

Organizational Development Model Of Private Higher Education In Banjar City

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ABSTRACT

Organizational change in Private Higher Education requires a deep understanding of the challenges faced, overcoming challenges and the ability to respond to rapid environmental changes with a planned process to improve performance, effectiveness and capabilities through changes in strategy, structure, systems, culture and crucial human resources. The research focused on the theoretical approach of Lewin's Change Model (Burnes B, 2019) including unfreezing, moving and refreezing. With the aim of the research to analyze the implementation and factors that cause ineffectiveness and formulate an effective organizational development model for Private Higher Education in Banjar City. The research method used is qualitative with a case study approach. Data collection techniques through literature studies, in-depth interviews, observations and FGDs (Focus Group Discussions). Data analysis through data reduction, data presentation and conclusions, verification and reflection. The results of the study explain that organizational development in Private Higher Education in Banjar City has not been fully implemented effectively at the moving stage while the unfreezing and refreezing stages have been implemented effectively. An effective organizational development model at Private Universities in Banjar City is to pay attention to the stages of unfreezing, moving and refreezing which are strengthened by aspects of adaptive leadership as well as the novelty of research.

KEYWORDS: Model, Organizational Development, Private Universities

INTRODUCTION

Along with the times and global demands, the world of education is expected to follow the existing development direction so as to encourage organizations to improve performance, reliable, trustworthy management capabilities and accountability to stakeholders (Bambang, 2019). One of the important challenges facing the world of education, especially higher education, is how to manage the quality of institutions now and in the future to be better, superior and able to compete both nationally and globally (Junaidi, 2020). Education plays a crucial role in improving the quality of Human Resources and cannot be separated from human life in developing the nation's life and making people skilled (Brillikatrinn, 2023). Today, the progress of a nation is no longer seen from the superiority and abundance of natural resources but is seen from the excellence of human resources, through education can develop themselves, utilize and preserve the environment, maintain survival and improve their standard of living and become a major need and asset for the future of a nation (Chamidi, 2022).

Higher education is the spearhead of national change and an instrument of national education, expected to be the center of education implementation and development, as well as the maintenance, development, and advancement of science and technology that improve the quality of life (Dan, 2019). Public demand for educational services is increasing along with the development of science and technology (Dachyar, 2023). The realization of a quality society is the responsibility of education, especially preparing quality graduates to become subjects who increasingly play a role in displaying strong, creative, independent, professional, and innovative excellence (Farhati, 2024).

The existence of higher education institutions, especially private ones, is currently faced with various challenges that cannot be separated from the basic framework of educational policy strategies including equity, quality, relevance and efficiency and the fulfillment of equal opportunities for higher education (Håkanson, 2019). Empirically, PTS in Banjar City has currently gained public trust regarding the quality of processes and

results that are influenced by the credibility and adaptability of the organizing body's foundation. This situation is closely related to managerial capabilities at the institutional level and the collaboration between the organizers and technical implementers to build public trust (Javdani, 2023). Based on the results of initial observations, the organization of private higher education is currently not yet able to accommodate the demands of the times so that organizational development is needed, and organizational development in Private Higher Education Institutions in Banjar City has not been effective, identified as follows:

1. Organizational development at universities in Banjar City is, as seen from the low organizational performance achievements and quality culture of universities, there are no universities that have superior accreditation scores and there are still several private universities in Banjar City that have not been institutionally accredited.
2. Low support from the Organizing Body and Management Institution in improving the quality of organizational resources of teaching staff for the implementation of the Tridharma of Higher Education, increasing the competence of teaching staff and improving facilities and infrastructure.
3. Weak synergy, commitment and coordination between the Organizing Body, Higher Education Institutions and the Banjar City Government in carrying out cooperation in utilizing the results of lecturers' research, community service programs and products resulting from studies of Higher Education Institutions in Banjar City.
4. The competitiveness of private universities in Banjar City remains low, as the cluster is still in the College category, resulting in limited study programs and the lack of private universities with university status. The tendency for people to continue their studies at universities is mostly outside Banjar City.

