THE UNDERSTANDING OF THE ORGANIZATIONAL CULTURE AMONG EDUCATIONAL LEADERS AND STAFF: CASE STUDY OF PRIVATE UNIVERSITY IN DKI JAKARTA

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ABSTRACT

The study of organizational culture has received a lot of attention among academics in many fields of study, including education. At the tertiary level, culture can be cited as the key to success. This study aims to describe the perspectives of educational leaders and staff about organizational culture at the tertiary institutions where they work. Data were collected from the leadership and educational staff of leading private universities in DKI Jakarta, which are included in clusters 1-3 based on the results of the higher education clustering of the Ministry of Education and Culture. The data obtained from the questionnaire were analyzed with descriptive statistics. The results show that the organizational culture of leading private universities, although diverse, is mostly characterized by certain characteristics. Participants define organizational culture in general as procedures, beliefs, attitudes, and ways of working that are typical for an organization, and refer to working to achieve organizational goals. Apart from that, they also describe the organizational culture of their university by referring to terms such as desiring academic success, discipline and rules, respect, and tolerance.

KEYWORDS: *organizational culture, private universities, education, Jakarta*

1.0 INTRODUCTION

The term culture usually conjures up descriptions of the customs and practices of a person living in another country. One can imagine oneself traveling abroad and studying how people live and behave differently in other countries and contemplate what needs to be done to change one's own behavior patterns to make them more suitable in that other country (Chatman, Caldwell, O'Reilly & Doerr, 2014). In many ways, the acculturation of individuals in an organization is similar to the acculturation of a person starting life in another country. When a person becomes a new member of a group or organization, he must be familiar with the ways in which work is done and how to behave appropriately in the workplace. New employees quickly learn how the behavior patterns match the characteristics and practices of the group or organization. In recent years, organizational culture has been researched in national or international companies and institutions in various countries. Organizational culture has been recognized as an important element that can influence organizational success. Since then organizational culture has become a very important area of inquiry (Fellows & Liu, 2013).

2.0 LITERATURE REVIEW

Varies definitions given for organizational

culture. Schein (1992), one of the most prominent organizational culture theorists, provides the following very general definition: "A common pattern of assumptions that groups learn when solving problems of external adaptation and internal integration that have worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to see, think, and feel in connection with the problem.

Hofstede (2001) states that "culture is basically about how people are expected to behave, drawing a line where certain personalities will directing people, and expressing themselves through practices such as rituals (collective activities that may not be technically necessary - ceremonies, for example), heroes (people who have highly valued characteristics), and symbols (words, gestures, pictures, and meaningful objects for those who share the culture)". Organizational culture is communicated, taught and transferred to members; help organizations to adapt to environmental conditions and integrate internally; works like a problem-solving framework or guide, and even as a tool intended to enhance the functioning of an organization and its decision-making processes, performance, effectiveness, and competitive position.

The study of organizational culture has received a lot of attention among academics in many fields of study, including education. At the tertiary level, culture can be cited as the key to success Culture influences individual behavior at work and influences the success of individuals and organizations (Kriemadis, Pelagdis & Kartakoullis, 2012). The study of organizational culture is of growing importance in higher education analysis. Analysis of the organizational culture of higher education is important because it is interested in adapting culture to the values and behavior of its members, so as to maintain a healthy mindset and encourage permanent improvement (Folch & Ion, 2009).

In studies developed in the context of higher education and on organizational culture, Pelekais and Rivadeneria (2008) have considered the need to include cultural elements such as beliefs, values, rituals, language and history, because weak perceptions of culture seem to be shared by their own personnel. University culture is a different type of organizational culture whose values and beliefs and basic assumptions are shared by all universities (Salonda, 2008). For example, universities have regular ceremonies. Furthermore, people should celebrate at work not only events related to their professional promotion but also their personal events, such as weddings, birthdays or retirement (Antic & Ceric, 2008). University culture cannot be formed by individuals who act alone. The exchange and collective acceptance of the same values and artifacts is a key role shared in the culture of the higher

education (Calciolari, Prenestini & Lega, 2018).

According to Kuh and Whitt (1988), university culture can be defined as a collective pattern that forms norms, values, practices, beliefs, and assumptions that guide individual and group behavior. It provides a frame of reference for interpreting the meaning of events and actions on and off campus. The university culture allows one to see and understand the interactions of people outside of organizations and special events, actions, goals, and situations in different ways. University culture basically comes from three sources, namely the beliefs, values, and assumptions of the organization's founders and the learning experiences of group members as their organization develops. Values, beliefs and assumptions can be considered to greatly influence the decision-making process in higher education and shape individual and organizational behavior. Behavior based on underlying assumptions and beliefs is conveyed through stories, specific language and institutional norms (Cameron & Freeman, 1991).

