A Study of Organizational Change
A Comparative Study of Organizational Change in UNJ and UPI

Supadi, Desi Rahmawati, Fathurrohman

Abstract-- **This research aimed to compare the paradigm shift in strategic planning, leadership, and academic services at the State University of Jakarta (referred to UNJ henceforth) and Indonesia University of Education (referred to UPI henceforth) at the revamp transition time from the Higher Education for Teachers Training and Education (referred to IKIP henceforth) into a university. The research was a case study conducted from May, 2012 to June, 2013. The collection of data was done through the techniques of interviews and document analysis, while the validation was done through the process of data triangulation. Data reduction, display and drawing conclusion were used to analyze the data. The results showed that the shift in paradigm implied in 1) the differences in the driving and resisting forces to the change; 2) the approach in developing strategic planning –UNJ implemented direct and goal approaches whereas UPI implemented goals approach and vision of success approach; 3) the management and development priorities, UNJ prioritized HR and institutional management, while UPI prioritized infrastructure development, 4) optimizing academic services, UNJ through students involvement in lecturers' performance assessment, integrated schedule, pilot classes, academic journal publication, and block budget, on the other hand UPI through enhancing the value of discipline, students involvement in lecturers' performance assessment and providing budget in encouraging lecturers to perform better in their academic activities.**

Index Term-- **Paradigm shift, change, change resistance, management and leadership**

I. INTRODUCTION

The higher education institution, in this era of global competition, is obliged to act as a research institution in which the innovation created would have great impact to the betterment of the nation. As the "knowledge producer", the institution should undergo the process of teaching and learning (teaching university) and the research itself. When the research activities has sustained increases in numbers, the teaching university could transform itself into the research university (Zuhal, 2010).

Nowadays condition of Indonesian Higher Education Institutions is still beyond expectation. The institution has not

Manuscript received Feb 06, 2017

Supadi, Department of Educational Administration, Faculty of Education, State University of Jakarta, Jakarta, Indonesia
Desi Rahmawati, Department of Educational Administration, Faculty of Education, State University of Jakarta, Jakarta, Indonesia
Fathurrohman, Department of Educational Administration, Faculty of Education, State University of Jakarta, Jakarta, Indonesia

significantly contributed to the nation's development especially in the advancement of science and technology (Soedijarto, 2008) and has led to a crisis in the performance of the institution i.e. the mental and moral qualities as well as the personal characters of its graduates (Azra, 2002). Hence, a new culture that could develop intellectual skills, morality and ethics recognition should be cultivated in relation with the global life (Tilaar, 1998).

The competitive advantages of a nation in this global era derives from the integration of three factors i.e. human capital, organizational skill and achieved competencies. One of the competitiveness determinant attributes, which is a combination of the competitive advantage and comparative advantage, is the higher education (Zuhal, 2010). Moreover, to stay competitive, an alternative taken by a university is to change by adopting survival and competitive strategies. The fundamental change of Higher Education Institution in Indonesia was established via Presidential Decree No. 93 year 1999 No. 124 year 1999 about the change of IKIP (the Institute of Teachers' Training and Education) into University. This change in status was a milestone in the history of the development of higher education institution in Indonesia.

The change in status has opened opportunities to the universities to develop the focus fields both in teaching and non-teaching fields. On the other hand, the change requires different management and culture adjustment in the new status. The academic culture was the critical point in the revamp transition time.

A change is a phenomenon to be challenged. When faced with a change, not everyone could accept the change. Resistance is a natural reaction to counter things occurring disturbance and unbalances as Nasution (2010) stated. A change is to make something different. An organizational change is not a simple process. It relates to the organizational performance (Wibowo, 2012). To sum up, a change in an organization is a planned or unplanned transformation in the structure, technology and people.

To be considered a change, there are some characteristics that should exist such as the change maker(s), time, cost and power. There are also effects of the change which in the change management are called the hard side and soft issues of a change for example people resistance, expectations, anxiety, etc. Kasali (2007) stated that a change requires five determinant factors to exist, 1) Vision, What to achieve in the future; 2) Skills, To take the new challenges, what skills must be cultivated, built and developed. The skills should be able to face the new challenges; 3) A Good Incentive Plan, How to reward your employees when they perform well; 4) Resources, What resources are necessary to facilitate the

change movement and to build the change; 5) An Action Plan.

To change is to move or to shift from the present condition to a new and different condition. A change happened in an organization requires new knowledge and capabilities to adapt with the new needs and conditions. The first thing required to change depends on the organization's capabilities in managing the organization.

To change is not easy. A person should see and trust that something has to change. In every change, leadership takes an important role. It functions as a catalyst that is the agent that accelerates the change in an organization. Leadership, then is the catalyst that transforms potential into reality (Newstrom and Davis, 2002). It is the process of inspiring others to work hard to accomplish important task (Schermerhorn, 2005). It can also be articulated as a capability to influence people to achieve the vision or goals defined.

Change occurs both in the internal or external environment of organization as they are dynamic It implies that to the change means to meet the needs in the internal or external environment of organization. The change is perceived as a certainty to encounter change resistance. As stated by Vecchio (2006), change is the only constant. External sources of change originate in the organization's environment (customers, the prevailing economic climate, the labor force, and the legal environment). Internal sources of change exist within the organization itself (workers' attitude, declining productivity, and changes in key personnel).

A change in an organization is the movement of an organization away from its present state and toward some desired future state to increase its effectiveness (George and Jones, 2005). It refers to the three-stage process of change, unfreezing, changing, and refreezing (Newstrom and Davis, 2002). It is intended to increase the effectiveness of an organization in relations with the need and development that the organization met in its environment.