Organizational development is not only needed to adapt to technological developments and the organizational environment, but also requires planning and continuity so that organizational life can be maintained (Kandampully, 2022). This is logical because as an open system, organizations always respond to every environmental change (Mellita, 2020). Organizational development strategies are directed at the attitudes and behaviors of individuals and groups in addition to organizational structure and technology. To strengthen the achievement of change goals, organizational development is needed through various intervention techniques that are primarily aimed at the attitudes and behaviors of organizational human resources (Pratama, 2022). Organizational development is implemented in the form of real interventions that are then measured and the results are evaluated in the form of feedback (Septiawan, 2023). The importance of organizational development is a necessity for organizations to face increasingly fierce competition, so they are required to develop and improve capabilities so that they are able to provide quality in their capacity to learn patterns and strategies so that these elements can be transformed in organizational life to meet future challenges (Sika, 2022).

LITERATURE REVIEW

Organizational development refers to the planning and implementation of planned activities to increase the effectiveness of an organization in carrying out its duties and functions and as a response to change (Sonedi, 2018). Organizational development involves the restructuring of the organizational structure related to all factors that influence the tasks and functions of the entire organization as a whole (Tentri, 2023). To achieve success in managing organizational development leads to increased capabilities in facing challenges and opportunities so that organizational development carried out can be more effective in efforts to create a more adaptive and flexible organization (Tyagi, 2023). Organizational development is a structured, organized and often long-term effort to bring about transformational changes in values, strategies, structures and processes with the ultimate goal of creating a sustainable and resilient organizational culture that can adapt to change (Vlachopoulos, 2023). Organizational development activities begin with the recognition of problems within the organization to analyze the organization that is useful for understanding the problems and understanding their roots (Wetzel, 2019). This is in accordance with the model proposed by Lewin (Burnes B 2019: 24) related to the phases of organizational development called Lewin's Change Model which includes:

- a. *Unfreezing; A stage in which the discourse of change is raised in the organization so that other members of the organization also have the same perception of change.*

- b. Moving; The process of organizational development is not only limited to discourse, but has entered the stage of movement. The existence of movement leads to organizational change for the better. Members of the organization began to move and were motivated to make changes.*
- c. Refreezing; The changes/reinforcements for the better that have been carried out are then made a new habit for the organization.*

The importance of improving the quality of higher education services is marked by alignment and conformity with National Higher Education Standards as a prerequisite for accelerating the realization of quality higher education, quality education is not only education that develops academic intelligence but needs to develop the entire spectrum of human intelligence (Wesley, 2019). Assessment of educational services can be seen from educational policies and curricula as the principles, goals, principles, targets and visions to be achieved. That in the world of higher education it is necessary to determine what policies are able to develop and improve the quality of competitive educational services through the development of higher education organizations in Banjar City.

METHOD

The research method uses qualitative with a case study approach, which is a method for understanding social phenomena, behavior or human experiences in depth from the perspective of participants who focus on analyzing non-numerical data such as text, interviews or observations to explore the meaning, experience of research subjects and aims to provide a rich and detailed understanding, not statistical generalizations (Yin, 2019). Data collection techniques through literature studies, observations, interviews and Focus Group Discussions (FGD). Data analysis is carried out using twelve steps including selecting themes, topics and cases, reading literature, formulating research focus and problems, data collection, data refinement, data processing, data analysis process, theoretical dialogue, triangulation of findings (confirmability), conclusions of research results and research reports (Rahadjo, 2016).

