

Analysis of the Policy Planning of the Position of the Chancellor/Head of PTKIS on Governance and Leadership

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ABSTRACT

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This study analyzes the planning policy regarding the position of rector/chairman at Private Islamic Religious Colleges (PTKIS) and its implications for governance and leadership. Using a qualitative approach through a case study method, this study explores four aspects of management: planning, organizing, implementing, and controlling. This study examines how institutions develop leadership appointment strategies, the impact of policies on organizational structures, how implementation is carried out by stakeholders, and how evaluation mechanisms ensure the effectiveness of these policies. The findings show the importance of a structured governance framework and the need to strengthen the capacity of leaders to support the sustainability of institutional development

INTRODUCTION

Governance and leadership at Private Islamic Religious Colleges (PTKIS) are important components in ensuring the effectiveness and sustainability of higher education. Good leadership allows institutions to adapt to external challenges, maintain academic quality, and achieve long-term goals that are in line with national education standards.

Regulations regarding the term of office and appointment of rectors or institutional leaders have a major impact on the governance structure. Without well-formulated policies, leadership transitions can lead to administrative disruptions, declining institutional performance, and loss of stakeholder trust. This is especially important for PTKIS, which generally operate under a foundation system with distinctive governance.

The issuance of a Circular Letter (SE) by the Ministry of Religious Affairs regarding the term of office of the rector/ chair reflects a new policy direction that influences the planning and decision-making process in PTKIS. This SE designs a standard framework to improve the quality of leadership and institutional governance. However, the readiness and strategy for implementing the policy vary widely between institutions.

Previous studies have highlighted the importance of leadership succession planning in higher education. Suharto (2020) emphasized the correlation between a transparent appointment mechanism and institutional stability in PTKIS. Meanwhile, Nizar (2018) revealed how leadership transitions impact accreditation results and the continuity of strategic planning. These findings indicate that leadership policies are a determining factor in the quality of governance and institutional development.

This study aims to analyze the policy through the management functions approach: planning, organizing, implementing, and controlling. With this approach, the study provides a comprehensive understanding of the integration of leadership policies within the institutional management framework of PTKIS.

LITERATURE REVIEW

Educational Policy and Governance in Higher Education

The formulation of leadership policies in higher education requires not only a normative approach, but must also consider administrative principles that ensure the effectiveness of institutional governance. Good administration supports a leadership system that is able to ensure the sustainability of the institution's vision and mission, including in terms of strategic planning, decision-making, and the implementation of academic and non-academic programs.

In addition to administrative principles, the aspect of institutional autonomy is also an important element in designing leadership policies. Autonomy allows institutions to determine the direction of policy according to local needs, the characteristics of the academic community, and the uniqueness of the organizational culture of each university. In the context of PTKIS, this autonomy is often also closely related to internal decisions of the foundation or organizing body.

Leadership succession in private religious institutions, especially PTKIS, cannot be separated from the influence of various factors such as foundation statutes, government regulations, and organizational culture. The foundation statutes are usually the main basis for determining the mechanism for appointing leaders, while government regulations provide limitations and general directions. On the other hand, organizational culture also forms the pattern of relations between leaders and academics, which ultimately influences the success of implementing leadership policies.

Four Management Functions (Fayol, 1949)

1. Planning

This planning includes activities to forecast and determine strategic direction. This function is the initial step in the management process, where leaders must be able to analyze the external and internal conditions of the institution to prepare realistic and measurable plans. In the context of PTKIS, planning must also consider socio-religious dynamics and the long-term needs of the institution.

Good planning allows institutions to have a clear vision and mission and to prepare work programs that are in sync with national policies and local needs. The rector or chairman as the highest leader has a key role in designing sustainable academic, administrative, and financial policies.

In addition, planning also includes the preparation of success indicators and risk management strategies. In this case, collaboration between leaders, academic senate, and foundation administrators is important so that the strategic direction of the institution has legitimacy and collective support.

2. Organizing

Organizing includes the design of the organizational structure and the division of authority. After the planning is established, the next step is to organize resources efficiently by forming an organizational structure that is in accordance with the objectives of the institution.

The organizational structure in PTKIS must reflect a clear division of roles and functions between work units, ranging from academics, administration, student affairs, to HR development. Effective leadership will be able to create a flexible structure but still have strong control.

The division of authority and responsibility also needs to be regulated through internal regulations such as statutes, SOPs, and leadership decisions. This aims to prevent overlapping or empty functions in carrying out institutional tasks.