The changing environment forces the organization to change to survive. One of the forces is the competitive forces in George and Jones' (2005) point of views. Competitive is a force for change because unless an organization matches or surpasses its competitors in at least one competitive area (either in terms of efficiency, quality, innovation, or responsiveness), it will not survive. To achieve the competitive forces, an organization should strive to change. When it cannot compete with other organizations, at least in the aspects of efficiency, quality, innovation, or responsiveness, the organization will not survive.

Change management is a systematic process in applying the knowledge, facilities, and resources needed to motivate people to change (Wibowo, 2012). In this kind of management, leadership takes an important role in promoting the change. It is also the process of inspiring others to work hard to accomplish important task (Schermerhorn, 2005).

Based on the background, the objectives of this study is to compare the 1) the differences in resisting the organizational change; 2) the development of strategic planning in UNJ and UPI; 3) the management and development priorities in UNJ and UPI; 4) the assessment of academic activities.

II. METHOD

This study is the multi-site study which is a qualitative research approach or collective case study (Stake, 2009). The study was a case study designed to gain an in-depth knowledge of an organizational change.

The techniques of interviews and document analysis were used in data collection. Furthermore, in-depth information were gathered from the key informant (a person or any group having specific capabilities, professional background experiences in relation with the research topic, program or project information and an access to the information which is the interest of the researcher or evaluator (Wirawan, 2011) in the interview. Document analysis was done by studying sources documents, i.e. history, private papers, visual documents, public records, etc. Data triangulation was done through the tests of credibility, transferability, dependability, and confirmability. At last, in making sense of information gathered, data reduction, display and drawing conclusion were used to analyze the data (Milles and Huberman, 1985).

III. RESULT

There are three paradigms in the change of IKIP Jakarta to UNJ i.e 1) to produce teachers with broad horizon, there should be an academic integration of teaching majors and non-teaching majors, 2) to answer and handle different challenges will be encountered, there should be a structural change 3) to be considered "not a second-level education institution, there should be an improvement in the prestige and status of IKIP through organizational change (Kompas, 6 September 1999)

Level and reasons of resisting the change of IKIP Jakarta were presented in below table:

Table 1 Level and reasons of resisting the change of IKIP Jakarta

Level of Resistance	Reasons for Resisting the Change
Individual Level Resistance to Change	1. Unclear mission of the new revamp 2. The revamp should be done through some stages of analyses 3. Challenges encountered is not only to produce highly qualified teachers, but also to increase the welfare. 4. Lecturers will lose interest in improving their skills in the field of teaching and education.

Findings showed that there were also three paradigms in the change of IKIP Bandung to UPI, i.e. 1) as teachers take important roles in the improvement of education quality, they should be taught in a university, 2) as the field of study, practices and teaching professions are the historical roots of IKIP Bandung, they should be the focus of UPI's development, 3) to empower and improve teachers quality, there should the process of cross-fertilization.

At the beginning of the revamp transition time, IKIP Bandung resisted to the change of status. The resistance was in the level of organization. The level and reasons of resisting the change were presented in Table 2.

Table 2 Level and reasons of resisting the change of IKIP Bandung

Level of Resistance	Reasons for Resisting the Change
Organization Level Resistance to Change	1. IKIP Bandung is able to provide a qualified teachers training and education to improve the quality of national education as its background establishment was to produce highly qualified teachers. 2. The improvement of IKIP Bandung is not in the change of the status but in the curriculum. 3. To improve the quality of national education, there should be institutes with focal-mission in teachers training and education.

The strategic planning of UNJ was organized through a 4-stage process, 1) to sharpen the mandate and mission defined, 2) to set the target or goal in every stage of development, 3) to analyze the indicators of success, 4) to self-evaluate in the strengths, weaknesses, opportunities and threads. The planning refers to the interests of market and other stakeholders gathered from the tracer study, market analysis, science and technology development, and endorsed regulations. The references are used to consider aspects and accommodate the strategic planning in order to identify strategic issues encountered. At the end, mandate and mission can be sharpened and strengthened.

In UPI, the strategic planning was also organized in stages, i.e. 1) to identify and to assess the strengths, weaknesses, opportunities and threads, 2) to set the direction of university, 3) to develop the strategies, 4) to perform the strategies and 5) to review whether the strategies developed has aligned the direction set. In the second stage, the strengths and weaknesses, opportunities and threads are identified and assessed from the human resources, facilities, infrastructure, financial resource and management system of UNJ. It is also called an evaluation stage.

From the view of institutional management, UNJ prioritizes two important aspects, they are 1) the development of Human Resource capacity and professionalism, and 2) the rearrangement of system management. One of the prominent aspects in the revamp transition time is the aspect of openness in deciding to whom the management wishes to offer academic and administrative positions. The management then select people to fill in the positions based on personal capabilities and competencies. Afterwards, those considered fulfilled the requirements were subject to the fit and proper test that is an assessment for leader appointment mechanism. This mechanism was developed to create an organizational culture in which a healthy competition is encouraged as the spirit.

Gathered data showed that there were leadership aspects which are prominent, they are 1) leader's willingness and capabilities to create internal communication in the managerial level, 2) leader's capabilities to motivate his/her subordinate to perform better, 3) leader's capabilities to choose the right persons to complete a project in the right time, 4) leader's capabilities to be transparent in management control and leaders' appointment.

On the other hand, from the management aspect, UPI prioritizes two aspects, they are 1) HR improvement, and 2) development and management of educational facilities and utilities. UPI institutional management was developed by implementing a modern management concept which is called Strategic Development (Gaffar, 2012) This concept consists of nine strategies i.e. 1) the repositioning 2) the setting of philosophical foundations, content, aim and starting point 3) the setting of reference quality and the university's overall strategic components, 4) the setting of strategic action plan, 5) the development of IT/ ICT based management system infrastructure, 6) the development of reliable and high-quality system management, 7) the preparation of qualified HR, 8) the effort of diversifying revenue sources, 9) the development of quality control system to proceed the quality assurance.

