

Model Development of Internal Institution Sinergiy in Efforts to Realize High Quality Governance of Effective Tri Dharma Academic at Gorontalo State University

Ismet Sulila¹ Tineke Wolok²

1. Study Program of Public Administration, Faculty of Economics, Universitas Negeri Gorontalo

2. Study Program of Management, Faculty of Economics, Universitas Negeri Gorontalo

Abstract

Higher education has a strategic role to educate life of the nation. Strategic roles could be realized if universities were able to guarantee high service quality of academic tri dharma. The university governance quality was largely determined by internal institutions role to coordinate and synchronizing the academic tri dharma program. This study was intended to examine the following research focus: 1) what the determining factors of institutions internal management effectiveness of academic tri dharma at Gorontalo State University, 2) what internal factors to determine high service quality of academic tri dharma at Gorontalo State University, 3) how was the construction of an internal institutional synergy model in an effort to realize effective academic tri dharma governance at Gorontalo State University. This study used descriptive qualitative method. Data was collected by observation, in-depth interviews and documentation. Data analysis techniques were carried out through the stages of data reduction, data presentation and conclusion. The research results could be explained as follows. First, internal institutional synergy could be done periodically and simultaneously by ten faculties, two work units, two educational institutions and five task implementation units to streamline the academic tri dharma tasks. Second, there were various internal factors to determine the high quality of Tri Dharma Academic, namely: quality assurance, environment, soft skills and information technology. Third, the construction of an internal institutional synergy model that prioritizes coordination and synchronization of internal stakeholders could be used as a reference to implement the direction of Gorontalo State University's higher education policy in realizing the academic tri-dharma governance towards an international-level campus. Based on study results, the recommendations were follows: 1) strengthening the coordination and integration of internal academic institutions, 2) strengthening the dimensions of quality assurance, environment, soft skills and information technology, 3) implementing internal institutional synergy models to manage academic tri dharma based on dimensions of quality assurance, environment, soft skills and information technology towards world class university.

Keywords: Institutional Synergy, Academic Services, Quality Assurance

INTRODUCTION

Higher education has a strategic role to educate the nation life. The strategic roles could be realized if the universities could guarantee the high quality of academic tri dharma services. The quality of university governance was largely determined by internal institutions role to coordinate and synchronizing the academic tri dharma program (Osipian, 2017).

The development of science has been increasing rapidly. This could also become an indicator that social life pattern of community has been developing and the problems were also increasingly complicated. The science of public administration, a discipline with aim to protect, to regulate, and to service the citizen, also develops along with the society changes. Various paradigms and concepts have been developed in public administration science in accordance with the times. These paradigms were used to create benefits for society, starting from paradigm of political and administrative dichotomy, administrative principles, public administration as political science, public administration as an administrative science, public administration as public administration science, public administration as development administration, reform administration, New Public Management and Good Governance (Bianchi et al., 2017). The last paradigm will be discussed below, because it relates to concept of electronic government currently used in various government systems, both central and regional, as a means to empower communities in a democratic system in Indonesia. It was expected that community get more satisfaction public services and have a stake to determine the policies that will be taken by government through public transparency and accountability

This study was intended to examine the following research focus: 1) what the determining factors of institutions internal management effectiveness of academic tri dharma at Gorontalo State University, 2) what internal factors to determine high service quality of academic tri dharma at Gorontalo State University, 3) how was the construction of an internal institutional synergy model in an effort to realize effective academic tri dharma governance at Gorontalo State University.

B. LITERATURE REVIEW

Governance

Governance has existed since the days of ancient Chinese Government (202 SM-219M). Governance was one of Confucian doctrines that became the Chow constitution. The governance term comes from Greek of "Kybernan" and "Kybernetes" which means controlling or driving something (Zaman, 2015). The concept of good governance was originally a political science term that was introduced in describing a democratic society. This term became more popular when international bodies in monetary field require good governance for monetary institutions to aid countries (Tierne et al., 2018).

