



# Building a New Culture Organizational Model Using a Competing Values Framework to Accelerate Unja Smart Achievements

Ekawarna, Urip Sulistiyo<sup>✉</sup>, Sri Rahayu, and Mifthahul Nurzanah

Pascasarjana Universitas Jambi, Jambi, Indonesia

[urip.sulistiyo@unja.ac.id](mailto:urip.sulistiyo@unja.ac.id)

**Abstract.** The present study contained three main objectives, including 1) measuring what type of organizational culture the Doctoral Education Study Program currently has, using the Organizational Culture Assessment Instrument (OCAI), 2) constructing a new organizational culture model that is expected to be owned by the Study Program Doctoral Education in the future, use the Competing Values Framework (CPF) to accelerate the achievement of the UNJA SMART platform, 3) mapping out programs and strategic performance measures in the tri-dharma field in the Doctoral Education Study Program which can support the acceleration of administration. To achieve these objectives, the researchers used a descriptive qualitative research design and literature study techniques and questionnaires as data collection methods. The results of the study revealed that the Clan culture and Hierarchy culture were the dominant cultures found in the Doctoral Education program. Besides that, market culture is also a type that is expected to be available in the Doctor of Education study program. Additionally, the current (OCAI) and expected (Desired Culture) organization within the framework of the Acceleration of Achievement of UNJA SMART includes implementing the elements of credibility, transparency, accountability, responsibility and fairness.

**Keywords:** Culture Organization · Framework · UNJA SMART

## 1 Introduction

The policy of the Ministry of Education and Culture, especially at the Directorate General of Higher Education, namely Freedom of Learning-Free Campus, provides direction that State Universities (PTN) must carry out the transformation of higher education through harmonization of the Main Performance Indicators (IKU) of State Universities (PTN). The Main Performance Indicator is PTN performance which will determine PTN classification as well as resource and budget support which the Directorate General of Higher Education will facilitate. The Main Performance Indicator issued by the Minister of Education and Culture through the Decree of the Minister of Education and Culture Number 754/P/2020 is a new performance measure for tertiary institutions to create adaptive tertiary institutions based on more concrete outcomes. This policy is also a measuring tool to accelerate the implementation of the Merdeka Learning-Independence Campus.

© The Author(s) 2023

D. A. Kurniawan (Ed.): GDIC 2022, ASSEHR 772, pp. 197–217, 2023.

[https://doi.org/10.2991/978-2-38476-110-4\\_21](https://doi.org/10.2991/978-2-38476-110-4_21)



is planned, no matter how sophisticated the facilities are built or how great the human resources are, without being equipped with a conducive and supportive organizational culture, it will be difficult to achieve all of UNJA's future achievements and vision and mission.

Organizational culture is a guideline for how every activity should be carried out [1]. From this definition, organizational culture can be interpreted as a set of values, assumptions, and beliefs that are believed to be true by a group of people. It then integrates and forms a complete organizational culture. The organizational culture is the values, beliefs, and principles that underlie an organizational management system [2]. It is done repeatedly and then forms a pattern of adjustment to the internal and external environment [3]. The system is consciously coordinated to achieve organizational goals [4]. Additionally, the system is also done continuously as a thought programming process, which will permanently form the software of mind in the organization [5].

Organizational culture has a strong long-term influence on the performance and effectiveness of an organization [6] [7]. It is a system of shared meaning that includes vision, mission, expectations, values, structures, procedures, strategies, actions and interactions within the organization [4]. Thus, organizational culture greatly influences organizational life in achieving goals [8]. According to [9] organizational culture has to be taught, studied, developed, socialized, internalized, and used as a guide through existing values. Therefore, organizational culture is not inherited. Because if it is so, then the transformation process will not occur. It should be realized that cultural transformation (culture change) is fundamental. This cultural transformation will become a process of reorganization and revitalization of values, affecting attitudes, behavioural norms, management styles, and systems [9].

Furthermore, the efforts to achieve the Vision and Mission of the University of Jambi will be realized, if the governance and organizational governance are effective in organizing the organization and are supported by a complete structure. The governance system is a reference for Higher Education and study programs to make policies and decisions in implementing academic activities. Therefore, in determining organizational management, the credible, transparent, accountable and fair governance should be created (the five pillars of governance), ultimately realising Good Governance. The existence of a good organizational culture supports the implementation of governance. It is illustrated by the enforcement of rules, ethics (lecturers, students, staff), service guidelines and procedures (administration, library and laboratory), and awarding and sanctions for academics who violate the rules. Therefore, that quality assurance can be carried out properly. For this reason, this research will also look for models of activities or organizational culture that can support improving the quality of governance.

Based on this background, the researchers can formulate the problem in this study as follows: (1) What type of organizational culture does the Doctor of Education Study Program currently have? (2) What type of organizational culture model is expected to be owned by the Doctor of Education Study Program in the future?, and (3) What programs and activities can support the improvement of governance (standard 2) within the framework of accelerating the achievement of the Unja SMART platform?

## 2 Literature Study

### 2.1 Organizational Culture

Culture as a concept has a long history. Someone said to be highly “cultured” has been used by anthropologists to refer to the customs and rituals that developed among peoples throughout their history. In recent decades, several researchers and organizational managers have used the word culture to refer to the climate and practices that organizations develop around their treatment of people or to the espoused values and creeds of an organization [3].

According to [3], organizational culture is defined as a pattern of shared basic assumptions. The groups learn within an organization as a tool for solving problems regarding the adjustment of external factors and the integration of internal factors and have been proven valid. Therefore, it taught new members of the organization.

George and [10] defined organizational culture as a set of shared values, beliefs, and norms that influence how members think, feel, and behave towards other members and people outside the organization. This is in line with what was also explained by [11] organizational culture is a pattern of organizational beliefs and values that are understood, imbued and practised by the organization. Moreover, this pattern gives its meaning and becomes the basis for rules of behaviour in the organization. This definition emphasizes that organizational culture must be a foundation that can be used by members of the organization to see, respond, think and act on something.

