DEVELOPMENT OF AN IDEAL ORGANIZATIONAL STRUCTURE MODEL FOR PRIVATE ISLAMIC HIGHER EDUCATION INSTITUTION: A CASE STUDY AT BHAKTI PERSADA ISLAMIC COLLEGE OF BANDUNG

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ABSTRACT

This study is motivated by high expectations and government recognition of the strategic role of Private Islamic Higher Education Institutions (PTKIS), which have not been supported by an optimal organizational structure, particularly at Bhakti Persada Islamic College of Bandung (STAI Bhaper). The lack of adaptive organizational structure hinders the effectiveness of governance and the achievement of institutional goals. This research aims to formulate an ideal organizational structure model which aligns with the dynamic needs of PTKIS and the current regulations. This study employs a qualitative approach, utilizing a case study method, and draws on Henry Mintzberg's organizational theory, as well as foundation and PTKIS regulations. Data were collected through document analysis, in-depth interviews, and participatory observation. Then, data were analyzed using Albert Humphrey's SWOT model and validated with Lincoln and Guba's trustworthiness criteria. The results of the study show that the current organizational structure tends to be bureaucratic with rigid work standards and strict supervision, but has the potential to transform into a more flexible professional organization. The main strength is in the leadership's commitment and compliance with regulations, while the weakness is in the suboptimal coordination and limited resources. Digitalization and governance reform become strategic opportunities, while internal resistance emerges as the main challenge. This study recommends the implementation of a professional organizational model centered on strengthening managerial capacity, administrative digitalization, and competency-based coordination, which is expected to enhance the governance of STAI Bhakti Persada and become a trademark for other Private Islamic Higher Institutions (PTKIS).

Keywords: Higher Education, Management, Organizational Structure, PTKIS, STAI Bhakti Persada

INTRODUCTION

Article of 30 of Law No. 12 of 2012 affirms that State Islamic Higher Education Institution (PTKIN) and Private Islamic Higher Education Institutions (PTKIS) are parts of National Education System (Sisdiknas) at the religious higher education level. Within the context of Indonesia's wide and diverse territory (Kosasih, Al Mighwar, Harun, Syaie, & Dorloh, 2024), PTKIS plays a strategic role in expanding access and equalizing Islamic education. Since independence, PTKIS has contributed to producing high-quality human resources with a strong sense of national identity and global competitiveness, complementing the role of PTKIN, which is unable to meet the educational national needs.

PTKIS also maintains the continuity of Islamic education under the Ministry of Religious Affairs, from elementary to higher education levels. With its existence in various provinces and/or districts/cities, PTKIS becomes the central pillar of the national Islamic education ecosystem. In addition to expanding access to madrasah graduates, PTKIS also ensured the sustainability of the Islamic education system, which focuses on the academic quality and professionalism in various Islamic fields.

Recognition of the strategic role of PTKIS is strengthened by several policies and factual data:

1. Government Regulation No. 46 of 2019 about Religious Higher Education: PTKIS has the main mission to seek, discover, share, uphold truth, and develop the students' potential to examine religious knowledge integrated with other knowledge fields, have religious spiritual strength, self-control, personality, intelligence, noble character, and skills required by society, nation, and state (Rahman & Fanani, 2023).

2. Grand Design of Islamic Higher Education Institutions (PTKI) 2020-2045 by the Ministry of Religious Affairs of the Republic of Indonesia: The government supports the development and advancement of PTKIS through four development phases: (2) *Strengthening Institutional Capacity and Governance* (2015-2019); (2) *National Comparative Advantages* (2020-2024); (3) *Regional Competitive Advantages* (2025-2029); and (4) *World Center for Islamic Higher Education* (2030-2045) (Hasanah & SZ, 2023; Islam, Imam, Padang, & Aswirna, 2022).

3. Education Management Information System for Islamic Education (EMIS Pendis) Data from the Ministry of Religious Affairs of the Republic of Indonesia in 2022: Out of a total of 847 PTKI in Indonesia, 788 (93%) are PTKIS with a student population of 313.147 (an average of 424 students per PTKIS). The proportion of PTKIS, which reached 93% of all PTKI in Indonesia, demonstrates the dominant role of the private universities in providing access to religious higher education. However, accreditation and governance remain the key issues (Ditdiktis, 2022).