The World Bank published a book entitled Governance Development in 1991. The Asian Development Bank (ADB) since 1995 has a policy paper entitled Governance Sound Development Management. ADB articulates four essential elements of good governance, namely: accountability, participation, predictability and transparency. UNDP made a more precise definition of governance to include government, private sector and civil society and interaction between the three. Paul Streeten in his article "Good Governance: History and Development of Concept" stated that Good Governance became one criteria to give assistance by international institutions after cold war where there was a change power of world political constellation, that also affect the policy to give assistance to recipient countries. Previously was directed towards fundamental humanitarian issues such as poverty, educational backwardness and extended to issues at that time, among others, environmental issues, human rights, democracy and Good Governance (Melnic et al., 2015) .

The organization with major contribution to conception of Governance was the United Nation Development Program (UNDP). UNDP conveyed the following principles of good governance

1. Participation: the community has an interest to participate in formulation process and making decisions on public policies intended for community.
2. Rule of law: the legal framework must be fair and carried out indiscriminately, especially the law for human rights.
3. Transparency: it was built based on freedom of information flow. Processes, institutions and information could be directly received by those needed. Information must be understandable and acceptable. Information and could be monitored.
4. Responsiveness: government officials must be responsive to changes in situations or conditions in accommodating community aspirations, as well as taking initiatives to address various problems faced by community.
5. Consensus Orientation: the formulation of development policies both at centre and local were carried out through a democratic mechanism, not determined by executive. Decisions taken between the executive and legislature must be based on consensus so that any public policy taken was truly a joint decision.
6. Equality: all citizens, both men and women, have the opportunity to improve or maintain their welfare.
7. Effectiveness and efficiency: processes and institutions should make the best effort to achieve optimal results by utilizing available funds and resources effectively and efficiently.
8. Accountability: government agencies and their officials must responsible to implementation of authority given in accordance with their duties and functions, policies, programs and the activities.
9. Strategic Vision: all government activities in various fields should be based on a clear vision and mission accompanied by an appropriate implementation strategy.

The implementation of Good Corporate Governance (GCG) concept at higher education in Indonesia was a new thing that requires further learning. This concept was derived from concept of business world, because it cannot be adopted just like that without the right academic adaptation. As illustration, the Good Corporate Governance (GCG) concept will be explained to first. In order to participate in developing the new paradigm of higher education which has been socialized almost one last decade in Indonesia, Good Corporate Governance (GCG) should be used in management of Private Higher Education in Indonesia. Continuous quality improvement based on aspects of transparency, independence, fairness, accountability and responsibility were basic principles that must be understood by all stakeholders involved in implementation of higher education and it should become synergy between them could accelerate the development of a new paradigm of higher education in future (Melnic et al., 2015).

The governance structure at higher education was relatively specific compared to non-educational, especially related to foundation role as part of stakeholders who hold an important key in higher education management (Karlsen, 2010; Keyeh, 2016). Governance structures in most private universities create a tripod consisting of; (a) Higher Education Foundation, (b) Chancellor of University-Institute / Chair of College / Dean of Faculty and (c) the Executive Board Foundation (BPH). Referring to governance structure in non-education companies, The higher education foundation represents shareholders, University-Institute Chancellor / Chairperson of College / Dean of Faculty represents the director's board and BPH-Foundation represent the commissary council (Endri, 2006)

Organizational Vision

Vision was a future view of organization, the goals and what must be done to achieve these goals. The vision cannot be written more clearly to explain the detailed description of intended system, due to the changes in knowledge and unpredictable situations during these long periods. Some requirements that should be fulfilled by a vision statement are forward oriented, not made based on current conditions, expressing creativity and based on principle of value to appreciate the society.

Vision was something proclaimed by organization founders. The vision was something that could be realized. Vision was the aspiration of organization founder towards the desired 'glory' in future. The top management create a mission together. Mission was usually expressed in form of a sentence or phrase as the answer to question "Why the organization should exist?" (Luthan, 2002).