According to [12] organisational culture is a system of values, beliefs, assumptions, or norms that have been applied, agreed upon, and followed by members of an organization as a guideline. Behaviour is solving organizational problems. According to [13] that: Organizational culture is the organisation’s basic philosophy which includes shared beliefs, norms, and values which are the core characteristics of how to do things in the organization.

Organizational culture can be analyzed at several different levels. The first is Artifacts. One can see, hear, and feel these phenomena when meeting a group with a new foreign culture. Artefacts include group products, such as the physical architecture of the environment; the language; technology and products; his artistic creations; its style, as embodied in clothing, manners, emotional displays, and the myths and stories told about the organization; published list of values; observable rituals and ceremonies; etc. Espoused Beliefs and Values. It is a belief in the values shared by all organisation members. All group learning ultimately reflects a person’s original beliefs and values, their feelings about what should be different from what is. When the group is first formed or when the first task, problem, or solution is proposed to deal with. It reflects the individual’s assumptions about what is right or wrong and what will work or not. Basic Underlying Assumptions. It is a basic assumption, in this sense, different from what some anthropologists call a “dominant value orientation” in that the dominant orientation reflects a preferred solution among some basic alternatives. However, all alternatives are still visible in a culture, and any member of a given culture can, over time, behave according to the variant and the dominant orientation.

Culture is created by the leaders. Thus, leaders are created by culture. Based on a theoretical perspective, culture emerges through three processes, namely: (1) Socio

Dynamic Theory; (2) Leadership theory; and (3) Organizational Learning [3]. A leader can determine a program of activities based on basic organizational assumptions or management concepts. According to [6] there are four types of culture in every organization [14], which are as follows: 1) Clan Culture, Adocracy Culture, 3) Market Culture, 4) Hierarchy Culture.

## 2.2 Readiness for Change

As discussed previously in Chapter 1, the targeted innovation in this study is “new cultural construction” (Fig. 1.3) with a level of readiness to change organizational culture stakeholders in the Doctor of Education Study Program. This shows that no matter how well the new culture is constructed, the results will not be effective without being followed by the readiness to change by the organization and all stakeholders. Therefore, the mentality and readiness of all elements of the organization must be ready to face the change.

In recent years, the World of Education in Indonesia has been facing problems such as rapid technological changes, strategic competencies, and emerging trends with educators, education staff, and their customers. To overcome this problem, organizational management must focus on change and how it can be managed within the organization. Employee involvement is the main requirement for adopting changes which will be attitudes, beliefs and intentions towards changes that will be implemented in the organization [15] Beliefs, values, attitudes, perceptions and intentions about change are important elements for successfully implementing change in organizations.

Organizational readiness for change is the initial stage of implementation. It will help identify and measure employee-level readiness [4] Then it was stated that readiness for change is “An organizational capacity to make changes and the extent to which individuals perceive these changes as needed” [9] Individual readiness to change is about a person’s ability (self-efficacy) to change, while organizational readiness to change is about how the belief that the organization manages and implements change using organizational capabilities [16]. The successful change implementation process is influenced by organizational support factors such as management, resource utilization, and adequate planning and tracking progress reports on changes [17] Successful implementation of change depends on employee acceptance and willingness to change.

Readiness is one factor that is considered as one of the most important factors involved in initial employee support for organizational change [10]. Theoretically, readiness for change is related to Kurt Lewin’s model of change. In which he proposed a three-stage model (ie; freeze, change, and re-freeze). These stages are related to successful organisational change implementation [18]. People’s positive feelings about change should be referred to as: acceptance of change, support for change, commitment to change, openness to change or readiness to change [3].

In some literature, three different concepts reflect readiness namely; Firstly, individual readiness for change or belief in one’s abilities (self-efficacy). Secondly, the perceived organization has a readiness to change, or confidence in the organization’s ability to manage change. Thirdly, the actual readiness of the organization for change, or the ability of the organization to implement change [19] third concept is the organizational readiness component. Furthermore, it is explained that there are two types of readiness to change: individual and organizational [20]. Define individual readiness for change in the context

of organizational change as “a cognitive precursor of the behavior of either resistance to change, or support for change efforts.” Individual readiness for change is one of the most important success factors of change because organizations only change and act through their members. Even the most collective activity in an organization is the result of some amalgamation of the activities of the organisation’s individual members” [22].

The study conducted showed that readiness for change is multidimensional which is influenced by employees’ beliefs that; (a) they can implement the proposed change (ie, change efficacy), (b) the proposed change is appropriate for the organization (ie, appropriateness), (c) the leaders are committed to the proposed change (ie, management support), and (d) the proposed changes are beneficial to member organizations (ie, personal benefits). Still according to indicators that can measure employee readiness to change include: 1. Belief that the proposed changes will be right for the organization 2. Belief that the organization will benefit from implementing the changes 3. Employees will believe there are logical reasons to change and a need for the proposed change 4. Employees will focus on the benefits of the change for the company 5. Employees’ beliefs about their ability to implement the desired changes 6. They feel that leaders and management in the organization are committed and support the implementation of the proposed change 7. They feel that they will benefit from implementing the proposed change.

### 3 Method

The present study used a quantitative approach, which is a research series that starts with theory [12] The things that were analyzed were organizational culture and readiness for change in the Postgraduate Education Doctoral Study Program, Jambi University. The theory used for thinking is the Competing Values Framework put forward This descriptive research is conducted to provide a more detailed description of a symptom or phenomenon [23]. In this study, the phenomenon studied is organizational culture and managerial competence in the Postgraduate Doctor of Education Study Program, Jambi University. Based on the time dimension, this research can be said to be cross-sectional, namely research conducted at a certain time.

This study was conducted at the Postgraduate Doctor of Education Study Program, Jambi University. The research period is 7 months, April-October 2022. For analysis purposes, data collection is carried out in two stages. The first stage is data collection within the framework of research instrument trials. Two research data collection according to what is needed in this study.

