

Organizational Structure of Private Higher Education Institutions and Their Development Patterns

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ABSTRACT

Organizational structure is a framework that regulates the relationship between parts in an organization to achieve common goals. In higher education, organizational structure is important in determining operational effectiveness and achieving the institution's vision. This study discusses the patterns or methods used in developing organizational structures at the University of Indonesia Maju (UIMA) in response to the change from the Indonesian Health Sciences College (STIKIM) to a university. The study aimed to understand the basics of compiling organizational structures at UIMA. The method used was a qualitative approach. The study results showed that the development of organizational structures at UIMA followed Mintzberg's theoretical guidelines, which consisted of five elements: The Strategic Apex, The Middle Line, The Technostructure, The Support Staff, and The Operating Core. Therefore, it can be concluded that this study confirms that UIMA's organizational structure is based on Mintzberg's theory, and further evaluations regarding the effectiveness of organizational structures in achieving UIMA's vision are recommended.

Keywords: Organizational Structure, Development Pattern.

I. Introduction

Private Higher Education Institutions represent a vital component of the global educational landscape, providing diverse pathways to learning and contributing significantly to human capital development (Sofyan, 2021). These institutions, operating independently of direct government control, exhibit various organizational structures and development patterns, influenced by regional context, institutional mission, and market forces (Lévy, 2011). Understanding the nuances of their organizational structure and development patterns is crucial for stakeholders, including policymakers, educators, and prospective students, to effectively navigate and contribute to this dynamic sector (Lévy, 2010). The organizational structure of private higher education institutions directly impacts their functionality, dictating the interdependence of internal units and establishing a network of interconnectedness, often visualized through an organizational chart (Mnich & Wiśniewski, 2018). This structure clarifies roles, responsibilities, and the flow of communication, influencing decision-making processes and overall institutional efficiency (Eisemon, 1992).

The development patterns of private higher education institutions reflect their unique trajectories, shaped by strategic choices, resource constraints, and the evolving needs of the communities they serve. These patterns may involve specialization in specific disciplines, expansion into new markets, or adopting innovative pedagogical approaches. The surge in private higher education is a global phenomenon, driven by increased demand for higher education and the limitations of public institutions to accommodate this demand (Yegon, 2019). In many regions, private institutions have emerged to fill critical gaps in educational provision, offering specialized programs or serving underserved populations (Akemche et al., 2022). The rise of private universities is particularly evident in developing countries, where they operate independently or through collaborations (Halai, 2015). Private higher education institutions in East Africa mirror developments in other parts of the world with a longer tradition of private university developments regarding growth and historical antecedents, continuity and innovation in institutional development, and internationalism (Munene, 2009). Private universities in Kenya face challenges, including declining market share and financial difficulties, due to factors such as the blurring of institutional distinctiveness and government policies promoting public sector growth (Munene, 2015; Wangenge-Ouma, 2012). The historical development of higher education institutions in Africa reveals that universities have been central to the challenges faced by developing countries (Gulali et al., 2021). Many qualified students persistently seek opportunities to pursue university education, which has been considered a revenue stream and a business opportunity to entrepreneurs in private higher education, leading to several private universities in the country (Kimno et al., 2019).

Furthermore, the organizational structure of private higher education institutions influences their ability to adapt to changing environments, including technological advancements, evolving student demographics, and increasing demands for accountability. A flexible and responsive structure can enable institutions to embrace innovation and maintain a competitive edge. In contrast, a rigid or bureaucratic structure may hinder their ability to thrive in a dynamic landscape. An institution's organizational structure guides its approach to innovation, influencing its capacity to embrace new ideas, implement novel teaching methods, and adapt to changing student needs. Moreover, the funding model significantly shapes the organizational structure of private higher education institutions, and often the revenue generated is used for internal quality assurance practices and competitive strategies (Kimno et al., 2019).

The development patterns of private higher education institutions are also closely linked to their ability to secure funding, attract talented faculty, and establish a strong reputation. Institutions that can effectively manage resources, cultivate partnerships, and demonstrate a commitment to excellence are more likely to achieve sustainable growth and impact. The rapid expansion of higher education in Kenya since the early 1990s has led to financial challenges for universities (Kereto et al., 2021). Therefore, strategic planning is essential for universities in Kenya to address challenges and risks, ensuring sustainability through structural development, internal organization, competent personnel, and effective administration, which is not the reality in public higher education (Chepkoskei et al., 2021). It also helps the institution translate insight into effective strategies to cope with their circumstances and develop rationales to lay the groundwork for adopting and implementing strategies in the ever-changing environment (Chepkoskei et al., 2021). Private higher education institutions are critical in a country's growth and development. They play a crucial role in training public and private professionals, contributing significantly to national development through research, innovation, and knowledge production (Chege, 2015; Kiriri, 2021). Kenya has implemented reforms to equally include public and private higher education, addressing rapid expansion, quality assurance, and declining quality (Munene, 2015).