RESULTS AND DISCUSSION

Organizational development provides a new perspective on organizations, emphasizing their ability to quickly respond to complex external environmental influences (Wangenge-Ouma, 2022). Improving organizational capacity impacts the organization's capacity to make quality decisions by implementing changes to its structure, culture, tasks, technology, and human resources (Yegon, 2024). The primary approach to this is building organizational capacity to maximize effective decision-making engagement in carrying out organizational tasks. To further explain the organizational development of private higher education institutions in Banjar City, the following is a description:

1. Unfreezing

The unfreezing stage in organizational development in Private Universities is to create awareness of the need for change and reduce resistance including activities to identify the reasons for change, communicate the urgency and benefits of change, and involve stakeholders to gain support and overcome fear or doubt aimed at thawing old work patterns so that they are ready to be replaced by new patterns (Sa'diyah, 2025). Based on the results of the analysis of each indicator above, according to researchers, the steps for organizational development in the unfreezing phase in Private Universities in Banjar City include:

- a. Identifying the need for change in the current situation, such as the need for improved learning methods and technology, and identifying external issues and drivers, such as changes in education policy.
- b. Building awareness and the urgency of change: Clearly communicating this to the entire academic community and encouraging the emergence of dilemmas that make individuals and groups aware of the need for new approaches.
- c. Overcoming resistance and building support: Engaging the academic community to understand and support the change, presenting data and evidence to demonstrate the need for change, and demonstrating a vision and mission for the future.
- d. Preparing the organization for change: Evaluating existing structures and processes to determine what needs to be changed and ensuring strong support from leadership to drive change and convince the academic

community.

Successful organizational change is planned and requires a system to be implemented. There are several reasons for organizational change, shifting from the current position or moving in a new direction, and improving team behavior to change and enhance the development of higher education.

2. Moving

A stage of actual human modification actions encompassing tasks, structures, and technology. This step shifts organizational, departmental, or individual behavior to a new level, including interventions within the structure to develop new behaviors, values, and attitudes through changes in organizational structures and processes, which require awareness building as a continuous process (Akemche, 2022). Based on the indicator analysis, researchers believe that organizational development steps in the moving phase at private universities in Banjar City include:

- a. Curriculum development: Revising the curriculum to be more industry-relevant and incorporating technology-based courses.
- b. Improving teaching methods: Adopting innovative teaching methods such as project-based learning or interactive classes.
- c. Lecturer and Staff Training: Providing training to lecturers and staff to develop new skills in line with changes in the curriculum and teaching methods.
- d. Implementing a new information system: Replacing the outdated academic information system with a more modern system to support administrative efficiency and student services.

The moving stage occurs when an organization undergoes change or transition. Individuals in this stage have shifted their mindsets from their old ones, and they are motivated and ready for the changes. At this stage, it's crucial for the organization to mitigate the fear, anxiety, and uncertainty of its individuals regarding the upcoming changes, as it's not easy and it's not the right time for members to learn and understand the changes.