As for collecting research data, the researchers used two types of data collection techniques. The first data collection technique is to conduct a library study by studying books, research journals, articles and other related sources on the internet. Then the second data collection technique is through field studies by distributing research questionnaires. This technique is carried out by giving structured questions to respondents in order to obtain specific information and involve data processing. Data obtained through field studies are primary data, namely data obtained from the first source, for example from individuals or individuals [24].

The census method takes respondents from the entire population in full [25]. Based on the data source of the Doctor of Education Study Program, the number of students

who became respondents to this study was 107 people. Thus this study will use the census method in selecting respondents.

## 4 Result And Discussion

### 4.1 Result

#### 4.1.1 Current Organizational Culture

This OCAI questionnaire measures two situations in the UNJA Doctor of Education Program, namely the current and expected future situations. Based on the data obtained through the survey method and using the Organization Culture Assessment Instrument, it is known that the organizational culture model is in the Doctor of Education Program at the University of Jambi. The six questions on the questionnaire represent the six keys to organizational culture namely:

**Dominant Characteristics.** This dimension shows the condition of the organizational environment, what members of the organization feel when they are there. With systematic calculations on the OCAI instruments, it will produce a picture of what culture is dominant in the organizational environment, **Organizational Leadership.** This dimension shows the leadership model that exists within the organization, the perceptions of organizational members about existing leadership. With a systematic calculation of OCAI instruments on this dimension, it will be seen what culture is the basis of the organization's leadership. **Employee Management.** This dimension shows how the management of members in an organization. With a systematic calculation of OCAI instruments on this dimension, it will be seen what culture underlies the management of organizational members, **Organizational Adhesive.** This dimension shows the factors that encourage members of the organization to be in the organization. With a systematic calculation of the OCAI instrument, culture which is a binding factor for organizational members can be seen, **Strategic Emphasis.** This dimension shows how the organization focuses on the strategy being implemented. With a systematic calculation of the OCAI instrument on this dimension, it will be seen that the dominant culture emphasizes organizational strategy.

**Success Criteria.** This dimension shows what are the criteria for success in the organization. With a systematic calculation of the OCAI instrument on this dimension, it will be seen that the dominant culture and underlying success criteria.

The complete recapitulation data for the results of the OCAI questionnaire can be seen in Table 1. The following are the analysis results taken from the complete recapitulation of the OCAI questionnaire at the Doctor of Education Program at the University of Jambi.

As seen in the Table 1, it can be explained that the average proportion of overall organizational culture in the Doctor of Education Program at the University of Jambi is currently dominated by CLAN and HIERARCHY types, namely 30.86 and 22.97 respectively. The table above also shows that based on the dominant characteristic dimension, organizational culture in the Doctor of Education Program at the University of Jambi shows clan culture as the dominant type of culture, which is equal to 31.34. At the same time, the lowest is the type of Market culture which is equal to 22.18.



**Table 1.** Current Organizational Culture in the Doctoral Education Program

No	Dimenssion	Clan	Adhocracy	Market	Hierarchy
1	DOMINANT CHARACTERISTICS	31,34	30,01	21,32	22,18
2	LEADERSHIP PATTERNS	29,57	20,44	24,89	24,88
3	EMPLOYEE GOVERNANCE	28,67	23,71	21,23	23,19
4	INSTUTION ADHESIVE	26,92	25,44	21,18	23,92
5	STRATEGY EMPHASIZE	27,87	24,05	24,54	26,98
6	SUCCESS CRITERIA	28,43	24,89	20,97	26,66
	OVERALL AVERAGE	30,86	22,62	21,58	22,97

Based on the dimensions of organizational leadership patterns, the dominant type of culture is clan with a proportion of 29.57 and the lowest is market with a value of 20.44. Based on the dimensions of employee governance, the dominant type of culture is clan with a proportion of 28.67 and the lowest is market with a value of 21.23. Based on the dimensions of institutional attachment, the dominant type of culture is clan with a proportion of 26.92 and the lowest is market with a value of 21.18. According to the strategic emphasis dimension, the dominant type of culture is the clan with a proportion of 27.87 and the lowest is the market with a value of 21.54. And finally the current type of organizational culture according to the dimensions of success criteria, the dominant type of culture is the clan with a proportion of 28.43 and the lowest is the market with a value of 20.97.

#### 4.1.2 The Expected Organizational Culture

The results of the organizational culture profile in the Doctor of Education Program at the University of Jambi (which are expected) are shown in Table 2.

The expected organizational culture in the UNJA Doctor of Education Program can be seen in the table above, from this table it can be seen that the average proportion

**Table 2.** Expected Organizational Culture in the Doctoral Education Program

No	Dimenssion	Clan	Adhocracy	Market	Hierarchy
1	DOMINANT CHARACTERISTICS	25,28	25,07	26,18	22,18
2	LEADERSHIP PATTERNS	26,09	25,53	26,42	23,37
3	EMPLOYEE GOVERNANCE	25,53	24,79	29,91	23,46
4	INSTUTION ADHESIVE	24,44	23,33	26,79	22,31
5	STRATEGY EMPHASIZE	24,47	24,08	27,64	23,22
6	SUCCESS CRITERIA	25,72	23,13	26,27	22,56
	OVERALL AVERAGE	25,98	23,84	27,92	22,26