4. Appreciation from the Director General of Islamic Education at the Ministry of Religious Affairs to the Republic of Indonesia (2022-2024), Muhammad Ali Ramdhani: PTKIS must continue to be supported and given space to develop because: (1) PTKIS has a good educational investment value, where the income of workers with college degrees is on average 75% higher than high school graduates and 130% higher than junior high school graduates (Sakernas, 2016); (2) university graduates have a lower risk of open unemployment compared to non-university graduates (BPS website, 2019); and (3) the employment absorption rate of Islamic Higher Education (PTK) graduates, both as employees or entrepreneurs, is higher than that of graduates from public university (PTU) (Sakernas, 2017; Islam et al., 2022).

5. Support from the Coordinator of Coordinator for Private Islamic Higher Education Institutions (Kopertais) Region II West Java (2023-present), Rosihon Answar: PTKIS in West Java has contributed significantly to the development of Islamic values-based knowledge and is expected to continue to improve academic quality, especially in accreditation, online learning, research outputs, and community service.

However, despite having great potential, PTKIS still has various challenges, especially in the three following aspects:

1. Accreditation Quality Ratings: The accreditation rankings of PTKIS are significantly behind PTKIN and State University (PTN) (Al Mighwar, 2021). From 844 PTKIS in Indonesia, none have been ranked 'Excellent', and out of 2.400 study programs, only 20 have the highest rank (Muhammad Ali Ramdhani, 2023). In the Kopertais Region II West Java, institutional accreditation is distributed as follows: 12 hold an 'A' rating, 132 are rated 'B', 408 are rated 'C', and 227 have not yet been accredited (Emispendis, 21/12/2023). The ratings of accreditation determine the eligibility and quality of higher education (The Ministry of Research, Technology and Higher Education Regulation No. 32 of 2016) (Akreditasi & Tinggi, 2019).

2. Governance Quality: The governance of PTKIS faces challenges, particularly in suboptimal organizational structure, weak Internal Audit Unit (SPI) and Supervisory Board functions, and the absence of pre-audit and post-audit, resulting in weak internal control (Al Mighwar, 2021). Good governance is one of the nine assessment aspects of accreditation, because it has a crucial role in running tridharma and resource management (Tarmizi, 2019) (ASSEFA, 2021). The ideal organizational structure should include at least five main elements: policy makers, academic implementers, supervisors and quality reassurance, academic support, and administrative implementers (Government Regulation No. 46 of 2019). In addition, internal and external factors of the organization are very crucial in boosting the quality of Islamic education institutions (Al Mighwar, Sanusi, Wasliman, & Hanafiah, 2021).

3. At STAI Bhakti Persada, SPI has not yet functioned optimally in supervising and evaluating the continuous implementation of academic and administrative processes, which may hinder the achievement of the institution's vision and mission.

The Director of Islamic Higher Education at the Ministry of Religious Affairs of the Republic of Indonesia (2022-2024), Ahmad Zainul Hamdi (2023) emphasizes that education in PTKIS is a mandate that requires high-quality management. Weak governance and low accreditation affect the quality of the graduates, making it difficult for them to compete. Therefore, the development of ideal organizational structures is an urgent need to boost the effectiveness and efficiency of PTKIS management.

The Head of West Java PTKIS Communication Forum, Dendi Yuda (Interview, 10/12/2023), highlights four main problems in PTKIS: (1) Conflict of interest between managers and the Foundation due to unclear lines of authorities; (2) Lack of human resources who understand regulations and organizational technology theory, making structure tends to imitate without study; (3) Overlapping positions due to unclear division of tasks; and (4) Formal organizational structure without implementation according to institutional needs.

