Percentage of accredited study programs	
	2001 (baseline)	2004
N/a	33% (7)	0% (0)
C	43% (9)	14% (3)
B	19% (4)	48% (10)
A	5% (1)	29% (6)

Many scholars say that the 21<sup>st</sup> century is “the century of Asia”, in which Japan, Korea, China and Taiwan will be the leading countries of the region. It means that economic market in this region will grow significantly. In order to deal with these growing economic activities, the Faculty of Education and Teachers’ Training has established a new department of Mandarin in cooperation with Fujian University, China. Furthermore, the Faculty of Medicine together with Universitas Sam Ratulangi, a state university in Manado, North Sulawesi, jointly opens a specialization program, ophthalmology. This program is supported by Christian Blind Mission of Germany. Moreover, Teaching Hospital of UKI is developing research cooperation with the Indonesia-German Medical Association (*Deutsch Indonesische Gesellschaft für Medizin*).



**Figure 2 Funding of Research Centre (in million rupiah).**  
**Open arrows shows where the SP started**

The eastern parts of Indonesia are less privileged than the other regions due to the lack of infra structures, skilled workers, and managerial capability of the local leaders. In 2000, two years after the authoritarian regime was toppled down, the government introduced decentralization decree which gives more freedom and spaces to the local governments for self governing. Due to its motto, UKI has been actively promoting and facilitating local governments to fulfill these new trends of management and governing, by tailoring special development programs for the local needs, for example students' recruitment program, master degree program offered to the local civil servants, seminars and workshops on laws, democracy and human rights, HIV-AIDS, etc.

We believe that a "snow ball" effect through the process and installment of strategic planning has just started.

#### **SEEING IS BELIEVING: QUESTIONS TO BE ANSWERED**

Quality improvement is a key issue for any higher education institution in the ever-changing education and job market situation, and this is not only true for the developing world but also for the developed world. Some institutions respond to this issue immediately but many do not or they just ignore it due to lack of capability to respond to it. The capability to shift the paradigms is one of the effective means to trigger change. This is –somehow– a tricky problem for the university stakeholders to solve. It is indeed not an easy task

to guarantee that the change process will give positive results rapidly. To maximize the results, people are encouraged to do small (piecemeal) changes first. Resistance, doubts, skepticism, disputes are some factors people will usually encounter through the process. A strong and consistent leadership is indeed a decisive factor to overcome the situation (Clark, 1996). We observed not all departments or units have success stories due to this.

A question of synergizing also appears to be another important factor to consider.

Organizational research, on the hand, should also be conducted to get clear insight for the stakeholders (Mintzberg et al, 1997 and Morrison et al, 1984). Last but not least, introducing change in university needs courage and it is an 'art' in itself.

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