Leadership implemented in UPI at the beginning of the revamp are 1) to accommodate different views of the revamp 2) to create an intensive internal/ communication in the university 3) to apply conflict solving or problem-solving strategies 4) to motivate members of the university to perform the vision goal of the university.

Whereas improvement in academic service qualities was the first priority in the revamp of IKIP Jakarta. Strategies implemented were 1) involving students in the lecturer's performance assessment, 2) implementing an integrated academic schedule 3) organizing a pilot class in each faculty, 4) growing and funding the research culture in every study program.

Improvement in academic service qualities was also in relation with the timely-scheduled in students score submission and the publication of academic journals. For instance, when the date of submission is due and the score has not been submitted, students will get a "B". In addition to the improvement, the existence of academic journals in levels of university, faculty, majors and study program is enhanced by funding them through Block Budget.

To create a conducive campus life, UPI implemented strategies such as 1) improving discipline in score input system through enforcing due date to lecturers, 2) involving students in the lecturer's performance assessment, 3) providing budget in encouraging lecturers to perform better in their academic activities. An instance of the implementation is developing control mechanism to optimize the quality of academic services through regular managerial meetings. The meetings are held in every level of management from the rector to the deans.

IV. DISCUSSION

A. The Paradigm Shift

Upon the analysis, the paradigm shift in IKIP Jakarta and IKIP Bandung emerged the same substances. Both institutions viewed improvement in education quality should start from improving the internal of the institution. It is expected that the potential impact will improve the quality of pre-service and in-service teachers, as well.

The organizational change process of IKIP Jakarta into UNJ ran smoothly because of the driving forces for change were larger than the resistance to change. The fundamental

thing in the process was the emergence of resistance force at the individual level (not at the organizational level). This means that IKIP Jakarta, indeed, had prepared for the revamp.

Resistance to the revamp occured at the individual level due to fear of the unknown factors (Robbins and Judge, 2011) or the uncertainty factor (George and Jones, 2005). The fear arose because of individual perceptions that the organizational changes did not bring benefits and this individual did not feel comfortable with what he saw and experienced. This was influenced by the psychological situation at that time, most internal management of IKIP still experienced the emotional attachment to IKIP Jakarta and there were many opinions argue that the change of name did not make any difference (Sutjipto, 2001).

Fear of the unknown is caused by changes considered as a threat on the established pattern. As a matter of fact, people are anxious to take the consequences of change which were still ambiguous and unclear. The consequences might result in the works units and working system causing anxiety and insecurity.

Factors of uncertainty or fear of the unknown is the fear and anxiety raised by the perception programmed in any individual. In this case, organizational changes showed no benefits complied to what is being perceived and the individual feel uncomfortable with what he saw and experienced. George and Jones (2005) stated that that people tend to resist change because they feel uncertain and insecure about what its outcome will be .

The process of change from IKIP Jakarta to UNJ (based on Lewin's Force-Field Theory of Change) can be constructed as follows:
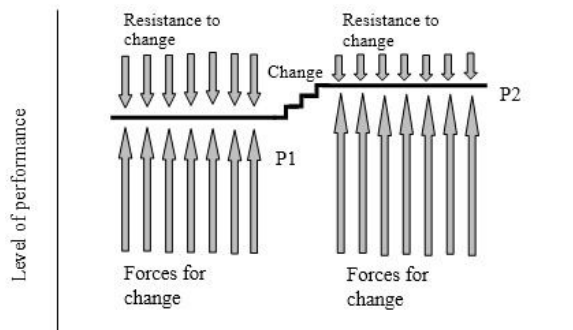
Picture 1. The process of change from IKIP Jakarta to UNJ (based on Lewin's Force-Field Theory of Change)

In accordance with Lewin's Force Field Theory, there are two forces that always opposing each other in an organization When these forces (the forces for and against the change) are in is in equilibrium and the status quo, there is no change happened. In the revamp of IKIP Jakarta to UNJ, in quadran P1, the driving force is greater than the resisting force. This condition makes the managements easier preparing the change. George and Jones (2005) stated that to get an organization change, managers must find a way to increase the forces for change and reduce resistance to change or both simultaneously.

The resisting force in IKIP Bandung happened to be in the level of organization (Organization level resistance to change) and started from the resource allocation (Ricky and Moorhead, 2007). The change would affect the resource allocation. The revamp of IKIP Bandung to a university will fade the image of higher education that concerned with the improvement of the quality of education and educators.

Resistance at the organizational level by George and Jones (2005) is caused by a variety of sources, such as the organizational structure, values and norms as the organizational culture, and organizational strategy. The organizational structure concerns with the relationship patterns that have been formed and stable in line with the task affecting the way people behave. When organizational changes affect the organizational structure and relationship patterns that have been formed, then the resistance will arise to such changes. Values and norms as the organizational culture are believed to be the organization's attitude that when the change are to occur, the resistance would arise.

Resistance in IKIP Bandung in the early years of change rooted in the values and norms that constitute the organization's culture and core values of IKIP Bandung. Organizational culture i.e. values, norms and expectations that have been uprooted affects ways of thinking and behaving that could be predicted. The members of the organization would oppose changes that cause them to release assumptions and ways agreed to carry out the tasks (Winardi, 2005).

There were some reasons restraining the revamp in IKIP Bandung. First, the historical roots of IKIP Bandung were education. It was in accordance with the purpose of establishment of PTPG (Perguruan Tinggi Pendidikan Guru/ Higher Education for Teachers Training) Bandung stated by the Minister of PP and K, Muhammad Yamin, (in the era of Ali Sastroamidjojo's Cabinet, 1953-1955) namely to improve the educational qualifications of teachers i.e. teachers have the ability to conduct the learning process for the betterment of national education from the perspectives of theories and practices (Zulkabir and Suwirta, 2010). Second, to improve the quality of LPTK (the latest term of Higher Education for Teachers Training that stands for Lembaga Pendidikan Tenaga Kependidikan), there is no revamp needed. The critical issue should have been the improvement of curriculum (Kodir, 1991). Third, to improve the quality of education, there should be a higher education with focus on improving the quality of teachers.

