

IMPROVING EDUCATION QUALITY IMPROVEMENT THROUGH ORGANIZATIONAL CULTURE

by Aldo Redho Syam

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THE 12th INTERNATIONAL CONFERENCE ON LESSON STUDY (ICLS-XII)

Semarang, 9-12 September 2021

Theme :

*Reinventing Learning Engagement through Lesson Study and
Learning Community Practices in Pandemic Disruption and New Normal*



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THE 12th INTERNATIONAL CONFERENCE ON LESSON STUDY (ICLS-XII)

SEPTEMBER 9-12, 2021 – SEMARANG, INDONESIA

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Greetings from Chairperson of ICLS XII

Dear colleagues, professors, lecturers, researchers, and students, we would like to express our sincere gratitude and welcome you all to the 12th International Conference on Lesson Study (ICLS-XII) that will be held virtually from 9th to 11th September 2021. This ICLS-XII is the official agenda of the Indonesian Lesson Study Association/ Asosiasi Lesson Study Indonesia (ALSI) in collaboration with the University of Muhammadiyah Semarang, Indonesia.

Moreover, we honourably welcome our keynote speakers and plenary speakers willing to participate and share their wonderful knowledge at this ICLS-XII. In particular, we kindly welcome Prof. Manabu Sato, Ph.D., Prof. Manabu Sato, Ph.D. (Gakushuin University & The University of Tokyo), Prof. Eisuke Saito (Monash University), Prof. Lee Kim Eng Christine (Nanyang Institute of Education, Singapore), Prof. Peter Dudley (President WALIS, Cambridge University), Mark Manss (International Development Professional UNESCO).

The ICLS-XII will focus on the theme of **reinventing learning engagement through lesson study and learning community practices in pandemic disruption and new normal**. Hopefully, this ICLS-XII would be an excellent opportunity for researchers, information professionals, media specialists, educators, policymakers, and all other related parties from around the world to exchange knowledge and experience about current issues, recent developments, challenges, theories, and good practices in education.

Mainly, the topics of the conference are as follows:

1. Lesson Study in Theory and Practice
2. School Improvement and Learning Ownership
3. Digital Learning and Digital Pedagogy
4. Lesson Analyses and Transcript Based Lesson Analyses (TBLA)
5. Science-Technology-Engineering-Mathematics (STEM) Learning Leadership
6. Lesson Study and Learning Community
7. School-University Partnership in Learning Improvement
8. School and Learning Progression in Pandemic Situation
9. Blended and Hybrid Learning in New Normal

We look forward to having a successful conference, and we hope that all the presenters and participants will enjoy and benefit from the present conference.

Best Regards,

Dr. Eny Winaryati, M.Pd

Chairperson

The 12th International Conference on Lesson Study (ICLS-XII)
Universitas Muhammadiyah Semarang, Central Java, Indonesia

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IMPROVING EDUCATION QUALITY IMPROVEMENT THROUGH ORGANIZATIONAL CULTURE

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Abstract. The research aims to describe improving the quality of higher education through organizational culture at Puangrimaggalatung University Wajo, South Sulawesi with a sub-focus of research, namely organizational culture that has been developed at Puangrimaggalatung University Wajo, South Sulawesi; the role of organizational culture in improving the quality of education at Puangrimaggalatung University, Wajo, South Sulawesi; and the factors that influence the application of organizational culture at Puangrimaggalatung University, Wajo, South Sulawesi. This study used qualitative approach with data collection techniques consisting of interviews, observations, and documentation. The data analysis technique was Miles and Huberman interactive analysis technique. This study found that improving the quality of education at Puangrimaggalatung University, Wajo, South Sulawesi through organizational culture can be seen from the development of a culture of discipline, a culture of hard work, and a culture of quality that has been going well. The organizational culture has become an effective strategy in improving the quality of education at Puangrimaggalatung University, Wajo, South Sulawesi. The role of the organizational culture of the University of Puangrimaggalatung Wajo, South Sulawesi in improving the quality of education can be seen from the implementation of a culture of discipline, and a culture of hard work carried out by campus residents, where one example is a culture of discipline, namely the discipline of lecturers in teaching, making the quality of education achievable. also with the hard work culture that has been running. In addition, the existence of a vision, mission, leadership, and competent lecturers, as well as adequate building conditions are factors that support organizational culture in improving the organizational culture of Puangrimaggalatung University, Wajo, South Sulawesi.