Synergy

The interaction between the three stakeholders also requires synergy between the three stakeholders. Najiyati and Rahmat (2011) define synergy as a combination of elements or parts that could produce better and greater output. Synergy could be understood as a joint operation or a combination of elements to produce better output. Synergy could be built in two ways below.

a. Communication

Communication was the relationship between humans and another, either individually or in groups. Communication was part of human life itself. Humans were created to communicate with their environment. Communication was a very important tool in organization. Organizations protect and respect good performance in communication that was carried out effectively and efficiently. Communication was manifested in interactions carried out from one person to another so as to create an equality in meaning and achievement of goal.

Communication could be divided into two parts. First, source-oriented communication was an activity where someone (source) really moves stimuli to get a response. Second, the recipient-oriented communication considers that communication as all activities in which a person (recipient) responds to a stimulus or stimulus

b. Coordination

Synergy also need coordination. Hasibuan (2009: 85) said that: "coordination was the activity of directing, integrating, and coordinating elements of management. This type of coordination was divided into two major parts: Vertical coordination and Horizontal coordination. Both types were usually in an organization. The meaning of these two types of coordination could be seen from explanation below.

- a. Vertical coordination was activities of unification, direction carried out by superiors on unit activities, work units under their authority and responsibility. The job was to supervise all the officers under his responsibility. Vertical coordination was relatively easy to do, because employers could punish cheat employees.
- b. Horizontal coordination was to coordinate the activities of union, direction carried out on activities in equal level of coordination (employees). This horizontal coordination was divided into interdisciplinary and interrelated. Interdisciplinary was a coordination in framework of directing, uniting actions, realizing, and creating discipline between one units with another unit both internally and extra-units in same task.

Interrelated was the coordination between agencies with different functions but interdependent or has an internal or external connection at equivalent level. Horizontal coordination was relatively difficult to do, because the coordinator cannot impose sanctions on cheat officials because their position was equivalent.

Manullang (2008: 72-73) said that the coordination could be done in various ways. The four main ways to maintain coordination were as follows:

1. Holding a formal meetings between elements or units. This discussed their objectives to achieve the goal.
2. Appointing a person, a team or coordinator committee with specific responsibility to carry out coordination activities, such as giving explanations or guidance to coordinated units.
3. Making a guidebook containing an explanation of tasks of each unit. Such manuals were given to each unit to be guided in execution of their respective duties.
4. Leaders or superiors hold meetings with their subordinates in order to provide guidance, consultation, and direction.

The various coordination activities above were very necessary to prevent conflicts and reducing the duplication of tasks, eliminating unemployment, eliminating the interests of units themselves and strengthening cooperation. It was hoped that an atmosphere of cooperation, action unity and ultimate goal will be created.

Communication cannot stand alone without coordination. Coordination integrates individual activities and units into one joint effort to achieve a common goal. There were at least a number of conditions to realize effective coordination First, direct relationships to make coordination could be done more easily through direct personal relations. Second, Initial opportunities for coordination could be achieved more easily in early stages of planning and policy making. Third, continuity for coordination was a continuous process and must take place at

all times starting from planning stage. Forth, dynamism in coordination must be continually changed considering changes in environment both internally and externally. Fifth, clear objectives were important to obtain effective coordination. Sixth, simple organization. Simple organizational structure facilitates effective coordination. Seventh, clear formulation of authority and responsibility. Clear authority not only reduces disagreement among different employees, but also helps them with work with unity of purpose. Eight, effective communication was one of requirements for good coordination. Ninth, effective leadership guarantees coordination of activities of people, both at planning level and at implementer.

Activities of organizational units has differ need for integration. The need for coordination depends on nature and need for communication to execute the tasks and degree of interdependence of various implementing units. These tasks require information flow between units, a high degree of coordination. This high degree of coordination was very useful for non-routine and unpredictable work, changing environmental factors and high interdependence. Coordination was also much needed for organizations with high goals.

C. RESEARCH METHODS

Based on above research problems, this study used a qualitative descriptive approach to examine 1) what the determining factors of institutions internal management effectiveness of academic tri dharma at Gorontalo State University, 2) what internal factors to determine high service quality of academic tri dharma at Gorontalo State University, 3) how was the construction of an internal institutional synergy model in an effort to realize effective academic tri dharma governance at Gorontalo State University.