The revamp of IKIP Bandung to Universitas Pendidikan Indonesia when analyzed on basis of the Lewin's theory of change can be constructed as in Picture 2
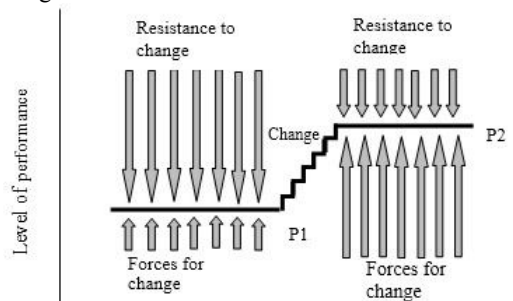
Picture 2 The process of change from IKIP Bandung to UPI (based on Lewin's Force-Field Theory of Change)

Based on Lewin's Force Field Theory that there are two sets of forces that are always in opposition in an organization, in case of the revamp of IKIP Bandung, the condition of the quadrant P1 showed that the resisting and the driving force of change was unbalanced. This means that those maintaining the status quo was greater in numbers than those promoting

change. The consequence was the process of change in IKIP Bandung required a long-term process.

Kartadinata (2010) stated that the revamp of IKIP Bandung was a smart decision made by the management: the university senate and other academic stakeholders at the time. The word "education" in the name of the University of Education Indonesia is not only a noun but it is an identity showing a verb to maintain the historical roots of IKIP Bandung, It was more than a name labeled in the university. It represents the dynamics and processes realizing the vision and main responsibilities of UPI was to develop education and teachers training, both in the level of practises and philosophy as well as science.

B. Strategic Planning

The model of developing a strategic planning requires eight steps directing the action, result and evaluation. Bryson (2004) affirmed that it must be emphasized that actions, results, evaluative judgments and learning should emerge of each step in the process. Implementation and evaluation should not wait until "end" of the process but should be an integral and ongoing parts of the process.

In the development of initial and agreement step, the process of planning was identifying the stakeholders. Identifying and involving the stakeholders (person, group or parties) in this step was to obtain a planning document that accommodates the needs and interests of all parties. It was also to identify the organization's mandate with regards to the formal authority of UNJ in the Law. The result of the identifications was implied expectations and desires of the stakeholders.

To clarify the organization's mission was undertaken to set the goals, philosophy and value of UNJ. The stakeholder analysis provided this useful and valuable information Internal and external assessments were also conducted as the basis for the strategic issues identification to develop the strategy. Evaluation was done by the annual meeting mechanism to capture and make the inventory of inputs and aspirations of UNJ academic society.

The approach used to develop the planning and strategies were direct approach and goals approach. Direct approach goes straight from a discussion of mandates, mission, and SWOCs (strengths, weaknesses, opportunities, and challenges) to the identification of strategic issues. Goals approach starts with goals (or performance indicator) and then identifies issues that must be addressed before the goals (or indicators) can be archived (Bryson, 2004).

The direct approach is an approach that moves in line with stages in the preparation of strategic plans from the identification of the mandate, mission, assessment of internal strengths and weaknesses, external opportunities and threats (SWOT) to identify strategic issues.

The development of the strategic planning was initiated by sharpening or analyzing the mandate and the mission set by various regulations (direct approach) on the existence UNJ as the institution implementing the mission of "Tridarma" (the Three Pillars of Tertiary Education). The assessment of mandate and mission of UNJ would make it easier to identify the strategic issues that must be addressed. From the strategic issues identification, the indicators of success achieved within a specified period (goals approach) were formulated. The next step was a self-evaluation i.e. analyzing the internal environment, strengths and weaknesses, and external environment analysis, opportunities and threats

The development of UNJ strategic planning was constructed in the model showed in Picture 3.
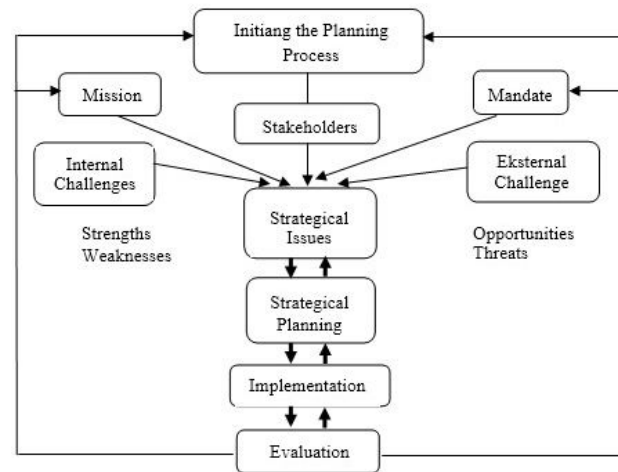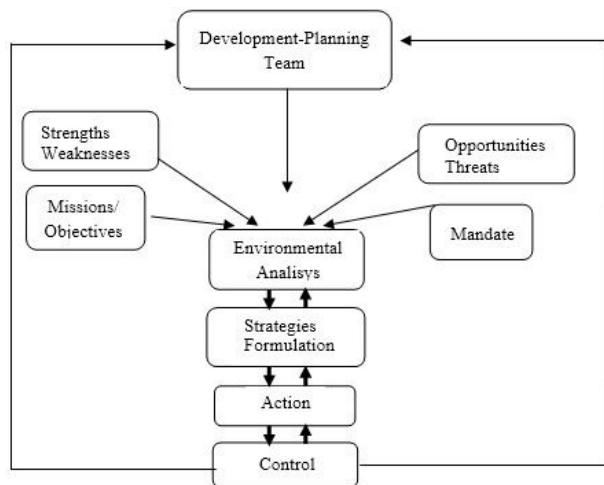