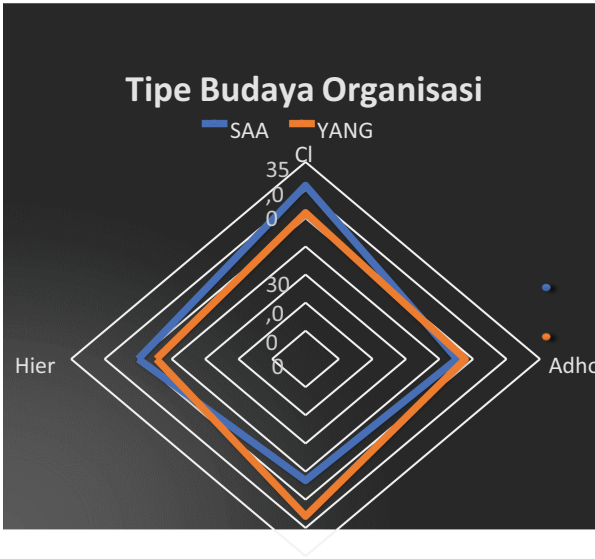
of organizational culture expected as a whole in the Doctor of Education Program is dominated by the MARKET type with an average of 27.92 and the lowest is in the type Hierarchy of 22.26. The table above also shows that based on the dominant characteristic dimension, organizational culture in the Doctor of Education Program shows market culture as the expectation of the dominant cultural type, which is equal to 26.18. At the same time, the lowest is the Hierarchy culture type, which is equal to 22.18. Based on the expected dimensions of organizational leadership patterns, the dominant type of culture is market with a proportion of 26.42 and the lowest is hierarchy with a value of 23.37. Based on the dimensions of employee governance, the dominant type of culture is the market with a proportion of 29.91 and yang the lowest is the hierarchy with a value of 23.46. Based on the dimensions of institutional adhesiveness, the dominant type of culture is market with a proportion of 26.79 and the lowest is Hierarchy with a value of 22.31. According to the strategy emphasis dimension, the dominant type of culture is market with a proportion of 27.64 and the lowest is Hierarchy with a value of 23.22. And finally the type of organizational culture that is expected according to the dimensions of success criteria, the dominant type of culture is the market with a proportion of 26.27 and the lowest is Hierarchy with a value of 22.56.

The results of research on organizational culture in the UNJA Doctor of Education Program show that there is a difference between the proportions of the current organizational culture and the expected proportions of organizational culture. Differences in the proportion of organizational culture as a whole can be seen in Table 3.

The table above shows the type of organizational culture whose proportions you want to increase are market and adhocracy culture types, which increase by 6.34 and 1.22. On the other hand, the cultural types of hierarchy and clan wanted to reduce their proportions, namely -2.71 and -4.85 respectively. In general, changes in the proportion of organizational culture types in the UNJA Doctor of Education Program generally show that the type of organizational culture that is expected to dominate is the type of Market and Adhocracy organizational culture. These results are consistent with the characteristics of educational organizations according to this type, namely organizational culture that emphasizes a culture characterized by family and participatory as well as being strong in competitive competition in achieving predetermined goals and targets. Besides that, it focuses on the need for adaptation to developments that occur in the environment to gain competitive advantage, but still seeks stability through the control

**Table 3.** The Difference in the Proportion of Organizational Culture of the Education Doctoral Program Between Present and Expected

ORGANIZATIONAL CULTURE TYPES	CURRENT	EXPECTATION	DIFFERENCE
Clan	30,83	25,98	-4,85
Adhocracy	22,62	23,84	1,22
Market	21,58	27,92	6,34
Hierarchy	24,97	22,26	-2,71
Total	100,00	100,00	



**Fig. 2.** Differences in the proportion of organizational culture in the UNJA Doctor of Education Program

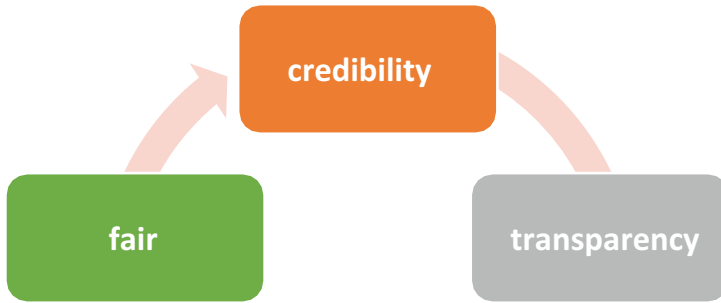
function with adhocracy, namely a type of culture that prioritizes innovation to respond to very fast changes that occur in the environment (Cameron and Quinn, 2006).

The diagram below shows the overall result of the current and expected organisational culture profile in the UNJA Doctor of Education Program. The blue line shows the current organizational culture profile and the red line shows the expected organizational culture profile in the future based on student perceptions in the UNJA Doctor of Education Program. The results of OCAI processing connect each number point representing each culture with diagonal lines forming a trapezoid which forms the organizational culture profile. Differences in the proportion of organizational culture in the UNJA Doctor of Education Program can also be seen in Fig. 2.

#### 4.1.3 Program Mapping for the Acceleration of New Culture-Based Civil Service Administration

*Civil Service Criteria Tata pamong* (governance) is a system to maintain the effectiveness of the role of constituents in developing policies, making decisions, and administering study programs. The 2020–2024 UNJASmart Strategic Plan provides policy direction, governance and decision making in resource management for the development of UNJA towards realizing UNJA as a World Class Agroindustrial and Environmental based Entrepreneurship University in 2024 with five achievement targets abbreviated by the acronym SMART, namely:

- ✓ *Student Achievement;*
- ✓ *Management Transformation*
- ✓ *Academic Reputation*



**Fig. 3.** Unja SMART target criteria

- ✓ *Relevance in Work Graduated*; dan
- ✓ *Technology for Digital Transformation*.

In the target of UNJA Smart 2024 on Tata pamong in Doctoral Education Study Program, the ideal from the Desired Culture Organizational Culture Values Mapping research (which is expected) is to have five criteria, namely credibility, transparency, accountability, responsibility and fairness, as presented in Fig. 2.

The administration system for the Doctoral Education Study Program will run effectively through a mutually agreed mechanism. It can maintain and accommodate all elements, functions and roles in the Doctoral education study program. Governance is supported by an organizational culture reflected in the enforcement of rules, lecturer ethics, student ethics, education staff ethics, a system of rewards and sanctions, and service guidelines and procedures (administration, library and laboratory). The governance system (input, process, output and outcome as well as the external environment that guarantees the implementation of good governance) is formulated, disseminated, implemented, monitored and evaluated with clear rules and procedures.

The Doctoral Program in Education at the Postgraduate Program at the University of Jambi was given the freedom to independently develop a governance system. The tutoring system developed by the Doctoral Education Study Program is used to develop university advantages and implement a decentralized academic system following the characteristics of the Doctoral Education Study Program. The effectiveness of the Doctoral Program in Education is ideally determined by supporting factors in the form of a set of rules or provisions that apply at the Unja Postgraduate Program. This device is also called the study program code of ethics, which regulates work procedure issues that must be met and carried out by every academic community.