A preliminary study at STAI Bhakti Persada Majalaya Bandung shows that similar problems end in stagnant institutional and study program accreditations for the Bachelor's degree in Islamic Education Management (MPI) and Islamic Economic Law (HES), which are currently still rated at level C. This happens despite several strengths of STAI: (1) Established for 15 years (2008-2023) and in a strategic location in provincial capital; (2) Close to the Majalaya industrial area which has the potential for cooperation; (3) Founded by community leaders and education practitioners; (4) Has two marketable and study programs; (5) Has gone through several reaccreditations and restructurings; and (6) Has won the West Java Region II Kopertais award as the ninth best STAI in 2020.

Vice Chairman I of STAI Bhakti Persada, Dedi Ruswandi (Interview, 12/15/2023) states that the organizational structure is not well organized, with unclear duties and no lines of authority, because it only adapts models from other campuses without scientific studies. As a result, there is confusion about roles, weak coordination, unfocused decision-making, and inability to adapt. Therefore, in-depth research is needed to recommend a more effective organizational structure for PTKIS, especially STAI Bhakti Persada.

This research employs Mintzberg's organizational structure theory (Mintzberg, 2023), which classifies five main models: (1) Simple Structure: Flexible structure, minimal unit differentiation, centralized decision-making, and suitable for small organizations; (2) Machine Bureaucracy: Structure that relies on standard procedures and centralized decision-making, such as in government agencies and mass production companies; (3) Professional Bureaucracy: Structure that allows autonomy for experts, such as in universities and professional firms; (4) Divisionalized Form: Division-based structure that allows decentralization and autonomy in different markets; and (5) Adhocracy: Flexible, project-based structure with low level of formalization, suitable for dynamic organizations. In addition, this study takes into account government regulations related to PTKIS, such as Law No. 28 of 2004 on Foundations, Law No. 12 of 2012 on Higher Education, Government Regulation No. 46 of 2019 on Religious Higher Education, and the Ministry of Research, Technology and Higher Education Regulation No. 16 of 2018 on Guidelines for the Preparation of Private Higher Education Statute.

Several relevant previous studies have been conducted, including: (1) Mulyawan (2019) on organizational efficiency and health; (2) Warits (2015) on Islamic boarding school-based quality improvement strategies; (3) Ikhwan (2014) on the principles of ideal organizations; and (4) Hansefri and Kristanto (2019) on organizational effectiveness in dealing with change; (5) Suryaningsum (2008) on the impact of organizational structure on the behavior of organizational members; and (6) Ramdhan and Siregar (2019) on quality management at PTKIS.

However, these studies have not specifically developed an ideal organizational structure model for PTKIS based on a holistic approach that combines regulations, organizational theory, internal needs, and stakeholder involvement. Therefore, this study fills the gap with a case study at STAI Bhakti Persada Majalaya Bandung.

This study aims to describe and analyze the ideal organizational structure model for STAI Bhakti Persada. Specifically, this study describes and analyzes the current organizational structure, formulates development strategies, and provides recommendations for the ideal organizational structure model.

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Referring to the research benefit model of Waseem eat al (Waseem, Saeed, & Iqbal, 2024), this study contributes to the development of PTKIS organizational knowledge and enriches the literature which has so far focused more on PTKIN, PTN, or PTS. Practically, this study is a reference for STAI Bhakti Persada and other PTKIS in designing an ideal, effective, and regulatory-compliant organizational structure. The results also support the role of supervision and empowerment of Kopertais II West Java and provide benefits to external stakeholders such as alumni, the business world, and industry. With a more adaptive and sustainable structural model, this study is expected to encourage consistent improvement in institutional quality and accreditation.

Literature Review

This research emerges on an in-depth study of various previous studies discussing about aspects of organizational structure in the environment of PTKIS in Indonesia. Analysis of the existing literature shows a gap in the development of an ideal and contextual organizational structure model for PTKIS.

Efisiensi dan Kesehatan Organisasi (Organizational Efficiency and Health) (Muljawan, 2019): This study emphasizes the importance of a healthy and efficient organizational structure in improving the performance of higher education institutions. This concept is relevant to our study in identifying factors that drive organizational efficiency at STAI Bhakti Persada. However, Muljawan's study has not discussed in depth the adaptation of organizational structure to the specific needs of PTKIS at the local level.