3. Implementation

Implementation is related to the motivation and direction of human resources. At this stage, all elements of the organization are encouraged to carry out tasks according to the plans and structures that have been set.

Leaders need to have communication skills, empathy, and transformative leadership in order to be able to move the academic community to achieve common goals. In its implementation, it is important for leaders to create a conducive, collaborative, and innovative work environment.

In addition, effective implementation also requires a reward system, performance monitoring, and reporting mechanisms that encourage accountability and transparency. Good implementation will reflect the integration between planning and organizing that has been formed previously.

4. Control

Control includes monitoring, evaluation, and performance improvement. This function is a tool to ensure that the entire process runs according to the established plan.

Control includes regular monitoring activities for the implementation of programs and policies. If deviations are found, leaders need to take corrective steps so that institutional goals are still achieved.

Continuous and data-based evaluation is essential so that the decision-making process can be carried out objectively. In the long term, good control also helps institutions to make continuous improvements to improve the quality of education and governance.

METHODOLOGY

This study adopted a qualitative approach with a case study design to analyze the policy of appointing rectors/chairmen at Private Islamic Religious Colleges (PTKIS) and its impact on governance and leadership. This approach was chosen because of its ability to explore phenomena in depth in specific social and cultural contexts, as explained by Stake (1995) that case studies allow for a comprehensive understanding of a case in a real-life context.

Data collection was carried out through three main techniques: document analysis, in-depth interviews, and participant observation. Document analysis included a review of internal regulations, foundation statutes, and policies related to leadership positions. In-depth interviews were conducted with leaders, administrative staff, and policy regulators to obtain diverse perspectives. Participatory observation allowed researchers to understand the dynamics of interaction and policy implementation directly in the field.

The collected data were analyzed using the interactive model from Miles and Huberman (1994), which consists of three stages: data reduction, data presentation, and drawing conclusions. Data reduction involves the process of selecting, focusing, and organizing data to reduce the volume of irrelevant information. Data presentation is done in the form of descriptive narratives, tables, or diagrams to facilitate understanding. Conclusions are drawn gradually and continuously, with data verification through triangulation to ensure the validity of the findings.

The advantage of this approach is its ability to explore complex and contextual aspects of leadership appointment policies in PTKIS. However, its limitations lie in the limited generalization of results because it focuses on specific cases. Nevertheless, the findings of this study can provide valuable insights for the development of leadership policies in other PTKIS.

RESULTS

Planning: Lack of Systematic Leadership Succession

This study reveals that most Private Islamic Religious Colleges (PTKIS) do not yet have systematic leadership succession planning. The appointment of rectors or chairpersons is often reactive, carried out towards the end of the term of office without any long-term strategy. This shows a lack of attention to the importance of planning in maintaining the continuity and stability of institutional leadership.

Irregularity in succession planning can cause uncertainty in the direction of institutional policy, hinder the achievement of the vision and mission, and reduce the trust of the academic community in management. Some PTKIS even experience a leadership vacuum due to delays in the appointment process, which has an impact on operational stagnation and strategic decision-making.

Factors causing this lack of planning include a lack of understanding of the importance of leadership succession, limited human resources ready to occupy leadership positions, and the absence of internal guidelines or regulations that clearly regulate the succession planning mechanism.

To overcome this problem, efforts are needed to strengthen managerial capacity in strategic planning, formulate internal policies that support leadership succession, and train and develop prospective leaders from an early age so that they are ready to carry out tasks when needed.

Organization

The results of the study show that the issuance of the Circular Letter (SE) by the Ministry of Religion encouraged PTKIS to adjust their organizational structure. This adjustment includes a clearer division of tasks, improvement of institutional documentation, and preparation of internal regulations that support good governance.

This adjustment of the organizational structure aims to improve the efficiency and effectiveness of institutional operations. With a clear division of tasks, each work unit can understand its role and responsibilities, thereby reducing overlapping functions and improving coordination between units.

However, the implementation of the adjustment of the organizational structure does not always run smoothly. Several PTKIS face challenges such as resistance from parties who feel they have lost their authority, limited competent human resources, and a lack of understanding of the importance of changing the organizational structure.

To overcome these challenges, a participatory approach is needed in the change process, training for staff and leaders on change management, and monitoring and evaluation of the effectiveness of the newly implemented organizational structure.