Keywords: organizational culture, university, quality of education

INTRODUCTION

University as one of the formal educational institutions is required to prepare students to become human beings in accordance with the expected goals of national education, namely humans who believe and fear God Almighty and have noble character, have knowledge and skills, are physically and mentally healthy, have a strong and independent personality and have a sense of social and national responsibility. In addition, university graduates are expected to be able to fill the need for the availability of experts and professionals at various levels and types of abilities.

The role of universities in providing higher education services is increasing. This can be seen from the growth of Private Universities which is always increasing in recent times, by offering various types and levels of study programs. University as a place for learning process activities is expected to be able to produce human resources who have professional academic abilities,

personalities in accordance¹ with the demands of national education goals. However, in reality Tilaar (2000) states that higher education in Indonesia is still not meaningful in improving the quality of Indonesian people, both morale, work ethic, abilities and skills are still far from the covered³⁹ expectations.

Improving the quality of institutional education is the goal of every educational institution so that it does not stagnate at one point, namely, through better and better processes. For profit or to achieve common goals, which is none other than the system in its leadership itself and educational institutions not only complement the needs of the educational institution itself but also complement things that are also needed from outside, for example the local community. A quality culture is often considered a key component of quality improvement initiatives in various industries, including education.

Culture is related to a person's habits in doing something. Culture itself comes from Sanskrit from the basic words Budhi and Daya which means to utilize the mind. This is what distinguishes humans from other God's creatures. Furthermore, Rita (2003) formulated that culture is a pattern and social mechanism that is run by an organization to take care of its members and can be used as a firm basis to move its members in carrying out their work well. Culture is how we think about the environment to achieve success such as organizational tendencies in behavior, identity, dynamic relationship patterns, reality, or genetic code (Metri, 2005).

The importance of culture in supporting the success of the work unit according to Newstrom and Davis (1993) is that culture is the most important part because it can provide the identity of organizational implementers, culture is also a source of organizational stability and continuity that provides a sense of security for organizational implementers and more importantly culture helps stimulate implementers. organizations to be enthusiastic³ about their work. In making efforts to improve quality, it is closely related to quality culture. Culture contains various main aspects, namely: Culture is a social construction of cultural elements, such as values, beliefs and understandings shared by all group members; culture provides guidance for its members in understanding an event; culture contains customs or traditions; within a culture, patterns of values, beliefs, expectations, understandings and behaviors emerge and develop over time; culture directs behavior or habits or traditions which are the glue that holds the organization together and ensures that its members behave in accordance with the norms; each culture of each organization is unique (Bounds, 1994).

Meanwhile, according to Nasution (2005) organizational culture is the daily embodiment of the values and traditions that underlie the organization. This can be seen in how employees behave, employees' expectations of the organization and vice versa, as well as what is considered reasonable in terms of how employees carry out their work. According to Gronroos (1978), there are three main points in quality, namely those related to results, impressions and criteria. These three main areas are divided into six namely professional and expert; attitudes and behavior; access and flexibility; trustworthy and trustworthy; the right solution; and reputation.

In the modern concept of quality management, the quality of education is not enough just to be determined by the completeness of facilities or institutional reputation. Quality is a minimum standard that must be met in order to satisfy customers who use the output (graduates) of the education system, and must be continuously improved in line with the demands of an increasingly competitive labor market (Gaspercz, 1997). Organizational culture is a system of spreading beliefs and values that develops within an organization and directs behavior. Organizational culture can be the main instrument of competitive advantage, that is, if the organizational culture supports the organization's strategy, and if the organizational culture can answer or overcome environmental challenges quickly (Soedjono, 2005).

Each of these characteristics is on a continuum from low to high. Therefore, judging the organization based on these seven characteristics will produce a complete picture of the culture (culture) of an organization. This picture forms the basis for the shared understanding attitude that members have about the organization, how things are done within it, and the way members are expected to behave. Therefore, organizational culture is very influential on the behavior of members of the organization because the value system in organizational culture can be used as a reference for human behavior in organizations that are oriented towards achieving the goals or performance results set, so that if the organizational culture is good, it is not surprising that members of the organization are good and quality people. Thus the organizational culture either directly or indirectly will affect the performance of the organization.