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Strategi Peningkatan Mutu Berbasis Pesantren (The Strategies in Pesantren-Based Quality Improvement) (Warits, 2015): This study focuses on the quality improvement strategy in the pesantren environment with a focus on the process of adapting traditional values in modern management. This research provides an important contribution to understanding how Islamic values can be integrated into educational management. However, this study is limited to a pesantren-based approach and has not integrated a structural model from a modern organizational perspective as offered by Mintzberg.

Prinsip-prinsip Organisasi yang Ideal (Principles of an Ideal Organization) (Ikhwan, 2014): This study emphasizes the importance of the basic principles of a healthy organization, including transparency, accountability, and efficiency. Although this study is relevant in providing a theoretical basis for the principles of an ideal organization, there is no in-depth exploration of the application of these principles in the specific context of PTKIS.

Efektivitas Organisasi dalam Menghadapi Perubahan (Organizational Effectiveness in Facing Changes (Hansefri & Kristanto, 2019): This study highlights the importance of organizational flexibility and adaptability to changes in the external environment. This study is an important reference for developing a responsive organizational structure model in PTKIS. However, this study does not specifically discuss how Islamic values and local needs can be accommodated in the organizational structure.

Dampak Struktur Organisasi terhadap Perilaku Anggota (Impacts on Organizational Structure Towards Member Behavior (Suryaningsum, 2008): This study shows a direct relationship between organizational structure and organizational member behavior, including motivation and performance. Although this study provides valuable insights, it does not consider specific factors that influence PTKIS, such as government regulation and stakeholder participation.

Manajemen Mutu di PTKIS untuk Meningkatkan Daya Saing (Quality management in PTKIS to Enhance Competitiveness (Ramdhan & Siregar, 2019).This research focuses on the importance of quality management in improving the competitiveness of PTKIS. This study is relevant in building an argument that an ideal organizational structure must support efforts to improve quality continuously. However, this study does not discuss in detail the development of an organizational structure model based on Mintzberg that is adaptive to local and global challenges.

The Pattern of Students' Character Coaching in Anticipating Intolerance Belief in Islamic Religious Universities in Sulawesi Barat (Muliadi & Baharuddin, 2021): This study discusses the pattern of student character development in anticipating intolerant beliefs in Islamic universities in West Sulawesi. The findings of the research are relevant because they show the importance of integrating Islamic values and character development in forming an inclusive organizational culture. However, this study has not explored how organizational structures can support or hinder character development in the PTKIS environment.

Educational Management Millennial Leadership Characters in Increasing the Competitiveness of Higher Education at STAI Al-Falah and STAI Bakti Persada (Rubiarko, Wasliman, Sauri, & Mulyanto, 2023). This study discusses the characteristics of millennial leadership in improving the competitiveness of higher education. This study provides a new perspective on how adaptive and innovative leadership characteristics can contribute to the development of responsive organizational structures in PTKIS. However, this study has not explicitly integrated Mintzberg's structural model into the framework of higher education management at the local level.

From the literature analysis above, there are at least two gaps that need to be filled by this study: (1) Absence of Specific Model for PTKIS: There is no organizational structure model that is specifically developed for PTKIS that accommodates government regulations and local needs; and (2) Lack of Holistic Approach: There has been no research based on SWOT analysis in the perspective of Mintzberg's organizational structure theory, foundation and higher education laws and regulations and stakeholder participation to develop an adaptive and responsive

organizational model. This study develops an adaptive organizational structure model for PTKIS, especially STAI Bhakti Persada Majalaya Bandung, based on SWOT from the perspective of Mintzberg's theory, related regulations, and stakeholder perspectives. The results offer a framework for other PTKIS to improve organizational effectiveness and efficiency.

Conceptual Framework

The regulation shift of PTKI has led PTKIS to transform from conventional governance into modern, including digital and collaborative (Mustakim, 2022). Modernization or digitalization is not only technical, but also influences the organization structure, communication, and decision-making. In this context, Mintzberg's organization structure approach is relevant to understand how PTKIS, like STAI Bhakti Persada navigate the transition effectively and continuously.