The university culture is also created by new beliefs, values, and assumptions brought by new members and leaders. University is an existing cultural form, which results in the attention that needs to be paid to campus culture. Campus culture is a combination of various cultures on campus that are co-created by all campus people and accumulated in long-term university management practices. It consists of three aspects, namely material culture, institutional culture and spiritual culture (Xi, 2012). Campus material culture, which is generally in the form of environment and facilities, is a general term for external forms in the development of higher education. Institutional culture includes shared and distinctive systems, which mainly refers to systems of rules and regulations, management and operation rules, and restriction mechanisms. Spiritual culture refers to how campus people take part in cultural activities and what results are achieved, so that they reflect ideology, values, psychological qualities and aesthetic awareness, and so on (Morgan & Vorhies, 2018).

There are many ways to assess university culture. One is the Organizational Culture Assessment Questionnaire (OCAQ) based on the work of Talcott Parsons, a sociologist at Harvard. Parsons develops a framework and theory of action in social systems. He argued that all organizations must perform four essential functions if they are to last for a long time. Sashkin and Rosenbach (2013) have labeled these four functions as: managing change, achieving goals, coordinating teamwork, and building a strong culture. One aspect of how the organization achieves its goals is very important, but often overlooked. This factor has been made into a separate fifth scale, namely customer orientation.

Managing change: This area of action

concerns how well the organization is able to adapt and deal effectively with changes in its environment. Achievement of objectives: All organizations must achieve some goal or objectives for the client or customer. Having a clear focus on explicit goals has been shown time and again to have a very strong relationship with actual success and achievement. The achievement of goals is also facilitated when the goals of the members of the organization are in line or aligned with each other and with the overall goals of the organization. Coordinated teamwork: The long-term survival of an organization depends on how well the efforts of individuals and groups in the organization are tied together, coordinated and sequenced so that people's work efforts fit together effectively. The power of culture: All organizations have a culture, which is formed from the patterns of values and beliefs shared by some, most, or all members of the organization. Customer orientation: Although organizations often have specific product or service objectives - the quality standards or types of products or services that make the organization known - the crucial question is whether these internally derived, defined goals match or match what the client or customer wants from the organization. No matter how strong the culture is and no matter how well other functions are performed, if no one wants what the organization produces or does, then the organization is unlikely to succeed.

With all this in mind, this specific research is based on an understanding of the organizational culture of academic education institutions: in this case it is the leading private university in DKI Jakarta. This study aims to describe the perspectives of educational leaders and staff about organizational culture at the universities where they work to determine the perceptions of leaders and staff about the problem. The research findings will be of great value as an exploratory study of the participants' views on cultural issues in their workplace. Furthermore, these findings will become a database for the Ministry of Education and Culture. The research findings can also be used to recommend ways to increase institutional productivity by forming a valid organizational culture, given the fact that a set of beliefs gives way to institutional efficiency. In addition, the findings of this study will serve as guidelines for leaders in forming a unique organizational culture or keeping existing organizational cultures alive.

3.0 METHOD

This research was conducted using quantitative and qualitative data collection methods. The instrument used in this study was a questionnaire. Data were collected from 200 leaders and educational staff of leading private universities in DKI Jakarta who were included in clusters 1-3 based on the results of the 2020 Ministry of Education and Culture's higher education clustering.

The data obtained from the questionnaire were analyzed using descriptive statistics. Based on the descriptive research design, this study involved descriptive statistical data analysis. To analyze the data obtained from the questionnaire, the mean was used as a statistical technique to determine the level of agreement regarding items regarding organizational culture. The following scores are used to compare the mean:

Table 1: Mean Scores

Level of Agreement	Mean Score
Never	1.00 - 1.49
Rarely	1.50 - 2.49
Sometimes	2.50 - 3.49
Often	3.50 - 4.49
Always	4.50 - 5.00

The assumption of normality is tested through the Kolmogorov-Smirnova and Shapiro-Wilk examinations which show that normality is an acceptable assumption. Cronbach's Alpha was used to test the reliability of the scale. The total responses from 200 participants were used in the analysis.

Table 2: *Reliability Test*

Cronbach's Alpha	N
0.95	30

Reliability was found to be 95% for a scale of 30 items. So, the scale is very reliable.

Table 3: *Dimensional Reliability*

Dimension	Cronbach's Alpha	Item
Manage change	0.85	6
Achieving goals	0.88	6
Coordinated teamwork	0.96	6
Customer orientation (students/graduates)	0.82	6
Cultural power	0.84	6

The subgroup reliability rate on the scale was between 85% and 96%. So, the subgroup is very reliable.

4.0 RESULT AND DISCUSSION

To analyze the evaluation of the leadership and education staff regarding their perceptions of organizational culture, Table 4 presented the mean score and standard deviation obtained for each dimensions. There are five dimension consist manage change, achieving goals, coordinated teamwork, customer orientation (students/graduates) and cultural power.

Table 4: *General Results of Organizational Culture*

Dimensions	Mean	S.D
Manage change	4.20	0.252
Achieving goals	4.43	0.311
Coordinated teamwork	4.28	0.204
Customer orientation (students/graduates)	4.50	0.223
Cultural power	4.63	0.251

Table 5 till Table 9 is related to each dimensions of organizational culture. Table 5 related to the dimensions of managing change which aim to determine the perspective of the leadership and educational staff.