Based on the description above, it can be understood that organizational culture is an organizational value system adopted by members of the organization which then affects the way of working and the behavior of members of the organization. In society, organizational culture influences individual values or ethics, attitudes, assumptions and individual expectations. The combination of community culture and organizational culture can produce dynamics within an organization.

METHOD

This research is a qualitative field research, which is a study that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Sukmadinata 2010). This research will be carried out at one of the universities in South Sulawesi Province, namely Puangrimaggalatung University which is located on Jl. Sultan Hasannudin, Maddukelleng Village, Tempe District, Wajo Regency, South Sulawesi Province.

In this study, researchers will go directly to the field to find data and facts related to organizational culture in improving the quality of education at Puangrimaggalatung University, Wajo, South Sulawesi. Therefore, the primary data in this study is direct data or information obtained in the field, while the secondary data included is indirect data obtained outside of primary data, both literature and other supporting data. Data collection techniques used in this study were observation, interviews and documentation (Sugiyono, 2006). The observation model used is non-participant observation, the observation technique is used to collect data about the atmosphere of the university, the culture of cooperation, artifacts and actual conditions regarding the quality of education at Puangrimaggalatung University, Wajo, South Sulawesi.

Interview technique was used to explore data on the development of organizational culture, perceptions of the university atmosphere, and the impact of developing organizational culture on improving the quality of education. The form of interviews conducted is limited free interviews, with interview guidelines that are only thematic. The interview subjects in this study included heads of universities, college committees, teachers, employees, students and parents of students. Interviews are used to find something that cannot be done through observation, including something that has happened in previous situations and problems. While the documentation method is used to find data through several literatures and other supporting documentation. This documentation technique is used to collect data about university artifacts, efforts to develop higher education culture, higher education management, and descriptions of research locations. The process of collecting data with documentation techniques used a checklist instrument.

Data analysis was carried out during the data collection process, either through observation or tracking documentation and interviews. The data is studied and grouped based on the level of relevance to the object under study, the accuracy level criticized, then the data is analyzed using the Miles and Huberman interactive analysis model, that the activities in qualitative data analysis

are carried out interactively and take place continuously through three interacting analysis
cesses. , namely data reduction, data presentation, and drawing conclusions. The data checking
technique used in this research is the triangulation data examination technique. Triangulation is a
technique of checking the validity of data that takes advantage of something else. Outside the data
for checking purposes or as a comparison against the data. Denzin distinguishes four kinds of
triangulation as an examination technique that utilizes the use of sources, methods, investigators
and theories (Moleng, 2010).

RESULTS AND DISCUSSION

Organizational Culture at Puangrimaggalatung University The results of the analysis of
organizational culture studies through anthropological approaches and organizational theory are
used to facilitate the implementation of the project to improve the quality of education at
Puangrimaggalatung University, Wajo, South Sulawesi. Organizational culture describes how
people in the organization think (invent), feel (feel), and act (intentions) in accordance with the
organization's values. Value is a condition that is viewed from its usefulness for human life, both
physically and mentally, physically and spiritually, in this world and the hereafter.

The organizational values that are instilled in all residents of Puangrimaggalatung University,
Wajo, South Sulawesi, consist of a culture to be disciplined and obedient to applicable regulations,
a culture of quality insight and a culture of hard work. All of this is related to the process of
achieving optimal quality of education and also providing satisfaction to all education customers
both on campus and off campus. The organizational culture of the university is divided into several
layers of organizational culture, namely; basic assumptions, organizational values, and artifacts
(Usman, 2009).

To achieve success, Puangrimaggalatung University, Wajo, South Sulawesi has revitalized its
vision and mission through three stages, namely: first, creating new and deep relationships with
parties who care about schools; second, take a serious approach to those who are willing to build
togetherness to shape school culture; and third, make an agreement on the vision and mission. The
integration between the goals, vision, and mission can be achieved if every citizen of the university
has the same understanding and perception of the formulated vision and mission. The same
understanding can increase awareness of the role and contribution made by every citizen of higher
education in achieving higher education goals.

The results of observations and interviews conducted show that the process of forming a vision
and mission cannot be separated from the role of the founders of the foundation and campus
leaders, being the first people who must dare to take risks and are responsible for the continuity of
education to date. After the establishment of the vision, mission, and goals of Puangrimaggalatung
University, Wajo, South Sulawesi, it is hoped that campus residents have the same belief, so that
this shared belief can reduce obstacles that affect the improvement of the quality of education.
However, in reality only some residents can understand the history, vision, mission and goals of
higher education, as the results of the interviews, namely; "For understanding the history of the
vision, mission, and goals, God willing, lecturers, staff and employees can understand the history,
vision, mission and goals of higher education, while for students not all of them can understand
what is meant by the vision, mission and goals of higher education. miscommunication.