The Doctoral Program in Education is led by the head of the Study Program who is responsible for organising academic activities within the study program environment. Structurally, the head of the S3 Education Study Program is responsible to the Postgraduate leadership, for instance the Director. In carrying out the educational process, the Doctoral Program in Education has the autonomy to determine policies in developing the Study Program following the vision, mission and objectives set in the Postgraduate Environment. To achieve the vision, mission and objectives, it is necessary to have a comprehensive division of tasks and responsibilities in the form of an organizational

structure. In general, the organizational structure of the Doctoral Program in Education is not much different from other study programs in the UNJA Postgraduate environment. In carrying out his duties, the study program head is assisted by the study program secretary and supporting staff as technical implementers.

Therefore, as a form of responsibility for implementing the Tri Dharma of Higher Education and supporting the 2020–2024 UNJA SMART program, the organizational management of the Doctoral Program in Education is carried out jointly by the head of the Study Program as the person in charge, assisted by the study program secretary and support staff consisting of lecturers those given the task of handling certain fields are recommended to develop, improve and maintain the quality of educational science as outlined in the form of an educational laboratory, which consists of: 1) head of the laboratory; 2) laboratory secretary; 3) curriculum; 4) PPMs; 5) Publications and journals; and 6) cooperation. There is also a Center for Studies which consists of: 1) Center for leadership studies; 2) center for planning studies; 3) center for management studies; and 4) supervision study center and others as needed.

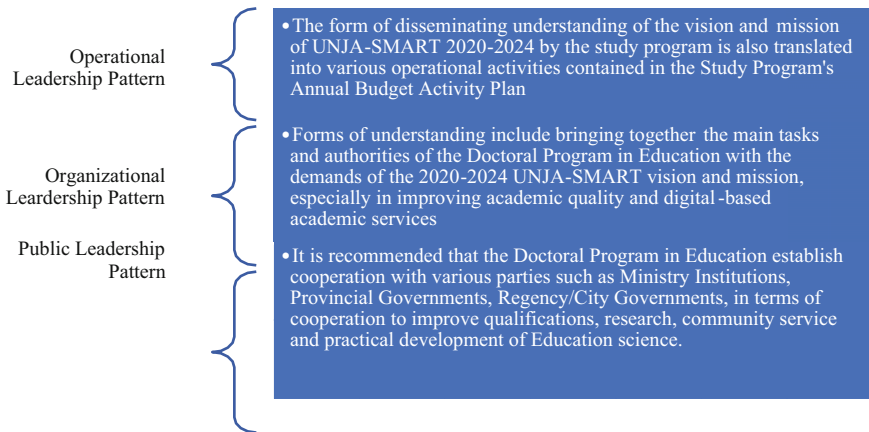
The governance system for Doctoral Education study programs based on the current and expected Organizational Culture (OCAI) mapping (Desired Culture) should be carried out with credibility, transparency, accountability, responsibility and fairness. The indicators are as followst:

- **Credibility.** It is recommended that the chairperson and secretary of the Doctoral Education Study Program be selected by deliberation for consensus and following all applicable rules so that a qualified leader of the Doctoral Education Study Program has the capability or strength to generate trust..
- **Transparency.** It is recommended that the management of the study program in the Master of Education Study Program carry out the administration by providing information to lecturers about postgraduate and university policies and programs that the Study Program will implement. Information is conveyed to the lecturers through meetings, correspondence, sms, e-mail and social media such as WhatsApp and Facebook. Specifically for program plans, Study Program can prepare an annual activity and budget plan (RKAT) at the beginning of each fiscal year. Programs compiled in the RKAT are conveyed to lecturers through Study Program meetings and in practice involve lecturers based on the expertise possessed by each lecturer.
- **Accountability.** Administering the S3 Education Study Program as a form of accountability is recommended to be carried out through the Head and Secretary of the program, always making activity reports and financial reports after each activity is submitted to the Postgraduate as stated in the study program activity plan. In addition, it is also recommended that lecturer performance evaluation be carried out through questionnaires filled in by students to evaluate lecturer performance in the learning process for each subject being taught, the lecturer evaluation system is carried out when students will check the results of end-of-semester studies.
- **Responsibility.** As a leader, the Head of the Doctoral Education Study Program is fully responsible for every action, product, decision and policy including the administrative processes in the Doctoral Education Study Program. The scope of responsibility includes the obligation to report, explain and willingness to be questioned for every consequence that has been produced. The Head of the S3 Education Study Program

is in charge of planning, implementing, developing and evaluating all Study Program activities and is responsible to the Chancellor of UNJA. In carrying out their duties, the head of the S3 Education Study Program and the lecturers function as teachers, companions for student activities and academic supervisors. Apart from being assisted by lecturers, the Head of the Doctoral Program in Education is assisted by administrative staff, laboratory assistants, librarians, who work according to their fields of assignment. All activities of the Doctoral Program in Education are a shared commitment in a climate of openness. At the end of the year all units must provide an accountability report under their respective areas of work.

**Justice.** The administration of the S3 Education Study Program, both in academic management and non-academic programs, is carried out by applying the principle of justice. Justice in the academic field is carried out by the head of the S3 Education Study Program, namely when the appointment of a lecturer for the course, the assignment of an academic supervisor, the Promoter and Co. Promoter, and the person in charge of the activities listed in the Study Program Activity Plan. In appointing lecturers, the head of the Doctoral Program in Education pays attention to the educational background and expertise of the lecturers, as well as the latest contributions as achievements in implementing the tridarma of higher education. Fairness in the non-academic field or in expanding the RKAT program through activities with third parties involving lecturers according to their expertise. With the implementation of this principle, the academic atmosphere in the Doctoral Program of Education is always conducive. Lecturers and employees who violate the regulations are given sanctions following the regulations in force at UNJA. Likewise students who violate the campus life karma will receive sanctions according to the weight of the violation.