Picture 3. The Model of Strategic Planning of UNJ

UPI strategic planning was initiated by activities as follows, 1) identifying and assessing the strengths and weaknesses, opportunities and challenges of UPI, 2) analyzing the environment,3) determine the direction of the organization, 4) formulating strategies,5) implementing the strategy, and 6) doing control. From all stages of the strategic planning development, collegial approach was chosen as a method to establish the participation of all leaders in the UPI. Participatory collegial approach enables the growth of unity among all leaders and program integration so that the strategic planning might accommodate all the interests arisen at every level of management.

The steps taken by the working Group at UPI is to collect data from all agencies/ work units in the community. Brain storming activities were carried out aimed at identifying a wide selection of actions to be implemented before identifying strategic issues in relation to the fulfillment of the mandate of the organization.

The strategic planning process is logically and systematically sequenced. Reading and assessing the strengths and weaknesses, opportunities and challenges is one of the self-evaluation to assess its resources possessed and the opportunities and threats encountered by UPI. Analyzing the environment was focused on understanding the needs, aspirations, and changes developed in the community as the main reference in creating equal partnership in community-based. The main focus of formulating the organization's direction was defining the mission and objectives of UPI. The control of organization is the final step and a necessity to ensure that the failures, irregularities and weaknesses can be avoided.

The strategic planning of UPI at the beginning of revamp transition time can be constructed into the models described in Picture 4.

Picture 4. The Model of UPI Strategical Planning

Based on the steps and stages in the development of strategic plans, it can be concluded that the approach used by UPI was the goal-based approach and vision of success-based approach. The goal-based approach was initiated by analyzing and identifying strengths and weaknesses (internal environment) and the opportunities and challenges encountered (external environment) and environmental analysis related to the thorough analysis of the demands and expectations of stakeholders. This approach believes that organizations should create goals and objectives for themselves, and then develop a strategy to achieve them. The vision-based approach believes that to develop the best and ideal image of an organization in the future is by being able to accomplish its missions. The strategic issues were about how the organization should move from the present condition to the vision of the desired state.

A statement of vision within the framework of a strategic planning model are in the organizational direction, mission, and objectives. The vision was laid out in an intact continuum. Without a vision, the organizational mission, goals and values might not be formulated with a precise and comprehensive strategy (Gaffar, 2010). The strategic planning model seems simple and basic, yet strategic. The model is considered to be flexible and highly responsive to the changes in the society.

One of the important aspects to be considered in the model of strategic planning development is the control. In the framework of revamp, the aspect of control was the final step in UPI to ensure that all the weaknesses and mistakes can be avoided. Referring to the Bryson's concept (2004), the organization controlling aspect should not only be done in the final step of the overall strategic planning phase. Hence, the aspect of control should always appear in every stage of the process being undertaken. In other words, implementation and control should be the aspects integrated and in continuance in the process of developing strategic planning.

C. Management and Leadership

An organization needs a strong management and leadership to achieve its optimal effectiveness. In UNJ, structuring and developing an organization management is aimed at UNJ's possessing a solid institutional system based on the rule of law and regulation. All academic activities carried out was based on the rules set. The management and development of institutional systems was directed in the proper orientation to run in accordance with the right direction. All systems are developed within the framework of a solid institutional system.

One of the strategies implemented by UNJ to strengthen the commitment of the institutions, foster togetherness and socialize the institution's programs is to hold a dialogue with the entire academics society. The dialogue was intended to be an effort to conduct the needs assessment involving all components at all levels and work units. Inputs were collected through dialogues as consideration in the development of programs and decision-making (Sutjipto, 2001). Institutional management is also directed to the improvement of professional services and the creation of sense of belonging. The management also involved academics society in the process of making relevant decision and was supported by the availability of reliable management information system.

Strengthening the institutional aspects of the organization were intended to run in accordance with the proper orientation and to build the commitment of all organization members. This strategy could build and sustain all staffs' commitment. The institutional commitments are articulated in some forms of acceptance, i.e, a) a strong desire to remain as a member of the organization, b) a desire to continue to strive for the organization's objectives realization, c) certain beliefs and the organization values and goals acceptance (Luthan, 2006).

From the management view, in the revamp transition time, UNJ prioritized two development aspects of as the basic framework to fulfill the task of expanding the mandate i.e., to increase the human resource capacity and professionalism, and structuring and developing of the institutional system of the university.

Structuring and developing the institutional system was also intended to allow UNJ to have a solid institutional system based on the rule of law and regulation. All academic activities carried out by the rules set. When UNJ did not comply to the rules and standards set, the implications would be unfavorable for the institution. The structuring and development of institutional systems was oriented to the university so that it could run in accordance with the right direction. It was to achieve system regularities in UNJ. Selecting the right person for an academic or administrative position was also a part of the regularities. All aspects are built within the framework of a solid institutional system.

On the early days of revamp transition time, the leaders in UNJ focused on structuring and developing solid institutional system to be able to sustain the pillars to be built on it .The institutional management, as one of the determining elements in the success of the work program will be directed at improving professionalism through the involvement of academics society in making decision to support of reliable and accurate management information systems.

Another prominent aspect in building the foundation of an institutional management is the application of fit and proper test system as a mechanism to select a person for a certain position or level in line with the principle of the right man, at the right place. The selection is based on one's skills and performance. This mechanism was built with the aims to get competence and professional person and fulfill the needs and responsibilities of the position.