Errors in providing an understanding of vision and mission to residents of Puangrimaggalatung
University, Wajo, South Sulawesi, should be evaluated immediately, so that the process of
improving the quality of education which is expected to be realized as soon as possible. An
understanding of the history, vision, mission, and goals of higher education is something that is
very important for all campus residents. One of the functions of the basic assumption is to provide

mutual confidence among the members of the organization, so that when a problem occurs, the members of the Puangrimaggalatung University campus, Wajo, South Sulawesi are able to solve the problem together¹⁷

The Role of Organizational Culture in Improving the Education Quality of Puangrimaggalatung University

In understanding quality as formulated by Sallis (2012), there are two basic questions that need to be revealed first. the first is, what is the product? And second is who are the customers?. Students or learners are considered as a product of education. Gray (2010) revealed that; “Humans are not equal and they are in an educational situation with experiences, emotions and opinions that cannot be generalized. Assessing the quality of education is very different from examining the output of a factory or assessing a service. The education customers referred to here are: first, the students themselves as the main external customers or clients; second, parents as the second external customer; third, the government as the third external customer; and fourth, teachers or staff as internal customers.

The diversity of customers makes educational institutions have to focus their attention on the wishes of their customers and develop mechanisms to respond to them. The most important thing for educational institutions is to maintain good relationships among customers, especially internal relations. Poor internal relations will hinder the development of the institution and ultimately make external customers suffer. This is where the role of organizational culture in maintaining good relationships. Organizational culture also plays a role in improving the quality of education. Therefore, Puangrimaggalatung University, Wajo, South Sulawesi must understand the culture before making quality improvements. Understanding the culture of Puangrimaggalatung University, Wajo, South Sulawesi can provide information regarding the function of universities and the problems they face. The elements of organizational culture found at Puangrimaggalatung University, Wajo, South Sulawesi, include: basic assumptions, artifacts²² both physical and behavioral), and organizational values, all of which have formed a positive organizational culture for improving the quality of education at Puangrimaggalatung University, Wajo , South Sulawesi.

Improving the quality of education through organizational culture can be started with a vision which is the ideals to be achieved by universities in the future. A clear vision is able to encourage all campus residents to cooperate with each other in achieving the goals of Puangrimaggalatung University, Wajo, South Sulawesi. To facilitate this achievement, the vision that has been set needs to be elaborated more concretely in the mission of Puangrimaggalatung University, Wajo, South Sulawesi. The mission of Puangrimaggalatung University, Wajo, South Sulawesi will be used as a guideline that directs Puangrimaggalatung University, Wajo, South Sulawesi in achieving the vision. In the mission of Puangrimaggalatung University, Wajo, South Sulawesi, there are two aspects, namely operational and moral. The operational aspect is in the form of program design,²² while the moral aspect is in the form of leadership. Leadership determines organizational culture in improving the quality of education.

The role of basic assumptions is very helpful in providing direction and guidance for campus residents in carrying out their duties, such as the history, vision, mission and goals of establishing the Puangrimaggalatung University foundation, Wajo, South Sulawesi, with a good understanding of assumptions by all campus residents, it is not impossible to improve the quality of education. This will be achieved because understanding the assumptions will influence the policies taken by the chairman of the foundation and the Chancellor. The understanding of the same vision and mission by lecturers and employees makes improving the quality of higher education easily realized.

A disciplined culture that runs in an orderly manner will create a conducive learning environment so that the teaching and learning process will run well, as an example of a lecturer who enters class on time, the teaching and learning process will be maximized, with a maximum learning process, improving the quality of education will be easy. achieved. The running culture of hard work from all campus residents is also one of the supporting factors in achieving improving the quality of education.