Henry Mintzberg's structural organization model, developed at McGill University, is a global reference in organizational design. This theory is explained in his major works, such as *Structure in Fives: Designing Effective Organizations, The Structuring of Organizations, dan Structure in 5's: A Synthesis of the Research in Organization Design.*

Several key points from Mintzberg's theory (Mintzberg, 2023), the foundation of this study includes the effective organizational: an effective organization, one that achieves optimal results, comes from an ideal organization that aligns with goals, aspirations, or needs. This concept is presented through a model or configuration of organizational structure that is consistent, logical, and harmonious with both internal and external interests.

Five organizational structure models (Structure in Five): The development of an ideal organization can be achieved by diagnosing, selecting, and determining one or a combination (hybrid) from five models of organizational structure that are considered as the most appropriate or adaptive, as follows:

a. Simple Structure: This model describes an organic organizational structure as one with minimal support staff, loose division of labor, and little differentiation among units. The midline hierarchy is very small with minimal behavioral formality. Coordination is mainly achieved through direct supervision, and decision-making is highly centralized under the CEO. This model is suitable for small organizations that are entrepreneurial and dynamic.

b. Machine Bureaucracy: This model relies on standardization of the work processes for coordination, with highly specialized tasks and strict formal procedures. This structure is appropriate for large organizations that operate in stable environments and require high efficiency, such as government agencies or mass-production firms.

c. Professional Organization: This model allows for decentralization through the standardization of skills. Typically used in organizations that employ highly trained specialists and give them significant autonomy, such as educational institutions and social service institutions.

d. Diversified Organization: This model consists of a headquarters that supervises divisions that serve specific markets. Limited vertical decentralization allows each division to have operational autonomy. It is commonly used in large companies that operate in multiple industries.

e. Adhocracy or Innovative Organization: This model is organic and flexible, focusing on specific innovation and projection. It is normally used in organizations engaged in high technology, research, or consulting.

Below is the diagram illustrating five models of organizational structure according to Henry Mintzberg.

Figure 1. Henry Mintzberg's Five Organizational Structure
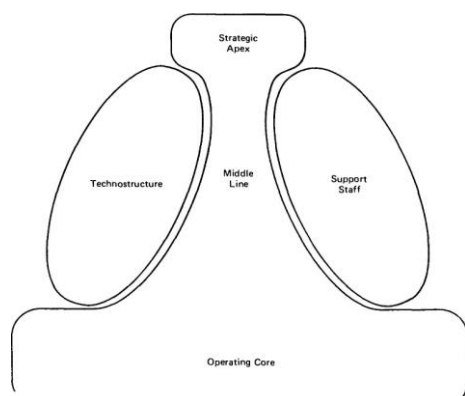

Source: Mintzberg, 2023

In the context of PTKIS, such as STAI Bhakti Persada Bandung, the machine bureaucracy model is reflected in the

administration system, which is still very centralized and based on manual procedures. Meanwhile, the tendency towards a professional bureaucracy structure is starting to be seen from the increasing demands for accreditation and the quality of lecturers, which encourages scientific autonomy. However, overall, a more adaptive model, such as adhocracy, is still limited due to a lack of resources and technology, although the direction of future policies is heading towards this model, especially in facing challenges of external digitalization and collaboration.

Five fundamental components in organizations: (1) Operating Core: Employees who are directly involved in producing the organization's core products and services or who directly support the production process; (2) Strategic Apex: Top-level managers and their staffs who have final responsibility for the organization; (3) Middle Line: Managers in direct authority roles who link the strategic apex to the operational core; (4) Technostructure: Analysts outside the formal "line" structure who are in charge of applying standardization and analytics to the design, maintaining the structures, and adapting the organization to its environment (e.g., accountants, planners); and (5) Support Staff: Teams who provide indirect support to the organization (e.g., legal counsel, public relations, payroll, cafeteria services). Each has a specific role in running the organization.