*Leadership Criteria* The steps taken by the head of the S3 Education Study Program to create a Market Organizational Culture and Adhocracy, can be described through an open leadership pattern, togetherness, trust worthiness, commitment, visionary, communicative and coordinative. The Head of Study Program is strongly committed to carrying out his duties with full trust (responsibility). Coordinate and communicate with related parties, especially lecturers and students. Directing study program management mechanisms to program achievements through scientific development towards Unja Vision 2020–2024 “A World Class Agro-industrial and Environment Entrepreneurship University with Internationally Recognized Achievements for Center of Excellence (CoE) in the field of Agro-industry and Environment” Doctoral Program of Education through visionary leadership. The head of the Study Program always puts forward the principle of deliberation for consensus by involving the Study Program components as material for consideration in making decisions and policies. Functions used include operational leadership, organizational and public leadership. These functions are recommended and described as follow.



#### 4.1.4 Management System (Management of Doctoral Education Study Program)

Representation in the implementation of the management of the Doctoral Education Study Program in improving Market Organizational Culture and Adhocracy can consist of academics and non-academics. Academic management concerning learning activities (PBM), scientific discussions, mentoring, scheduling of lectures, training, workshops, and other academic activities. Meanwhile, non-academic management of the Study Program includes administrative activities such as financial management, facilities and infrastructure management, and human resources management.

The Doctoral Study Program Management System is an embodiment towards UNJA-SMART 2020-2024 providing policy directions so that decision-making in resource management focuses on efforts to create excellence based on comparative advantages possessed, namely in the field of agro-industry and the environment, so that in 2024 UNJA becomes A World Class Agroindustrial and Environment Entrepreneurship University with Internationally Recognized Achievements for the Center of Excellence (CoE) in the field of

Agroindustry and Environment. The local wisdom of the people of Jambi. Merangin Geopark and several National Parks (TNKS, TNB, TNBD, TNBT) are gifts of natural wealth for Jambi. The recommendations that can be made by the Doctoral Program in Education based on the advantages of Market Organizational Culture and Adhocracy are as follows:

- The planning stage of the Doctoral Program in Education begins with submitting input from lecturers and staff to the Postgraduate. In the next planning stage, the Postgraduate prepares an operational plan (Renop) in the form of RKAT which refers to the Postgraduate Strategic Plan. The activity plan has been agreed to be the basis for postgraduates in implementing activities to achieve postgraduate missions that are built in harmony with the vision and mission of the University of Jambi.
- In achieving the set goals, the Doctoral Program in Education is carried out by dividing and distributing authority and work according to their main tasks and functions. In addition, organizing is done by organizing both serial and parallel activities from

each activity. These activities include academic activities such as new student admissions, lectures, mentoring, closed/open examinations, graduation and other academic service support activities.

### Staff Development

- S3 Education Study Program in the form of developing teaching staff (lecturers), program and activities directed at efforts to improve academic services in the form of learning, mentoring, examinations and other activities that support the effectiveness of academic administration in the study program. Staff development is carried out to understand the vision and mission, goals and objectives of the Department, both in form workshop, improvement of other supporting competencies.
- Directions from the leadership of the S3 Education Study Program to lecturers and students are carried out in formal and non-formal forms. Briefing in a formal form at least once a month in a meeting. The contents of the briefing are in the form of efforts and tips that must be made in improving academic quality and quality of academic services in realizing the UNJA Postgraduate Vision/mission. In addition, the directive's contents are to provide various solutions to the obstacles encountered in improving the quality and academic services.

### Supervision

- Supervision in the S3 Education Study Program is carried out internally and externally. Internal supervision is carried out in the academic field and supporting components by monitoring and evaluation activities by the head of the Study Program. While SPI UNJA carries out the external supervision of the Study Program for the financial sector, and SPMI Postgraduate UNJA for the academic field.

*Quality Assurance* Implementation of quality assurance at the S3 Education Study Program level is based on the type of Market Organizational Culture and Adhocracy, which is guided by the guidelines developed by the UNJA Postgraduate Quality Control System (SPMI). At the Prodi level, quality assurance is carried out by GJM (Quality Assurance Group). The Quality Assurance Group is appointed from Doctor of Education lecturers. The purpose of establishing a Quality Assurance Team is to supervise, maintain, maintain and improve the quality of study programs so that they remain stable and improve. This refers to UNJA's quality improvement objectives in planning, achieving, maintaining, and improving Study Program quality standards or objectives. Concerning UNJA's internal quality assurance system.

All elements of Study Program leaders, lecturers, and staff have a strong commitment to quality as indicated by the Jambi University of Education quality statement and policy. The quality statements and policies are embodied in the quality objectives and how efforts are made to achieve them. Referring to the Guidelines for the UNJA Quality Assurance System, the implementation of quality assurance at the S3 Education Study Program



level is carried out by setting target points to be achieved. Implementation discrepancies with quality standards will be followed up in the form of improvement.

To support efforts to improve service standards. The head of the study program in collaboration with the program secretary is responsible for ensuring overall service improvement, internal services (to lecturers, students, and administrative staff), and external services (general public, partners, other lecturers/departments). To ensure that services meet satisfactory service standards, the Doctoral Program in Education secretary must coordinate the preparation of Standard Operating Procedures (SOP) and apply them with integrity.

Quality targets serve as guidelines for each institutional unit including the Doctoral Program in Education through establishing policies, programs and respective quality achievements. This is because the university provides an opportunity for the Doctoral Program in Education to strive to exceed the unit quality targets set by the university to realize the UNJA-SMART Strategic Plan 2020–2024, provides policy directions so that decision making in resource management focuses on efforts to create excellence based on comparative advantage owned, namely in the field of agro-industry and the environment, so that in 2024 UNJA will become a World Class Agro-industrial and Environment Entrepreneurship University with Internationally Recognized achievements for the Center of Excellence (CoE) in the field of Agro-industry and Environment. The local wisdom of the people of Jambi. Merangin Geopark and several National Parks (TNKS, TNB, TNBD, TNBT) are gifts of natural wealth for Jambi as long as possible.