The data used were primary and secondary data. The primary data that will be collected through informants who know the studied problems. Secondary data were literature related to the problems, including institutional synergy needs, determinants of academic services and possibility to develop a new models of synergy and other relevant secondary data.

Data collection procedures include several steps. First, observation was used to collect the data. This step was done to find out the initial social conditions in research object. Second, interview was carried out through unstructured and in-depth interviews concerning research issues along with various indicators. Third, documentation was collected from a document recording form. This step was done to strengthen and enrich the data from observation and in-depth interviews. It will facilitate researchers to answer the problem formulation set.

The data obtained was analyzed descriptively. Descriptive analysis was intended to describe various empirical factual conditions in an effort to develop internal institutional synergy models in an effort to streamline the governance of academic tri dharma services at Gorontalo State University. The data analysis refers to Miles, Huberman and Saldana (2014: 31-33), which explains that in qualitative data analysis there were three activities that occur together: Data Condensation, Data Display and Conclusion / Verifications. Sequentially, data analysis techniques were carried out through the stages described below.

D. RESEARCH RESULTS AND DISCUSSION

The research results that Internal institutional synergy could be done periodically and simultaneously by ten faculty, two work units, two educational institutions and five task implementation units to streamline the academic tri dharma tasks. As a superior university in Gorontalo Province, Gorontalo State University should have high academic quality. There were important aspects that were needed by several determinants in realizing the internal synergy of institutions. They were organizational communication, 2) work commitment, 3) resource support, 4) facilities and infrastructure, 5) academic system, 6) organization and work procedures. The results of above study could be shown in figure 1 below.

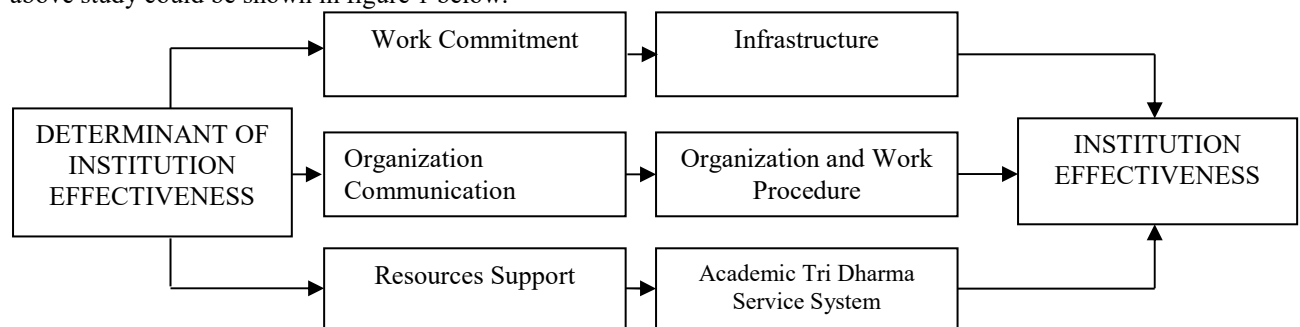


Figure 1. Determinants of institutional effectiveness

There were various determining factors of academic tri dharma quality. First, quality assurance was needed to provide quality assurance to stakeholders for access to higher education at Gorontalo State University. Second, environment was intended to present a learning environment to supports the achievement of vision, mission,

goals and programs. The intended achievement starts from internal organization that gradually implemented externally at local, national and international levels. Third, the soft skills need was focused on students, lecturers and academic support staff. This activity was to improve student's skills in mastering science and technology as a supporter to enter the workforce and implement their knowledge in community. Forth, information technology was needed in each work unit in Gorontalo State University. The use of this facility has provided convenience for all stakeholders, especially the academic community to do academic tri dharma activities. This in turn affect to improve the performance of organizations and institutions in Gorontalo State University. The results of second study focus could be shown in figure 2 below.