Below is the diagram illustrating the five fundamental components of an organization according to Henry Mintzberg:

Figure 2. Five Fundamental Components of Organization according to Henry Mintzberg

Source: Mintzberg, 2023

Five Basic Mechanisms of Coordination: (1) Mutual Adjustment: Individuals coordinate their work through informal communication with each other; (2) Direct Supervision: Someone, usually a manager, gives specific instructions to others to coordinate their work; (3) Standardization of Work Processes: Work is coordinated through standard procedures often developed by technostructure analysts, such as work orders, rules, and regulations; 4) Standardization of Outputs: Work is coordinated by establishing standardized performance measures or output specifications, usually determined by technostructure analysts; (5) Standardization of Skills: Work is coordinated through the acquisition of standard skills and knowledge by individuals, usually acquired before they begin work. These mechanisms ensure harmonious collaboration within the organization.

Nine Design Parameters: (1) Job Specialization: Refers to the division of work according to the number of tasks assigned and the level of individual control over those tasks, which is divided into horizontal and vertical job specializations; (2) Behavior Formalization: Standardization of work processes through rules, procedures, policy manuals, job descriptions, and work instructions; (3) Training and Indoctrination: Standardization of skills and knowledge through intensive external educational programs, ensuring individuals are prepared before starting their assignments; (4) Unit Grouping: (4) Unit Grouping: Positions are grouped into units, which are then combined into larger units, forming an organizational structure under the strategic apex; (5) Unit Size: Refers to the span of control, which is the number of positions or subunits within each unit. (6) Planning and Control Systems: Standardization of organizational results, including goal achievement and performance measurement; (7) Liaison Devices: Integrate managers, teams, task forces, and matrix structures to encourage mutual adjustment across units; (8) Vertical Decentralization: The extent to which formal decision-making authority is delegated down the chain of command; (9) Horizontal Decentralization: The extent to which authority flows informally outside the chain of command (e.g., analysts, support staff, and operators), allowing non-managerial parties to participate in decision making. These parameters affect the division of work and coordination within the organization.

Four Contingency Factors: (1) Age and Size: The older and/or larger an organization is, the more formal its behavior and the larger the average size of its units; (2) Technical system: The complexity and scope of the technical system determine whether the administrative structure is formalistic, bureaucratic, mechanistic, or organic; (3) Environment: The stability or dynamism of the environment influences whether the organizational structure is mechanistic or organic; and (4) Power: The need for power among various internal and external members can influence the distribution of decision-making authority within the organizational structure. These factors influence the complexity of the organization and its ability to adapt to external uncertainty.

Mintzberg's approach in analyzing the organizational structure of higher education has also been used in numerous studies, like Kim & Lee (2019) in South Korea, which showed that religious-based universities tend to have a combined structure between professional bureaucracy and divisionalized form. In Indonesia, research by Hidayat and Syamsuddin (2021) examines Mintzberg's adaptation in faculty management at the State Islamic University of Maulana Malik Ibrahim, highlighting the importance of synergy between scientific authority and bureaucratic management. This shows the relevance and flexibility of Mintzberg's model in the context of Islamic educational institutions.

Integration of Mintzberg's Concept with the Context of PTKIS (STAI Bhaper): In this study, the concept of Mintzberg's organizational structure is adapted to the context of Private Islamic Religious Colleges (PTKIS) by considering regulations in Indonesia, such as Law No. 28 of 2004 on Foundations (NABILA, 2018), Law No. 12 of 2012 on Higher Education (P. R. Indonesia, 2012), Government Regulation No. 2 of 2013 on Foundations (R. Indonesia, 2013), Government Regulation No. 4 of 2014 on Higher Education Management (Number, 4AD), Government Regulation No. 46 of 2019 on Religious Higher Education (Pemerintah, n.d.), Ministry of Education and Culture Regulation No. 139 of 2014 on Statutes and Organization of Higher Education (M. A. K. T. Indonesia & Indonesia, n.d.), Ministry of Research, Technology and Higher Education Regulation No. 16 of 2018 on the Guidelines

for Private Higher Education Statutes (Handoko, 2019), and *Grand Design* of Religious Higher Education in Indonesia (2020-2045), especially in strengthening institutional capacity and governance—as well as the Five Basic Elements of PTKI Organizational Structure (Article 45, Government Regulation No. 46 of 2019) which covers policy makers, academic practitioners, quality assurance and supervision, academic or learning resource support, and administrative or operational staff. The following is the conceptual framework of the research:

Figure 3. Research Conceptual Framework
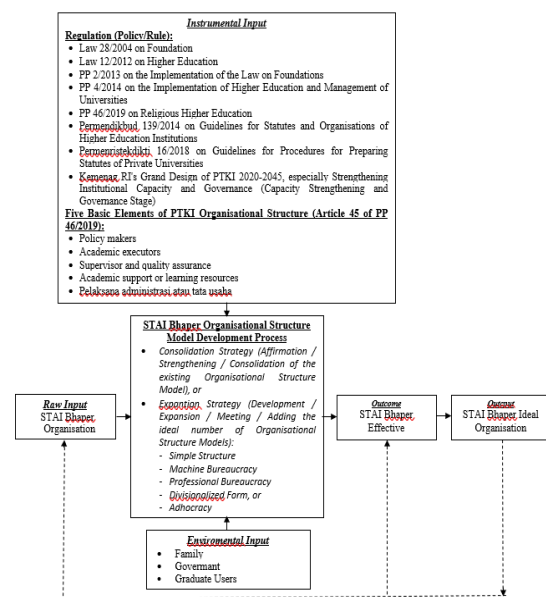
Source: Document Analysis, 2024

The conceptual framework visualizes the relationship between input, process, output, and outcome as follows: (1) Raw Input: The initial organizational structure of STAI Bhaper; (2) Process: Development of an organizational structure model based on SWOT Analysis in the perspective of Mintzberg's five organizational structure models theory; (3) Instrumental Input: Supporting external factors in the form of government regulations; (4) Environmental Input: External influences such as family, government, and the labor market on the organizational structure of PTKIS; and (5) Output and Outcome: The ideal organizational structure that is suitable for STAI Bhaper, enhancing the efficiency and effectiveness of the organization.

This study analyzes the current organizational structure of STAI Bhaper with a

SWOT analysis from the perspective of Mintzberg's organizational structure theory and related regulations to develop two alternative strategies: (1) Consolidation Strategy: Strengthening, unifying, or refining the existing organizational structure to make it more efficient and effective; or (2) Expansion Strategy: Adding new elements based on Mintzberg's five models, applicable regulations and stakeholders to form an ideal structure that suits STAI Bhaper's needs.

Mintzberg's framework is a significant conceptual tool in framing the results of the SWOT analysis. For example, the internal strengths of the institution, such as collegial leadership and a spirit of innovation at the study program level, can be mapped as reinforcements in the operating core and middle line components. Meanwhile, weaknesses in the information and administration systems are traced to the weak function of the technostructure. Therefore, the consolidation strategy is directed at strengthening the internal bureaucratic structure, while the expansion strategy relies on the development of support staff and strategic apex that are externally and digitally oriented.

By utilizing this approach, the research is expected to provide recommendations for an ideal organizational structure model for STAI Bhakti Persada Bandung, which is effective, adaptive, and in accordance with higher education regulations in Indonesia.

RESEARCH METHOD

This research employs qualitative method with case study (Rashid et al., 2019; Yin, 2017) to examine the organizational structure STAI Bhakti Persada Bandung. The aim is to describe and analyse the actual organizational structure, formulate development strategies, and recommend an ideal organizational structure for STAI Bhakti Persada Bandung through stakeholder engagement.

The analysis was conducted using the Albert Humphrey SWOT model (et al, 2021) to identify internal factors (Strengths and Weaknesses) and external factors (Opportunities and Threats) within the framework of Henry Mintzberg's organizational structure theory, the regulations of the foundation as well as higher education in Indonesia. The result of analysis were used to

formulate two alternative strategies: (1) Expansion Strategy (S > W and O >T): SO Sub-strategy: Utilizing power to exploit opportunities in favorable conditions; and (2) Consolidation Strategy (S < W and O < T): (a) WO Sub-strategy: Reducing weaknesses while exploiting opportunities in unfavorable conditions; (b) ST Sub-Strategy: Using strengths to reduce threats under threatened conditions; and (c) WT Sub-strategy: Minimizing weaknesses to avoid threats in highly challenging conditions. These alternative strategies are used to formulate a recommended ideal organizational structure model for STAI Bhakti Persada Bandung.