Based on the explanation above, it can be concluded that the development of institutional management in UNJ referred to the development of institutional management of LPTK (Institute for Teachers' Training) based on SPTK-21. The development of institutional management was oriented to

improve the institution management overall performance in order to be able to increase the productivity, competitiveness, and service quality. To realize these goals, the focus of development was focused on managerial aspects of all institution elements, the management, decision-making systems and decision making mechanisms, the service process and procedures, the overall management of resources, information systems, and institutional communication as the key to the success implementation of the institutional management basic functions.

The development of LPTK institutional management based on SPTK-21 is based on the following principles:

1. The Quality Concern: The concern for quality will be the management focus of and included in LPTK activities management both in academic and administrative activities. The management of LPTK create a conducive working atmosphere in raising the quality awareness of lecturers, academic personnel, administrative personnel and students .

2. The Efficiency: The increase in management efficiency of technology-based LPTK, the resource sharing in personnel, university facilities, administrative facilities, and reorganization at the university/ institutes level, faculties, departments, or study programs

3. The Innovation and responsiveness to the demands and developments in the world of science, art and technology as well as the demands and developments in the society and professions.

4. The High Accountability: legal accountability, academic accountability, service accountability, and public accountability.

5. Autonomy: Autonomy provides an opportunity for LPTK to be responsible in developing the academic and administrative activities and students (MONE, 2002).

The aspect of leadership developed in the early time of UNJ's transition is a model of transformational leadership. This was in relation to the actualization of various activities of the management changes by the UNJ management. The characteristics of transformational leadership by Luthans (2006) are: 1) to define the vision and mission, build the sense of pride, gain the respect and trust, 2) to communicate high expectations, use symbols to focus efforts, express important purposes in the simple manner, 3) show intelligence, rational, careful problem solving, 4) to show interest in persons, individual treatment to the employees, train, advise.

According to Clark, one aspect that can be a problem in the university transformation is the aspect of steering core. The strengthened steering core is way that can be taken by universities to the successful process of institutional (Clark, 1998). The emphasis on the aspect of leadership by strengthening the leadership core (steering cores) in UNJ was characterized by: 1) the construction of clear authority leadership lines from the rector to the deans and to the head of department, 2) the development of accountability at the level of individuals and groups, 3) the increase of institution building capacity for Quality Management training for the university management, faculty, department, study program, bureau, unit and institution, 4) the strengthening of the administrative backbone through increasing academic and administrative human resources, 5) the management of academic and student administration .

The emphasis on strengthening the leadership steering cores in UNJ was intended to have a greater capacity in ability to manage and develop various scientific programs than ever before. This capacity was also a consequence of the expansion of the mandate.

The institutional revamp of IKIP Bandung to UPI was the starting point for the management to develop strategic aspects that could accommodate the aspirations and expectations for a higher education to appear as a leader by integrating three trends. The trends are the aspirations of local communities, national interests and global function to realize the vision of higher education in order to be the pride of the nation.

As an alternative for the future development of LPTK was the intention of institutional revamp policy and strategies in IKIP Bandung. The policies and strategies focused on four key priorities, first, to improve the efficiency and effectiveness of institutional management in improving the overall management quality, second, to develop the quality culture in academics society, third, to improve the linkages of various sectors in national development, especially in the development of Indonesian human resources, fourth, to improve the implementation of the universal function of universities in science and technology and human resource development (Gaffar, 2010).

From the view of management, UPI prioritized two aspects in the transition from IKIP Bandung to a university as a form of internal organization to meet the expansion of the mandate. First, the priority development of human resource that supports the expansion of the mandate into a university. Human resource development programs were thoroughly carried out for both lecturers and administrative personnel. Human resource development is a consequence of the curriculum changes i.e., to the fulfillment of the demands.

Second, the priority development and restructuring of infrastructure and academic facilities. The restructuring of infrastructure and facilities of academic activities was oriented towards UPI, an international-level university. The development of sports infrastructure, laboratories, studios, libraries, buildings, training centers, tutorial centers, etc. All the learning facilities and infrastructure was designed to meet the international-university's needs. Overall, the development and restructuring are a remodel of the whole buildings and replaced with the Multi-story Building (Kartadinata, 2010).

To realize the picture and the future aspired as the modern and international university, one thing to consider is the support of a reliable system of modern management. Reliable modern management system is interpreted as reliable information and communication technology (ICT) aimed to facilitate the overall process of flexible and worldwide learning. UPI, at the early days of revamp transition time sought to implement modern management concepts in the university called development strategies. Development strategies consisted of nine strategies, i.e, 1) university repositioning, 2) defining the philosophy, content, objectives, and the starting point, 3) setting fundamental and comprehensive standards as the quality reference, 4) developing a strategic action plan with the broad based approach and the frame of reference global, 5) building strong and modern management system infrastructure, 6) establishing reliable system mechanism, 7) preparing qualified human resources, 8) setting up a diversified revenue effort, and 9) developing the quality assurance as the quality control system (Affandi, 2012).

The characteristics of UPI leaders in the transitions:1) enthusiastically accommodate the dialectical process, 2) be open to the views of their students, 3) be responsive to a

critical view by proposing logic argument, innovations and visionary thought (Syaefullah, 2012). The key aspect of leadership is conflict-solving or problem-solving. Conflict solving or problem solving is the ability of a leader to solve problems arisen in the organization. This ability is supported by the willingness of the leaders to discover the root cause of the problem and to solve it with consensus for deliberation. Another aspect that stands out is the ability of UPI leaders in improving the organizations performance to deal with the demands of and changes.