The quality objectives of the Doctoral Program in Education that must be used as achievement targets can be described as follows:

- Quality Targets in the Education Sector. Quality educational benchmarks are GPA, length of study, accreditation, number of textbooks, cooperation, international standard study programs, student links, and excellent academic service to Doctor of Education students.
- Improving the Quality of Academic Performance, Research, and Community Service. Benchmarks for the quality of academic performance, research and community service are shown by the increase in service and academic quality assurance internally and externally, developing ICT-based learning, developing academic culture, developing research-based learning innovations, increasing the relevance of curriculum competitiveness, developing program policy, and directions community service based on innovation and research results for community empowerment.

Quality improvement program recommendation

- Service improvement and academic quality assurance both internally and externally.
- Development of information technology-based learning and communication (Technology for Digital Transformation.)
- Development of academic culture (Academic Reputation)
- Development of research-based learning innovations
- Improvement of research-oriented learning facilities and resources
- Increasing Curriculum Relevance and Competitiveness
- Development of policy directions and community service programs based on innovation and research results for community empowerment
- Strengthening educational and non-educational excellence programs based on comparative advantage

• Improving the Quality of Management and Human Resources

The target for improving the quality of management and human resources includes the development and implementation of a lecturer career development system following university and professional needs, improving the quality of management performance, human resources, finance, and other activities that support the efficiency of improving the quality of the Doctoral Program of Education.

Recommendation of Management and Human Resource Quality Improvement Program

- Institutional Quality Management

- Development and implementation of a lecturer career development system according to university and professional needs
- Improving the Performance Quality of Management, Human Resources, Finance, and other activities that are efficient, transparent and accountable to support the improvement of the quality of academic performance
- Preparation for implementing ISO Quality Management
- International Accredited Study Program
- Lecturer exchange between Doctoral Education Study Programs

• Institutional Quality Management

The institutional quality management of the Doctoral Program in Education is realized by preparing a grand design for integrating the management of academic activities in the Study Program by socializing and coordinating with related parties.

Recommendation Setup Program Institutional Quality

- Improving the quality of University management to support tridharma which is competitive based on Environment Entrepreneurship University with Internationally Recognized results for Center of Excellence (CoE)
- Preparation of the Grand Design of Integrated Management of Academic Activities (Management Transformation)

• Improving Image, Partnership and Internationalization

Improving the image, partnerships and internationalization of the Doctoral Program in Education covering the development of communication media, increasing collaboration with graduate users to increase relevance and shorten the waiting period for alumni, improve the public relations function, and increase collaboration and empowerment of alumni.

- Improving the Quality of Student Development

Improving the quality of student coaching carried out by the Doctoral Education Study Program includes developing student organizations and facilities, providing support for student involvement in various competitions, empowering programs for creativity, reasoning, interest in talent, and student entrepreneurship, developing career guidance service programs, and developing student activity services.

### **Discussions**

The OCAI results found that the current dominant organizational culture in the UNJA Doctor of Education Program is the Clan culture at 30.83, followed by a hierarchy culture with a score of 24.97. Type of organizational culture Clan is an organization that is similar to a big family because the organization provides a comfortable and friendly workplace like a big family. Meanwhile, a hierarchical culture is a culture characterized by a formal and structured work environment with an emphasis on procedures and regulations. Leaders in this culture are coordinators and organizers in maintaining the smooth running of the organization and prioritizing stability and efficiency.

This culture determines success by delivering reliable products/services, control mechanisms and accountability. The longterm concerns in this culture are stability, predictability and efficiency. Employee management pays particular attention to comfort and work safety. So that as a whole the dominant culture in the S3 Education Program emphasizes a culture characterized by family and formally structured as well as strong competition in achieving predetermined goals and targets.

Even though the Doctoral Program in Education seems to have a dominant Clan culture, the strength of organizational culture is still weak. This can be seen from the dominant cultural values which have a difference of less than 10 compared to other cultures. It can be unfavorable for the company because it can affect the organizational performance of the S3 Education Program, therefore a strong organizational culture is needed to increase company effectiveness.

Meanwhile, the organizational culture that is expected in the future by the S3 Education Program is a market culture of 27.92 with an increase of 6.24 points and followed by an Adhocracy culture of 23.84 with an increase of 1.22 points. According to Cameron and Quinn (2006), a difference value of less than 10 between current and expected culture means there is no need for immediate intervention by management. As a whole, from the expected cultural score, there is a desire to strengthen market culture in the future and follow it with an Adhocracy culture, which emphasizes a family-like, participatory as well as innovative, and dynamic culture. Clan culture is an organizational culture that focuses on internal positioning with the need for flexibility and discretion. In contrast, Adhocracy culture is an organizational culture that focuses on external maintenance with a need for flexibility and discretion.

Judging from the picture of the Organizational Culture Profile of the S3 Education program, the expected type of organizational culture in the future is to prioritize internal focus and at the same time focus on integration, where there is a strong dominance of flexibility and discretion. Market culture is a model or organizational culture characterized by a results-oriented workplace. Effective leaders are hard-hearted, hard-working, and agile. The glue in this organization is the desire to win the competition. Success criteria are usually seen from market share and competitive position. Within the S3 Education Study Program organization, employees can learn from one another, management focuses on human resource development and helps each other at work. Employees like the family organisational environment to form a sense of comfort and provide loyalty to the company. There is an increase in culture.

Expected adocracy means there needs to be experimentation, creativity and new innovations at work. It is also hoped that the S3 Education study program will be easy to adapt and take initiative, because there is no centralized form of power or authority. There is a decrease in Clan culture and Hierarchy culture in the expected organisational culture with a score of -4.85 and -2.71. However, because the gap in each cultural characteristic does not yet show a difference of 10 points, intervention is not needed as soon as possible.

It can be seen from the results of cultural analysis on students of the Doctoral Education study program, it is found that the current culture is Clan culture at the first rank and hierarchy culture at the second rank. This is following the vision and mission of the S3 Education study program with the Vision of realizing Jambi University Postgraduates that are superior and have entrepreneurial character at the National and International levels. The mission that must be achieved is to provide quality postgraduate education in its field and competitive at the national and international levels based on Pancasila.