Implementation

The implementation of the policy on the appointment of rectors/chairmen shows variation among PTKIS. Some institutions respond proactively by changing leadership in accordance with the provisions of the SE, while others experience internal resistance that hinders the implementation of the policy.

These diverse responses are influenced by factors such as organizational culture, the institution's readiness to accept change, and the level of understanding and commitment of leaders to the policies issued. Institutions that have an adaptive organizational culture tend to find it easier to implement new policies.

In contrast, institutions that face internal resistance are often caused by a lack of effective communication, fear of change, and concerns about the stability of existing positions and authorities. This shows the importance of a transparent and inclusive communication approach in the policy implementation process.

To improve the effectiveness of policy implementation, PTKIS needs to develop a communication strategy that involves all stakeholders, provide training and policy socialization, and build a feedback mechanism that allows for policy adjustments according to the conditions and needs of the institution.

Control

This study found that the monitoring and evaluation mechanism for the implementation of the policy of appointing rectors/chairmen in PTKIS is still weak. Most institutions do not yet have a formal evaluation system used to measure the success of policy implementation. The absence of a structured evaluation system makes it difficult to identify obstacles and successes in policy implementation. This also hinders the process of continuous improvement that should be carried out based on the evaluation results.

Factors causing the weak control mechanism include the lack of human resources who have competence in policy evaluation, the absence of clear performance indicators, and minimal support from leaders in the evaluation process. To strengthen the control function, PTKIS needs to develop an evaluation system that includes measurable performance indicators, form a competent evaluation team, and ensure support and commitment from leaders in the evaluation process and follow-up of evaluation results.

Table 1. Analysis of Management Functions and Policy Impacts

Function	Policy Impact Summary
Planning	No systematic leadership succession
Organizing	Structural clarity increases
Implementing	Implementation responses vary
Controlling	Evaluation system is limited

Table 1 in this study presents a summary of the impact of the policy of appointing rectors/chairmen of PTKIS based on four management functions: planning, organizing, implementing, and controlling.

1. *Planning*: Shows that there is no systematic leadership succession in PTKIS, which has an impact on the unpreparedness of the institution in facing changes in leadership.
2. *Organizing*: Shows an increase in the clarity of the organizational structure in response to the policy, which can support the effectiveness of institutional governance.

3. *Implementation*: Shows that the response to policy implementation varies between institutions, depending on the readiness and culture of each organization.
4. *Control*: Shows that the evaluation system for policy implementation is still limited, which hinders the process of improving and increasing the quality of governance.

This table provides an overview of how the policy of appointing rectors/chairmen impacts various aspects of management in PTKIS, and shows areas that require attention and improvement to improve the effectiveness of institutional governance.

DISCUSSION

The results of the study indicate that the integration of strategic planning in leadership policies in Private Islamic Religious Colleges (PTKIS) is very crucial. Without proper planning, leadership transitions can be reactive and unstructured, ultimately disrupting institutional stability and the achievement of institutional goals. Good strategic planning allows institutions to establish a clear vision and mission and develop work programs that are in sync with national policies and local needs.

One of the main issues identified is the gap between national regulations and implementation capacity at the local level. Although the Ministry of Religion has issued a Circular (SE) regulating the term of office of the rector/chairman, many PTKIS are not yet ready to implement the policy effectively. This is due to limited human resources, infrastructure, and understanding of applicable regulations.

To address this gap, efforts are needed to strengthen leadership capacity through governance training and policy socialization. This training aims to improve leadership competency in designing and implementing policies that are in accordance with the context of their respective institutions. Policy socialization is also important to ensure that all stakeholders understand and support the direction of the policy taken.

In addition, internal audits and performance evaluations can improve the control function within an institution. Internal audits function as a monitoring and evaluation mechanism for the implementation of programs and policies, so that deviations can be identified and corrective steps taken as needed. Continuous and data-based performance evaluation is also important to ensure that the decision-making process is conducted objectively and supports continuous improvement to improve the quality of education and governance.

By integrating strategic planning, strengthening leadership capacity, and improving control functions, PTKIS can develop effective and sustainable governance and leadership.

CONCLUSIONS AND RECOMMENDATIONS

Rector appointment policy planning must be part of the institutional development strategy. PTKIS need to invest in leadership development and establish a strong internal governance system. Policy implementation must be accompanied by clear evaluation standards.

FURTHER STUDY

Further research can focus on comparative studies between regions or the long-term impact of leadership succession planning on institutional performance.

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