The contribution of organizational culture at Puangrimaggalatung University, Wajo, South Sulawesi in improving the quality of education can be seen from the understanding of the meaning of the Foundation's symbol which reflects hard work, high and noble ideals. Efforts made by Puangrimaggalatung University, Wajo, South Sulawesi in realizing quality start from the implementation of a learning process that goes well, where the leader always oversees or supervises the learning process both inside and outside the classroom, this makes lecturers and staff motivated to can provide better performance. The quality culture of Puangrimaggalatung University, Wajo, South Sulawesi shown by the lecturers is obeying the rules given by the faculty, especially study programs, including: entering class on time, making lesson plans, in teaching lecturers always use varied learning methods, this makes the students happy and passionate about learning.

Whereas in the service or administration system, Puangrimaggalatung University, Wajo, South Sulawesi should have accelerated the availability of infrastructure facilities that are in direct contact with students. Because this will provide a positive value for the sustainability of a culture that is oriented towards improving the quality of education. The availability of complete infrastructure will have an impact on a conducive and comfortable campus environment. Likewise with the interest of the community and parents of students, they will have a good perspective on Puangrimaggalatung University.

Factors Affecting the Implementation of Puangrimaggalatung University Organizational Culture

The results of observations and interviews conducted at Puangrimaggalatung University, Wajo, South Sulawesi on the organizational culture that developed during this research, found several factors supporting the development of organizational culture as one of the elements that can improve the quality of education at Puangrimaggalatung University, Wajo, South Sulawesi.

1. Leadership

The Chancellor as the highest leader in playing the most important role for the beginning of the culture. Strong leaders are able to recognize and trace many of the assumptions, beliefs, and values of the founders and previous leaders, even in more advanced educational institutions. With this, the role of the Chancellor as a leader becomes very decisive for the success of the campus. The results of the study show that one of the factors that support the success of Puangrimaggalatung University, Wajo, South Sulawesi to achieve the goals set by the university is the leadership possessed by the Chancellor.

The rector's leadership has also created an independent culture among all campus residents, this can be seen from the condition of lecturers and employees who are able to carry out their respective duties and can run smoothly without having to be controlled by the chancellor or dean, this means that even though the leadership does not coordinate directly, then all lecturers and employees carry out all activities smoothly. This is inseparable from the rector's leadership who instills a culture of independence and autonomy for every campus citizen to carry out their respective roles. It is from the habituation of an independent culture and autonomy that makes lecturers and employees at this time able to carry out their respective jobs to the fullest even though they are not in leadership. This means that lecturers and employees apply discipline not because

they are seen by the head of the college but because the lecturers and employees already feel it is a necessity and part of the job.

2. Vision and mission of the University

The existence of the vision and mission of Puangrimaggalatung University, Wajo, South Sulawesi is a guideline for all campus residents in carrying out teaching and learning activities in accordance with the duties and responsibilities of each campus citizen. Deans, lecturers, employees, students have obligations and responsibilities in an effort to realize the vision and mission of Puangrimaggalatung University, Wajo, South Sulawesi. With the formulation of a clear campus vision and mission, it makes it easier for campus residents to understand and appreciate and carry out their respective functions as members of Puangrimaggalatung University, Wajo, South Sulawesi.

The vision and mission of Puangrimaggalatung University, Wajo, South Sulawesi is also an important factor in efforts to build organizational culture. The element of excellence in achievement contained in the vision and mission of the university aims to improve the quality of education, both academic and non-academic. In an effort to improve the quality of education which is a shared goal, an optimal effort is needed through the enforcement of discipline and order, the enforcement of a quality culture, the enforcement of a reading culture and other organizational cultures found in universities. The university's vision and mission also provide inspiration for all campus residents in carrying out their duties and developing organizational culture so that the achievement of quality education can be realized.

CONCLUSION

Improving the quality of education at Puangrimaggalatung Wajo University, South Sulawesi through organizational culture can be seen from the development of a culture of discipline, hard work culture, and a quality culture that has been running well. The organizational culture has become an effective strategy in improving the quality of education at Puangrimaggalatung University, Wajo, South Sulawesi. The roots of the organizational culture of the University of Puangrimaggalatung Wajo, South Sulawesi in improving the quality of education can be seen from the implementation of a culture of discipline, and a culture of hard work carried out by campus residents, where one example is a culture of discipline, namely the discipline of lecturers in teaching, making the quality of education achievable. also with the hard work culture that has been running. In addition, the existence of a vision, mission, leadership, and competent lecturers, as well as adequate building conditions are factors that support organizational culture in improving the organizational culture of Puangrimaggalatung University, Wajo, South Sulawesi.

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