Develop the capacity and quality of postgraduate institutions ready to face society's demands and development challenges that change rapidly nationally. Developing networks in all aspects of the Tridarma of higher education related to the community level. Developing a lecture system that is based on science, technology, art, and has entrepreneurial character and is ready to face development challenges. Even though the current culture is following the vision and mission, elements of leadership at both the university, postgraduate and study program levels can see that several shifts in cultural characteristics are expected in the future. Therefore, the elements of leadership can consider matters that can be top priorities that need to be developed from the organizational culture attributes illustrated from the results of organizational culture mapping.

## 5 Conclusion

Based on the findings and discussion, this study can underline several things. The first thing is about Clan culture and Hierarchy culture. This culture emphasizes teamwork, structure, participation and consensus within the organization and an orientation towards competitive competition, measurable targets and goals. Clan culture is still expected to be maintained in the S3 Education program. But for the second rank there is a shift in expected cultural characteristics. Then the second thing is market culture.

Market culture aims to have a competitive advantage and make the Doctor of Education study program a leader in the market. Clan culture currently dominates cultural unity

for 3 cultural criteria with strong cultural strength, while the other 3 criteria are owned by each culture, namely Adhocracy, Hierarchy and Market culture. Market culture ranks first in five of the six cultural dimension criteria for expected culture, this shows that the expected criteria fall into the category of strong unity. So that it can be indicated that there is a desire from students concerning an organizational culture strategy characterized by a results-oriented workplace. Then the Administrative System for the Doctoral Program of Education is based on the current and expected Organizational Culture (OCAI) mapping (Desired Culture) within the UNJA SMART Achievement Acceleration framework, including implementing the elements of credibility, transparency, accountability, responsibility and fairness.

## References

1. Deal, T. E., & Kennedy, A. A. (1999). *The new corporate cultures*. New York: Perseus
2. Denison, D. R. (1990). *Corporate Culture and Organizational Effectiveness*. Canada: John Wiley & Sons
3. Schein, Edgar H. (2004). *Organizational Culture and Leadership*, Third Edition, San Fransisco: Jossey-Bass
4. Antony, J., Krishan, N., Cullen, D. and Kumar, M. (2012), "Lean six sigma for higher education institutions (HEIs): Challenges, barriers, success factors, tools/techniques", *International Journal of Productivity and Performance Management*, Vol. 61 No. 8, pp. 940–948.
5. Holt, D. T., Armenakis, A. A., Field, H. S., & Harris, S. G. (2007), "Readiness for organizational change: the systematic development of a scale", *The Journal of Applied Behavioral Science*, Vol. 43 No. 2, pp. 232–255.
6. Armenakis, A. A., & Bedeian, A. G. (1999), "Organizational change: a review of theory and research in the 1990s", *Journal of Management*, Vol. 25 No. 3, pp. 293–315
7. Argyris, C. (1976). *Increasing leadership effectiveness*. New York: Wiley-Interscience.
8. Cameron, Kim S., & Quinn, Robert E. (2011). *Diagnosing And Changing Organizatoinal Culture*. Third Edition, San Fransisco, CA: Jossey- Bass
9. Grenier, R., & Metes, G. (1992). *Enterprise networking: Working together apart*. Maynard, MA: Digital Press
10. Shah, N., Irani, Z. and Sharif, A. M. (2017), "Big data in an HR context: exploring organizational change readiness, employee attitudes and behaviors", *Journal of Business Research*, Vol. 70, pp. 366–378.
11. Sutrisno, H. E. (2019). *Budaya Organisasi*. Jakarta: Prenada Media
12. Kluckhohn, F. R., & Strodtbeck, F. L. (1961). *Variations in value orientations*. New York: HarperCollins.
13. Umar, Husein. (2008). *Desain Penelitian MSDM dan Perilaku Karyawan: Paradigma Positivistik dan berbasis pemecahan masalah*. Jakarta: PT. Rajagrafindo Persada.
14. Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and changing organizational culture : Based on competing values framework*. San Fransisco: Addison Wesley.
15. Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993), "Creating readiness for organizational change", *Human Relations*, Vol. 46 No. 6, pp. 681–703.
16. Cinite, I., & Duxbury, L. E. (2018), "Measuring the behavioral properties of commitment and resistance to organizational change", *The Journal of Applied Behavioral Science*, Vol. 54 No. 2, pp. 113–139.
17. Mueller, F., Jenny, G. J., & Bauer, G. F. (2012), "Individual and organizational health-oriented readiness for change", *International Journal of Workplace Health Management*, Vol. 5 No. 3, pp. 220–236.

18. George, J. M., & Jones, G. R. (2001), "Towards a process model of individual change in organizations", *Human Relations*, Vol. 54 No. 4, pp. 419–444.
19. Hofstede, G. J., & Hofstede, G. (2005). *Cultures and Organizations : Software of the mind*. New York, USA : Mc.Graw-hill companies.
20. Jansen, K. J. (2000), "The emerging dynamics of change: resistance, readiness, and momentum", *Human Resource Planning*, Vol. 23 No. 2, pp. 53–55.
21. Khan, S., Timmings, C., Moore, J. E., Marquez, C., Pyka, K., Gheihman, G., & Straus, S. E. (2014), "The development of an online decision support tool for organizational readiness for change", *Implementation Science*, Vol. 9 No. 56, pp. 1–7.
22. Rangkuti, Freddy (2017), *SWOT Balanced Scorecard, Teknik Menyusun Strategi Korporat Yang Efektif Plus Cara Mengelola Kinerja dan Resiko*. Jakarta, Gramedia Pustaka Utama.
23. Tirtayasa, S. (2019). Pengaruh Kepemimpinan, Budaya Organisasi, dan Motivasi terhadap Kinerja Pegawai. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(1), 45–54.
24. Wibowo. (2016). *Budaya Organisasi, Sebuah Kebutuhan Untuk Meningkatkan Kinerja Jangka Panjang*, Jakarta: PT. Raja Grafindo pers

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