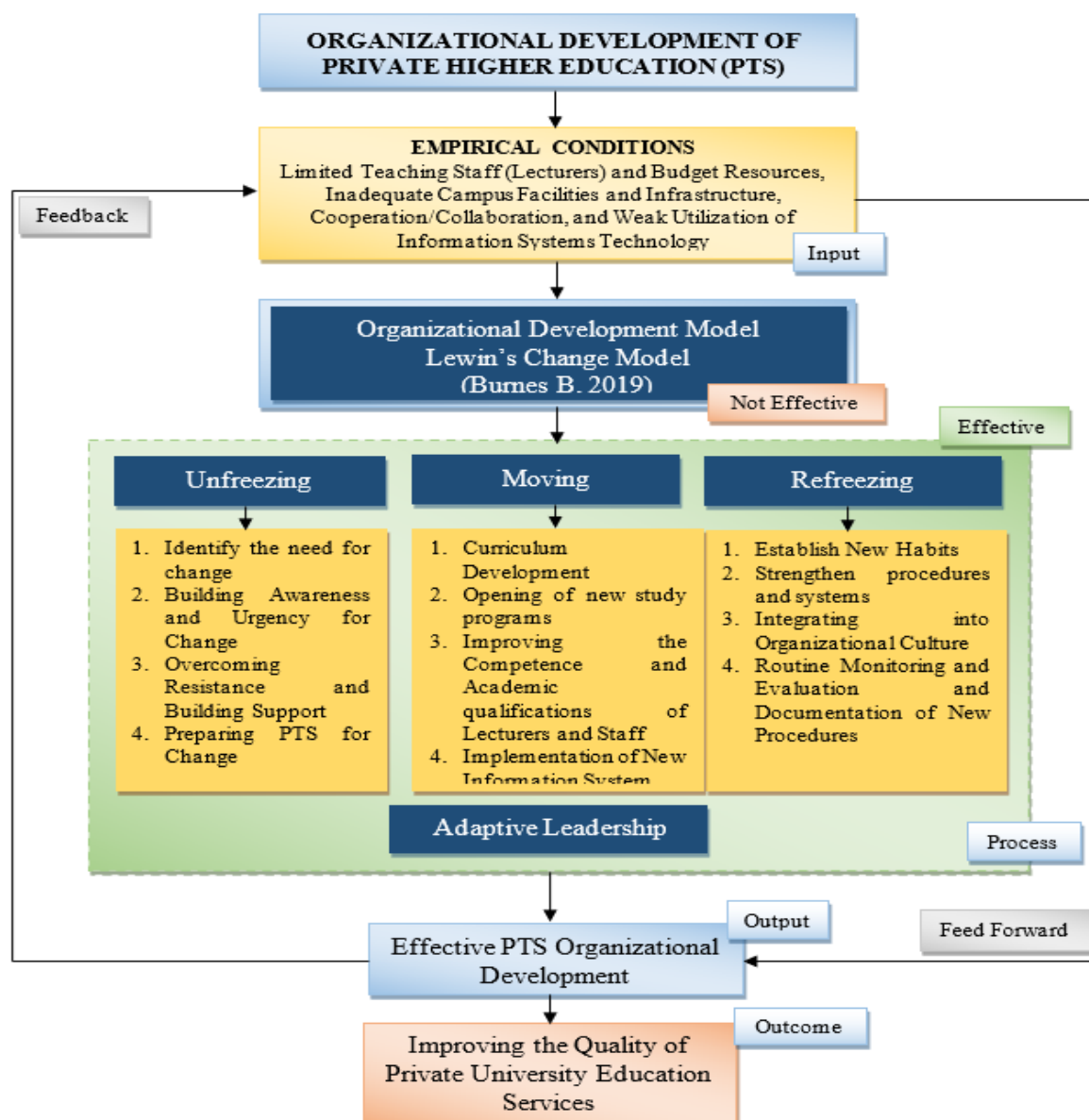
3. Refreezing

Organizational change is a process by which an organization moves from its current state to a desired future state, increasing its effectiveness through resources and capabilities, enhancing the organization's ability to create value and improve desired outcomes for stakeholders (Chepkoskei, 2021). Based on the analysis, according to researchers, the steps for organizational development during the refreezing phase at a Private Higher Education Institution (PTS) in Banjar City include:

- a. Establishing new habits: ensuring the academic community consistently follows new patterns or procedures so that they become ingrained habits.
- b. Strengthening procedures and systems: making efforts to stabilize the changes by reinforcing the new procedures that have been implemented.
- c. Integrating into organizational culture: ensuring the changes are integrated into the PTS work culture.
- d. Routine monitoring and evaluation: conducting regular monitoring and evaluation to ensure the changes remain effective and achieve the desired impact.
- e. Documenting new procedures: documenting new procedures to make the changes more structured and easier for the entire academic community to follow.