Understanding the organizational structure of private higher education requires a comprehensive analysis of its governance models, administrative structures, and academic divisions. Private higher education institutions' organizational structures and development patterns are often shaped by a complex interplay of internal and external factors, including market forces, government policies, and accreditation standards. Moreover, the organizational structure that is embraced has to give room for internationalization through a proactive approach, internship programs, research, innovation, and creativity (Sika & Othoo, 2022)

According to Stephen P. Robbins in Ambarwati (2021), an organization is a consciously coordinated social entity, with relatively identifiable boundaries, that works on a relatively continuous basis to achieve a common goal or group of goals. David Cherrington in Sobirin (2019) defines an organization as a social system with a regular work pattern, founded by humans, and consisting of a group of humans to achieve a particular set of goals. Considering the two definitions of the organization that have been given, it can be concluded that an organization is a social unit or entity formed by humans and lasts for quite a long time. This organization consists of a group of two or more people and does things in an organized and coordinated way to achieve specific goals. Organizations have unique characteristics that distinguish them from other organizations. An organization usually has five main characteristics:

- a. Social unit or entity
- b. Consists of at least two people. Has a clear work pattern, established to achieve a specific goal, and
- c. has unique characteristics.

Organizational behavior is a field of study that investigates individuals, groups, and organizational structures, and their impact on behavior within organizations, with the hope that by applying this knowledge, organizational effectiveness can be improved. According to the book *Organizational Behavior in the Industrial Revolution 4.0*, organizational structure is a system or network of tasks, reporting, and communication systems that connect individual work with groups. The organizational structure determines how work is divided, grouped, and formally coordinated. This statement refers to six key elements: job specialization, departmentalization, chain of command, span of control, centralization, decentralization, and formalization. Organizational structure can be defined as a system or network of tasks, reporting, and communication systems that connect individual work with groups. All organizations, no matter how small, have some structure because, in general, a structure is designed to ensure that the organization is designed in the best way to achieve its goals and objectives. This statement also refers to six key elements: job specialization, departmentalization, chain of command, span of control, centralization, decentralization, and formalization. Structure is a way for an organization to organize human resources for activities towards goals. Structure is a harmonious way of placing humans as part of an organization in a relatively fixed relationship, which greatly determines patterns of interaction, coordination, and task-oriented behavior according to Steers in Fianda, followed by Catur Septiawan G1, Erwin Sujana2.

Universitas Indonesia Maju (UIMA), which results from the transformation of Sekolah Tinggi Ilmu Kesehatan Indonesia Maju (STIKIM), faces new challenges and opportunities in developing its organizational structure. This change in status requires adjustments in terms of curriculum and academic services, as well as management and resource management. Therefore, it is important to understand how the organizational structure at UIMA is being developed in response to these changes. Previous studies did not concern the development of the organizational structure due to the change in form from a college to a university, so this study is important to be carried out in order to obtain a model for developing the organizational structure in private universities (case study at Universitas Indonesia Maju) that is appropriate to the characteristics of UIMA.

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Universitas Indonesia Maju has two campuses, campuses 1 and 2, with campus one at Harapan Street No. 50, RT. 2 / RW. 7, Lenteng Agung, Kec. Jagakarsa, South Jakarta, DKI Jakarta 12610. While campus two is

located at Camat Gabun 2 No. 15 Street, RT. 10 / RW. 8, Lenteng Agung, Kec. Jagakarsa, South Jakarta, DKI Jakarta 12610. This study analyzes the development of the organizational structure at Universitas Indonesia Maju. Universitas Indonesia Maju applies Mintzberg's theory to its organizational structure. This theory has five basic elements in the organizational structure, namely:

1. The Strategic Apex: namely, the top-level manager, who is given overall responsibility for the organization and ensures that the organization carries out the company's mission, which has been outlined
2. The Middle Line: namely, the managers who act as a link between the operating core and the strategic apex
3. The Technostructure, namely, the analysts who have the responsibility to implement certain forms of standardization in the organization
4. The Support Staff: namely, the people who fill the staff unit, who provide indirect support services to the organization
5. The Operating Core: the employees who carry out basic work related to production and services.