The leadership developed in UPI in the revamp transition time was transformational leadership. Transformational leaders inspire followers to transcend Reviews their self-interests for the good of the organization and can have an extraordinary effect on their followers (Robbins and Judge, 2011). Based on the results of research conducted by Tichy and Devana, it is found that effective transformational leaders have the following characteristics, 1) they identify themselves as tools for change, 2) they are brave,3) they trust others,4) they are the driving force value,5) they are lifelong learners, 6) they have the ability to deal with the complexity, ambiguity, and uncertainty, and 7) they have visionary thoughts (Luthans, 2006).

D. Academic Services

From the aspect of academic services, UNJ developed working mechanism by establishing standard operating procedures (SOP) for different levels of bureaucratic agencies. The working mechanism was intended to support the improvement of the academic service quality. The SOP were in relation with improvement of the of academic services quality such as rules and procedures in conducting students orientation program; the rules and procedure of student activities; the rules and procedures of being efficient in facilities utilization and rules and procedures for academic activities.

One of the policies implemented in the framework of a wider autonomy for the faculty is to provide Block Budget. It allows the faculty to have autonomy in managing the budget. The policy is in line with the concept of strategic business unit (SBU) in the company. The objectives of implementing the SBU approach includes the implementation of decentralization and financial responsibilities, the increase in efficiency, the simplified bureaucracy, the ease of control and profit increase (Indrajit & Djokopranoto, 2006) .

A university as an educational organization has an interest and responsibilities for the preservation of culture, values, autonomy and businesses. For this reason, it is required for the university to keep updated. Education regards the dimensions of system, paradigms and cultures. University culture needs to be orientated to the paradigm shift in the world. The orientation, now, is to achieve customer satisfaction, open management, and develop quality assurance plan. Education quality assurance is a meeting point between the expectations of the service users (customers) and education service providers.

To improve the academic service quality, UPI developed various control mechanisms, such as management regular meetings and performance assessment that involves students. The regular meeting is held at all levels of management, from rector to the dean. The meeting aims to evaluate all activities carried out and to plan further activities. This is also a forum to absorb the academics society's interests and aspiration.

Moreover, to improve the effectiveness of the learning process, UPI also involves students in the academic activities assessment. The activities are assessed using a standardized questionnaire. And, the result is then used as an evaluation to improve further learning process.

The strategy in improving the progressive quality of academic services implemented in UPI is the development and structuring of physical facilities. The development and management of physical facilities and other supporting facilities lecture is prepared in line with the vision of UPI. The complete educational facilities owned will improve the image of teachers' training institute. The internationalization goals of UPI are reflected in the availability of international standard educational facilities.

Modernizing and improving the quality of educational facilities as part of the strategies were done to gain the international quality of academic services. The construction and building of class rooms, lecture rooms, laboratories, administration rooms and other supporting facilities are also one of the strategies implemented. The development of management system is maximized by governing ICT facilities. The management then started transforming human-operating based management system to electronic-based system in financial and academic activities.

The goal-directed mechanism in providing academic services of is to fulfill customer expectations for academic services satisfaction. This is in line with the concept of Total-Quality Education that emphasizes everyone experience one's needs are fulfilled and even exceeds expectations. Total Quality Education can be implemented in the form of:1) total commitment management, 2) customer-oriented management,3) team work commitment,4) self-managing leadership commitment,5) commitment to continuous improvement, 6) a self and team potentials commitment and beliefs,7) quality commitment (Rival and Pure, 2009).

V. CONCLUSION

Different responses to institutional revamp in UNJ and UPI was due to differences in paradigms of the two institutions. While the restraining forces to the institutional revamp in UNJ was at the individual level (individual level), in UPI, it happened to be at the organizational level. Both UNJ and UPI implemented mixed approaches in the development of their strategic planning. The strategic planning in UNJ was developed on basis of direct approach and goals-approach. In UPI, the development of strategic planning was on basis of goals approach and vision of success approach. The priority of structuring and strengthening the institutional system in UNJ was based on the rule of law and regulation with the principle of "the right man, at the right place. On the other hand, UPI prioritized realizing its vision in developing and structuring international standard facilities based on multi-story building concept.

REFERENCES

[1] Affandi, Idrus. (Eds). 2012. Membangun Pendidikan Nasional Masa Depan Untuk Menyongsong tahun 2035: Pemikiran Para Ahli Pendidikan dalam Rangka Menyambut Purna Bhakti Prof. Dr. H. Mohammad Fakhry Gaffar, M.Ed. (hlm. 16). Bandung: UPI PRESS.

[2] Azra, Azyumardi. 2002. Paradigma Baru Pendidikan Nasional Rekonstruksi dan Demokratisasi. Jakarta: Penerbit Buku Kompas.

[3] Bryson, John M. 2004. Strategic Planning for Public and Nonprofit Organizational, 3rd Edition. San Fransisco: Jossey-Bass.

[4] Clark, Burton. 1998. Creating Entrepeneurial Universities: Organizational Pathways of Transformation. Paris: IAU Pess Pergamon.

[5] Depdiknas. 2002. Pengembangan Sistem Pendidikan Tenaga Kependidikan Abad Ke-21 (SPTK-21). Jakarta: Depdiknas.

[6] Gaffar, Mohammad Fakhry. Visi: Suatu Inovasi dalam Proses Manajemen Startegik Perguruan Tinggi. Dalam Zulkabir dan Andi Suwirta (Eds.), Membangun Pendidikan Guru Tingkat Universitas: Pemikiran Pendidikan dari Mas Sadarjoen Siswomartojo hingga Sunaryo Kartadinata 1954 – 2010. (hlm. 155, 164). Bandung: UPI PRESS.

[7] Gaffar, Mohammad Fakry. 2012. Menjadi Pemimpin Visioner Dalam Idrus Affandi (Eds.), Membangun Pendidikan Nasional Masa Depan Untuk Menyongsong Tahun 2035: Pemikiran Para Ahli Pendidikan Dalam Rangka Menyambut Purna Bhakti Prof. Dr. H. Mohammad Fakhry Gaffar, M.Ed. (hlm. 18). Bandung: UPI PRESS.