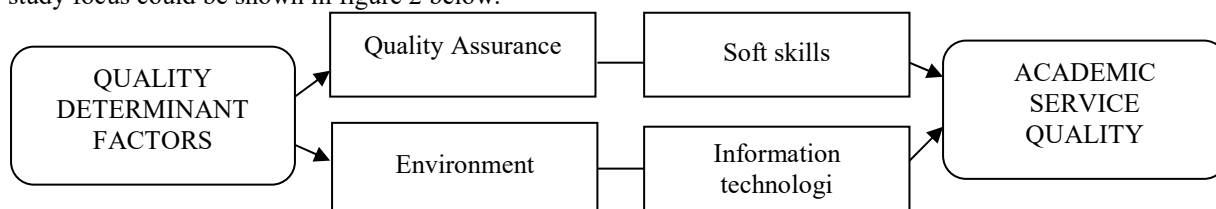


Figure 2. Determinants of academic services quality

Internal institutional synergy model that prioritizes coordination and synchronization of internal stakeholders could be used as a reference to implement policy direction of Gorontalo State University higher education to realize the academic tri-dharma governance towards an international-level campus, as shown in figure 3 below.

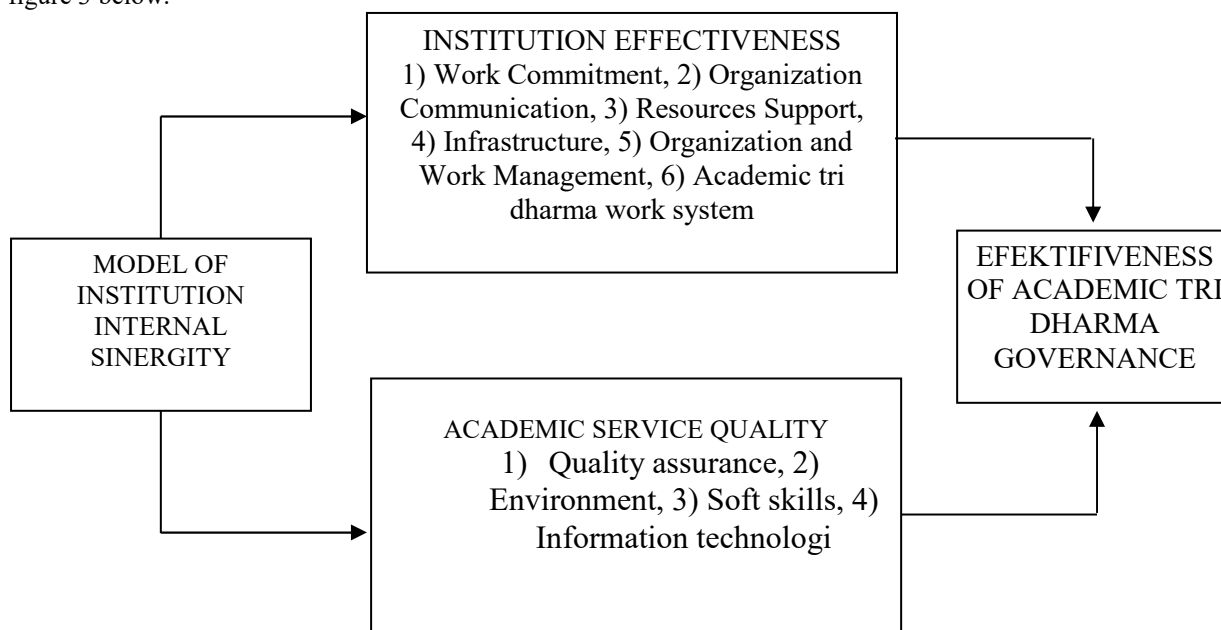


Figure 3. Internal institutional synergy

In an effort to achieve competitive advantage, organizations need various supporting factors. One of them was organizational leadership TO BUILD organizational members' commitment. Luthans (2002) defines organizational commitment in three senses, namely: 1) an attitude strength as well as a decision as part of organization, 2) a desire to realize high performance as a part that must be developed in organization, 3) one belief accepted value as well as goals that must be achieved by organization. Meanwhile, Greenberg and Baron (1997) explained that organizational commitment describes how far a person identifies and involves himself in organization and desire to remain in organization. Organizational commitment was a relative strength of individual in identifying his involvement in organization. This attitude was characterized by three things: 1) strong trust and acceptance of values and goals of organization, 2) willingness to truly strive on behalf of organization, 3) a strong desire to maintain membership in organization. Robbins (2001) see organizational commitment as one of work attitudes because it reflects a person's feelings about the organization in which they work. Organizational commitment was an individual's orientation towards the organization which includes loyalty, identification and involvement.