Establishing and developing higher education institutions in this era of globalization faces the dynamics of the external environment, influenced by their dynamic positions, particularly in relation to human resource development and science and technology (Kereto, 2021). Private higher education institutions, in contributing to current development, also play a role in the comprehensive human resource development process. Lewin's theory, considered a classic theory in organizational change management, can be relied upon to determine the success of today's organizations in their change processes, as they adapt to current disruptions. It prioritizes individuals or humans as the root of change and emphasizes identifying driving and inhibiting factors that contribute to organizational change resistance.

Based on this description, the researcher's stance in this study regarding Lewin's Change Model (Burnes B, 2019) remains quite current and relevant to organizational development models. However, several weaknesses remain in its implementation. To address these theoretical weaknesses, the researcher identified a novel approach to complement the organizational development model for private higher education institutions in Banjar City, namely leadership. Based on the research results, discussions and research findings (novelty) as presented, the researcher provides recommendations for an effective organizational development model for Private Higher Education Institutions (PTS) in Banjar City as follows:



Source: Research results, 2025

Picture 1
Recommended Organizational Development Models for Private Universities
in Banjar City

Based on the figure above, the researcher can explain that an effective organizational development model for private higher education institutions in Banjar City cannot rely solely on Lewin's (2019) theoretical approach. It is also reinforced by research findings (novelty), namely adaptive leadership. This approach, combined with a holistic and comprehensive approach and continuous evaluation, allows educational institutions to successfully manage organizational change, improve educational quality, and achieve the strategic goals of

private higher education institutions (PTS) in Banjar City.

An effective leader not only acts as the primary driver of change but also inspires, guides, and supports all stakeholders in the change process, including the unfreezing (freezing existing conditions), moving (implementing change), and refreezing (maintaining the stability of change). Change strategies that can be applied by leadership to the development of private higher education institutions (PTS) in Banjar City need to be implemented holistically and sustainably, encompassing various aspects, from effective communication to conflict management and capacity building, as explained below:

- a. Strategy: Provide a platform for open, two-way communication between the academic community and listen with empathy and address questions and concerns honestly and in a timely manner.
- b. Education and Training: Provide ongoing training and learning for educators (lecturers) and staff on change concepts, change management skills, and the application of technology in learning, as well as facilitate the exchange of experiences and best practices among staff.
- c. Participation and Engagement: Encourage the active participation of the academic community and the community in decision-making and change planning.
- d. Conflict Management: Identify and manage conflicts that may arise during the change process in a constructive manner, listen to diverse perspectives, and seek solutions that benefit all parties involved.
- e. Team Empowerment: Build effective work teams and strengthen distributed leadership throughout the organization, empowering school staff to take initiative in implementing change and collaborate cross-functionally.
- f. Assessment and Feedback: Conduct regular assessments of progress changes and gather feedback from all stakeholders and use the data and information obtained to adjust strategy changes and take necessary actions.
- g. Maintaining organizational culture; Strengthening organizational cultural values and norms that support innovation, continuous learning, and collaboration, ensuring that changes are in line with the vision and mission, and providing moral support to the entire academic community.

In the development of Private Higher Education Institutions (PTS), educational services should be optimized with the potential of existing resources in accordance with the needs of the internal and external environment and strengthen the commitment of the academic community that drives to achieve organizational goals through the organizational vision. Equally important, increasing the efficiency and effectiveness of higher education delivery by optimizing service quality according to internal and external needs is necessary. Organizational development has shifted to mutual services, managed well and transparently, developed based on a clear vision and mission that is followed and implemented by every individual involved in campus development.

CONCLUSION

Organizational development in Private Universities in Banjar City has not been fully implemented effectively at the moving stage to be more focused on the clarity of strategies and Standard Operating Procedures (SOPs), improving Lecturer Human Resources and the availability of infrastructure while the unfreezing and refreezing stages have been implemented effectively. An effective organizational development model in Private Universities in Banjar City is to pay attention to the unfreezing, moving and refreezing stages which are strengthened by aspects of adaptive leadership as well as research novelty.

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