[8] George, Jennifer M. dan Gareth R. Jones. 2005. Understanding and Managing Organizational Behavior, fourth edition. New Jersey: Pearson Prentice Hall.

[9] Griffin, Ricky W. dan Gregory Moorhead. 2007. Organization Behavior: Managing People and Organizations, Eight edition. New York: Houghton Mifflin Company.

[10] Indrajit, R. Eko & R. Djokopranoto. 2006. Manajemen Perguruan Tinggi Modern. Yogyakarta: Penerbit ANDI.

[11] Kartadinata, Sunaryo. 2010. Masa Transisi dari BHMN ke BHP: Otokritik dan Penegasan Eksistensi UPI Sebagai Universitas Pendidikan. Dalam Zulkabir dan Andi Suwirta (Eds.), Membangun Pendidikan Guru Tingkat Universitas Pemikiran Pendidikan dari Mas Sadarjoen Siswomartojo Hingga Sunaryo Kartadinata 1954 – 2010 (hlm. 176, 187). Bandung: UPI PRESS.

[12] Kasali, Rhenald. 2007. Change. Jakarta: PT Gramedia Pustaka Utama.

[13] Luthans, Fred. 2006. Perilaku Organisasi. Yogyakarta: Penerbit Andi.

[14] Miles, Matthew B. dan A. Michael Huberman. 1985. Qualitative Data Analysis. Beverly Hills: Sage Publications.

[15] Nasution, Nur. 2010. Manajemen Perubahan. Bogor: Ghalia Indonesia.

[16] Newstrom, John W. dan Keith Davis. 2002. Organizational Behavior. New York: McGraw-Hill Companies, Inc.

[17] Rivai, Veithzal dan Sylviana Murni. 2009. Education Management. Jakarta: PT Radja Grafindo Persada.

[18] Robbins, Stephen P. dan Timothi A. Judge. 2011. Organzational Behavior. New Jersey: Pearson Education Inc.

[19] Schermerhorn JR, John R. 2005. Management, eight edition. USA: John Wiley & Sons, Inc.

[20] Soedijarto. 2008. Landasan dan Arah Pendidikan Nasional Kita. Jakarta: PT Kompas Media Nusantara.

[21] Stake, Robert E. 2009. Studi Kasus. Dalam Norman K. Denzin dan Yvonna S. Lincoln (Eds.), Handbook of Qualitative Research (hlm. 301) terjemahan Dariyatno, et al. Yogyakarta: Pustaka Pelajar.

[22] Sutjipto. 2011. Laporan Akhir Jabatan Rektor Universitas Negeri Jakarta 1997 – 2001. Jakarta: UNJ.

[23] Syaefullah, Avip. 2012. Refleksi dan Kontemplasi Upaya Pembangunan Pendidikan Menghadapi Tahun 2035. Dalam Idrus Affandi (Eds.), Membangun Pendidikan Nasional Masa Depan Untuk Menyongsong tahun 2035: Pemikiran Para Ahli Pendidikan dalam Rangka Menyambut Purna Bhakti Prof. Dr. H. Mohammad Fakhry Gaffar, M.Ed. (hlm. 117). Bandung: UPI PRESS.

[24] Tilaar, H.A.R. 1998. Beberapa Agenda Reformasi Pendidikan Nasional dalam Perspektif Abad 21. Magelang: Tera Indonesia.

[25] Vecchio, Robert P. 2006. Organizational Behavior. Ohio: Thomson South-Western.

[26] Wibowo. 2012. Manajemen Perubahan. Jakarta: PT Rajagrafindo Persada.

[27] Winardi, J. 2005. Manajemen Perubahan. Jakarta: Prenada Media Group.

[28] Wirawan. 2011. Evaluasi: Teori, Model, Standar, Aplikasi, dan Profesi. Jakarta: PT RajaGrafindo Persada.

[29] Yamin, Muhammad. 2010. Pidato Peresmian Berdirinya Perguruan Tinggi Pendidikan Guru di Kota Bandung. Dalam Zulkabir dan Andi Suwirta (Eds.), Membangun Pendidikan Guru Tingkat Universitas (hlm. 6). Bandung: UPI PRESS.

[30] Zuhal. 2010. Knowledge & Innovation: Platform Kekuatan Daya Saing. Jakarta: Kompas Gramedia.

NEWSPAPER

[1] Abdul Kodir, Rektor IKIP Bandung (1987 – 1994), Tak Beralasan IKIP Harus Dibubarkan, Harian Suara Karya, 22 Oktober 1991.

[2] Kompas, Semoga tak lagi Jadi Warga Kelas Dua, Senin, 6 September 1999.

Supadi has completed bachelor degree majoring in Educational Administration from Jakarta State University. He completed a master degree from Indonesia Christian University majoring in Educational Management. His doctoral degree was achieved from Jakarta State University majoring in Educational Management. He is now working as head of Educational Management Department, Faculty of Educational Science, Jakarta State University. Author can be contacted via supadi_mpd@yahoo.com

Desi Rahmawati has completed an undergraduate degree majoring in Educational Management at State University of Jakarta. She also completed a master degree in Educational Management at same university, where she finished her doctoral degree in Educational Management as well. She is currently working as a lecturer at Educational Management Department, Faculty of Educational Science, State University of Jakarta. Further inquiry can be made to desimpunj@gmail.com

Fathurrohman completed his bachelor degree in Educational Management Major, Faculty of Educational Science, State University of Jakarta. Currently working as assistant lecturer at Educational Management Department in Jakarta State University, he is a master candidate of International Program of Adult Education for Social Change, Glasgow University. Author can be contacted via fathurrohmenn@gmail.com