Table 5: *Manage Change*

Dimensions	Mean	S.D
People are flexible and adaptable when change is needed.	4.29	0.225
People feel that most of the changes are the result of pressure being imposed from superiors within the organization.*	4.48	0.152
People have clear ideas about why and how to proceed with the entire change process.	4.60	0.170
People believe that change happens too quickly and causes too many distractions.*	4.50	0.348
People believe they can influence their workplace through their ideas and engagement.	4.96	0.102
People believe that their worries and anxieties during the period of change are heard and taken into account.	4.87	0.308

Table 6 related to the dimensions of achieving goals that aim to determine the perspective of the leadership and educational staff.

Table 6: *Achieving Goal*

Dimensions	Mean	S.D
Individuals and teams have clear goals related to the goals and mission of the university.	4.29	0.225
People and teams are often expected to achieve goals they believe are impossible.*	4.48	0.152
Individuals and teams are measured	4.60	0.170

and rewarded according to how well the goals were achieved.		
Individuals and teams participate in setting specific goals.	4.50	0.348
Universities are constantly setting goals, to keep improving.	4.96	0.102
Individuals, teams, and functional areas often have incompatible goals.*	4.87	0.308

Table 7 related to the dimensions of coordinated team collaboration which aims to determine the perspective of the leadership and educational staff.

Table 7: *Coordinated Teamwork*

Dimensions	Mean	S.D
Teams often lack the authority needed to get the job done effectively.*	4.41	0.135
People believe in teamwork, a "what's in it for us" approach rather than "what's in it for me".	4.61	0.202
People lack the interpersonal and technical skills they need to work effectively in teams.*	4.50	0.208
People know what is expected of them and understand how it impacts other people, teams and functions.	4.79	0.323
Believers in working together collaboratively, prefer cooperation over competition.	4.89	0.321
Leaders at all levels work together as a team to achieve results for the organization.	3.91	0.154

Table 8 relating to the results related to the dimensions of customer orientation (students / graduates) which aim to determine the perspective of the leadership and educational staff.

Table 8: *Customer Orientation (Students / Graduates)*

Dimensions	Mean	S.D
The university gives the highest priority and support to meet the needs of students/graduates and to solve their problems.	4.28	0.241
Policies and procedures help universities provide the services their students/graduates want and need.	4.72	0.184
People often see student/graduate problems as someone else's responsibility.*	4.55	0.111
Everyone is always looking for new ways to better serve students/graduates.	4.49	0.282
Everyone who does their best work to serve students/graduates is more likely to be recognized or valued than others.	4.31	0.191
When students/graduates have a problem with the service they receive, it is almost always resolved to their satisfaction.	4.01	0.212

Next Table 9 related to the dimensions of cultural strength which aim to determine the perspectives of educational leaders and staff.

Table 9: *Culture Change*

Dimensions	Mean	S.D
Everyone values and makes use of each other's unique strengths and abilities.	3.70	0.272
Everyone knows and understands the goals and priorities of university.	4.50	0.098
People sometimes compromise university policies or principles to achieve operational goals. *	4.38	0.079
Decisions are most often made based on facts, not just perceptions or assumptions.	4.06	0.971
Everyone has access to timely and accurate information about what is really going on in university and why.	4.01	0.084
Everyone strongly believes in a shared set of values about how people should work together to solve common problems and achieve common goals.	4.97	0.021

Participants who took part in the research defined organizational culture in general as procedures, beliefs, attitudes, and ways of working that are typical for an organization, as well as referring to working for organizational goals. In addition, they also describe the organizational culture of their own higher education by referring to terms such as desiring academic success, discipline and rules, respect, and tolerance.

The picture drawn from the research findings illustrates the following aspects: participants are satisfied with the support they get from the universities where they work; improving student academic success and performing the tasks specified in the program are the top priorities of participants; participants are satisfied with the award given; and the majority of participants considered that the bureaucracy had functioned well. The implication is, in simple terms, it can be stated that the leadership and staff of education at the private tertiary institutions studied already know the term organizational culture and its functions. Besides being aware of the university's mission, they also get support in various aspects.

5.0 CONCLUSION

The results show that the organizational culture of leading private universities, although diverse, is mostly characterized by certain characteristics. Some of the dominant cultural characteristics can be indicated as follows: the hierarchical character of the academic structure, formal relationships in the academic hierarchy, the debureaucratization of higher education activities, ceremonialism and ritualism in organizational culture, the relationship of democratic character between leaders and educational staff, and focus on internal promotion.

Organizational culture is a complex structure involving all internal stakeholders and many internal processes. The most important parts of any process are communication, trust and participation. Building such a culture requires hard work and years of commitment from all. Universities exist to create or share knowledge and the process of sharing involves interacting as well as sharing trust, all of this has to take place in the right environment. The main output of the education process is graduates and their ability to work in a real context. An organizational culture that focuses on quality will not only provide students / graduates with good competencies in their fields, but also social competencies that are developed from interactions with leaders and educational staff during their education program.

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