E. CONCLUSION

The study conclusions that could be detailed as follows:

1. There were six determining factors of institutional effectiveness: organizational communication, work

commitment, resource support, facilities and infrastructure, academic system, and organization and work procedures.

2. There were four determining factors the service quality of Tri Dharma Academic: quality assurance, environment, soft skills and information technology,
3. The determinants of institutional effectiveness and quality of academic tri dharma service produce a synergy model that could be implemented at Gorontalo State University towards world class university.

Based on above conclusions, to realize the synergy of institutions and governance effectiveness of academic tri dharma services, there were several suggestions below.

1. Improving and fulfilling six determinants of institutional effectiveness that will contribute to the operation of internal institutional synergy models at Gorontalo State University.
2. Fulfilling and implementing the four determinants the service quality of academic tri dharma at Gorontalo State University.
3. Implementing institutional synergy models to realize high quality academic service management towards world class university.

This research has some limitation. First limitation was the data only in Gorontalo State University. Future research can expand the research by examine more universities. Second limitation was the research uses qualitative method. Future research can uses quantitative method to explore more variables and more research object.

REFERENCES

- Azizi, Qodry A. 2007. *Change Management Dalam Reformasi Birokrasi*, Gramedia Pustaka Utama, Jakarta.
- Baron RA dan Greeberg, J, 1990, *Behaviour in organization*, 3rd edition, Understanding and managing the human side of work
- Bayeh, Endalcachew. 2016. Role of civics and ethical education for the development of democratic governance in Ethiopia: Achievements and challenges. *Pacific Science Review. Humanities and Social Sciences, Volume 2, Issue 1, Pages 31-36*
- Bellone, Carl J. 1980. *Organization Theory And The New Public Administration*, Allyn And Bacon. Inc, Boston.
- Bianchi, Isaias Scalabrin, Rui Dinis Sousa. 2016. IT Governance Mechanisms in Higher Education. *Procedia Computer Science, Volume 100, 2016, Pages 941-946*
- Evans, R. James. 1994. *Creative Thinking*, Terjemahan Bosco Carvalho, *Berpikir Kreatif Dalam Pengambilan Keputusan Dan Manajemen*, Bumi Aksara, Jakarta.
- Frederickson, H. George. 1984. *New Public Administration*, The University Alabama Press.
- Hasibuan s.p. malayu. 1995. *Manajemen dasar, pengertian dan masalah*, PT.TOKO Agung, Jakarta
- Karlsen, G. E. 2010. The Role of Governance in Teacher Education. *International Encyclopedia of Education (Third Edition), Pages 532-539*
- Luthans, Fred, 2002, *Organizational Behaviour*, New York: Mc Graw-Hill Company
- Makmur. 2009. *Teori Manajemen Strategik Dalam Pemerintahan Dan Pembangunan*, PT. Refika Aditama, Jakarta.
- Melnic, Alina, Nicolet Trandafir, Constantin Dumitrescu, Nicolae Istrat. 2015. Development of School Governance to Support Engineering Education. *Procedia Economics and Finance, Volume 26, Pages 925-932*
- Osipian, Ararat L. 2017. University autonomy in Ukraine: Higher education corruption and the state. *Communist and Post-Communist Studies, Volume 50, Issue 3, Pages 233-243*
- Robbins, Stephen, 2001, *Perilaku Organisasi*, Jakarta, PT. Prehallindo
- Tierney, Olivia, Linda Sweet, Don Houston, Lyn Ebert. 2018. A historical account of the governance of midwifery education in Australia and the evolution of the Continuity of Care Experience. *Women and Birth, Volume 31, Issue 3, Pages e210-e215*
- Zaman, Khalid. 2015. Quality guidelines for good governance in education across the globe, *Pacific Science Review. Humanities and Social Sciences, Volume 1, Issue 1, Pages 1-7*