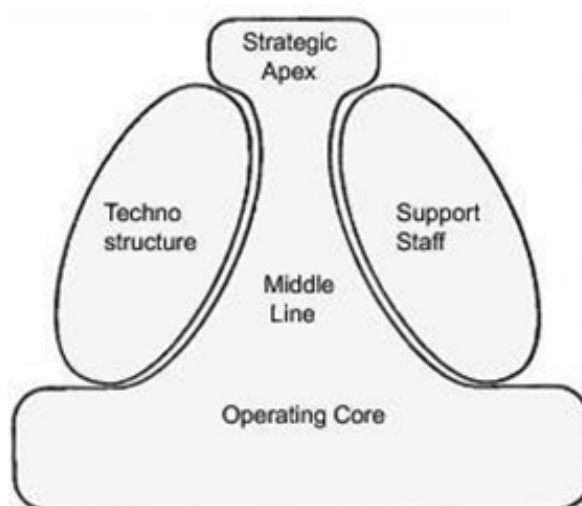


Figure 1. Mintzberg's Organizational Structure

II. Research Method

This study uses a qualitative approach with a document analysis method. Such as textbooks, scientific journals, and other sources that discuss the theory of organizational structure, especially Mintzberg's theory, which is used to strengthen the analysis. This approach was chosen because the study focused on the study of data and information available in the form of written documents without involving direct data collection activities in the field. Therefore, the way to collect data is by searching for information by analyzing documents in existing sources related to this study. In document analysis, it can be seen that they use several methods in data collection, namely:

1. Using observation, and
2. Focus Group Discussions (FGD). FGD was conducted involving 8 (eight) informants, namely:
 - a. 1 (one) representative from Yayasan Indonesia Maju as the Organizing Body of Universitas Indonesia Maju (UIMA),
 - b. 1 (one) acting Chairman of the Board of Trustees,

- c. 3 (three) temporary officials (pjs) of UIMA consisting of 1 (one) acting Rector and 2 (two) acting Vice Rectors, pjs.
- d. 1 (one) Chairman of the UIMA Senate, pjs.
- e. 1 (one) Chairman of the UIMA Internal Supervisory Unit (SPI), and
- f. 1 (one) acting Chairman of the UIMA Education Development and Internal Quality Assurance Agency (BP3MI).

The document analysis shows that the FGD was held on February 4, 2022, while the research time was from January 17 to February 17, 2022. The flow of this research is expected to provide in-depth insight into the changes in the organizational structure that are being implemented. Thus, the results of this study are expected to provide valuable recommendations not only for UIMA but also for other universities experiencing similar changes. This research will also contribute to the literature on organizational structure in higher education and offer practical guidance in developing effective and adaptive structures.

III. Results and Discussion

The functions of the organizational structure include, first, the division of tasks, which helps distribute responsibilities to the right individuals or units, so that everyone understands their role in the organization. Second, coordination, which facilitates communication and cooperation between departments, is important for achieving common goals. Finally, supervision and control provide a framework for monitoring performance and ensuring that activities run according to plan. Therefore, UIMA needs an organizational structure in order to produce good results from the function of the organizational structure. The study results, which are sourced from information in the document analysis, show that the development of the organizational structure at Universitas Indonesia Maju (UIMA) follows the guidelines of Mintzberg's theory. In this analysis, the five basic elements that form the organizational structure are identified as follows:

1. The Strategic Apex: The Rector and Vice Rectors are the top-level managers responsible for the organization. They ensure that the vision and mission of the
2. The Middle Line: The Dean of the Faculty acts as a liaison between top management and operations in the faculty. This role is vital to maintain communication and coordination between units.
3. The Technostructure: The Internal Supervisory Unit (SPI) and the Education Development and Internal Quality Assurance Agency (BP3MI) are responsible for implementing standardization and supervision of quality at UIMA.
4. The Support Staff: The University Secretary and other administrative units provide essential administrative support in managing day-to-day operations.
5. The Operating Core: The Study Program Coordinator and Technical Service Unit (UPT) carry out core functions in the education process, ensuring that academic activities run smoothly.

This analysis shows that the organizational structure at UIMA has been built by considering the characteristics and needs of the institution. Conformity with Mintzberg's theory confirms that this approach effectively organizes the organization to achieve strategic goals. In this research, in the form of document analysis, it states that the results of interviews with informants also indicate a good understanding of the role of each element in the organizational structure. However, several challenges in implementation still need to be overcome to improve operational efficiency. Overall, the organizational structure at UIMA supports the achievement of the university's vision, namely, UIMA becoming a nationally competitive university in developing science and technology through community development. Due to the importance of the organizational aspect in achieving the goals of UIMA's establishment, UIMA must be able to adapt to all possible changes that may occur in the future. Whatever the reasons underlying the changes within the scope

of UIMA as an organization, implementing changes is a necessity for the growth and development of the organization.

IV. Conclusion

The development of organizational structure at Universitas Indonesia Maju (UIMA) is based on Mintzberg's theory, consisting of five main elements: Strategic Apex, Middle Line, Technostructure, Support Staff, and Operating Core. UIMA's organizational structure implements each element in real terms to ensure operational effectiveness and achievement of the institution's vision. Applying this theory shows that UIMA has built an organizational structure that is aligned with institutional needs after transforming from STIKIM to a university. However, the study also identified challenges in implementing the structure that need further evaluation so that the organizational structure is more adaptive and can support the institution's future growth.

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