Figure 4. SWOT Humphrey's SWOT Analysis Model

Source: et al, 2021

The study was carried out in March-December 2024 with the following stages: (1) Literature review & instrument development (March-April), (2) Data collection (May-June), (3) Forum Group Discussion (FGD) on the preliminary findings (July), (4) SWOT analysis (August-October), (5) FGD on the analysis result (November), and (6) Dissemination (December). Informants were selected purposively, including administrators, lecturers, and students, until data saturation was reached.

Data were collected through documentation studies, in-depth interviews, and participant observation. Data validity was tested using the Lincoln & Guba model (Alexander, 2019; Amin et al., 2020; Enworo, 2023) through four steps: (1) Credibility: Achieved through triangulation (data, methods, sources), extended participation, and peer review; (2) Transferability: Tested by involving feedback from internal and external readers; (3) Dependability: Confirmed through an audit of the research purpose by independent auditors to ensure consistency; (4) Confirmability: Validated through source triangulation, member checking, peer debriefing, and maintenance of an audit trail.

DISCUSSION

Current Organizational Structure of STAI Bhakti Persada Bandung

The current organizational structure of STAI Bhakti Persada Bandung is as follows:

Figure 5. Actual Organizational Structure of STAI Bhakti Persada

Source: STAI Bhakti Persada Academic Guidelines, 2024

The figure visualizes the following organizational parts:

1. Strategic Policy Holder
   - Wildina Bakti Persada Foundation: Responsible for strategic policies, resource management, and general supervision of STAI Bhakti Persada Bandung
   - Board of Curators: Provides advice, evaluation, and recommendation related to the academic and institutional policies.
2. Institutional Leaders
   - Chairman of STAI: Leads and manages all academic and administrative aspects of STAI Bhakti Persada Bandung in accordance with the institution's vision and mission.
3. Vice Chairmen
   - Vice Chairman I (Academic Affairs): Manages study programs, curriculum development, academic quality, as well as research and community service activities.
   - Vice Chairman II (Administration and Finance): Manages financial matters, facilities and infrastructure, as well as general administration to support academic and operational activities of the university.
   - Vice Chairman III (Student Affairs and Alumni): Develops student services, student organizations, and alumni development programs and career networks.
4. Administration Unit
   - Academic and Student Affairs Administration Bureau (BAAK): Provides academic administrative services for students, including registration, coursework, and graduation.
     - o Academic Subdivision: Manages curriculum, class schedules, and academic administration.
     - o Student Affairs Subdivision: Responsible for student organizations and non-academic activities.
   - General and Financial Administration Bureau (BAUM): Manages personnel administration, finances, and university facilities and infrastructure.
     - o Human Resources and Infrastructure Subdivision: Manages educational staff and university facilities.
     - o General Affairs Subdivision: Handles office administration and institutional archiving.
     - o Administration and Finance Subdivision: Manages budgeting, financial record-keeping, and university financial reporting.
   - Public Relations, Publication, and Campus Documentation Bureau (BHPDK): Manages external communications, academic publications, and documentation of campus activities.
     - o Information Systems and Higher Education Database Subdivision (PD Dikti): Responsible for academic information systems and reporting to the national higher education database (PDDikti).
5. Academic Division
   - Head of Islamic Education Management Study Program (MPI): Leads and manages the MPI study program, including curriculum development and research activities.
     - o Secretary of the MPI study program: Assists the Head of the Study Program in daily academic operations.

- Head of the Islamic Economic Law Study Program (HES): Manages and develops the HES study program according to the national academic standards.
  o Secretary of the HES Study Program: Supports the administration and academic management of the HES Study Program.
- Head of Quality Assurance Institute (LPM): Responsible for the academic quality assurance system and lecturer performance evaluation.
  o Secretary of the LPM: Assists in coordinating the implementation of academic quality evaluation.
- Head of Research and Community Service Institute (LPPM): Manages research and community service programs carried out by lecturers and students.
  o Secretary of the LPPM: Supports the administration of research and community service programs.

6. Laboratory Unit and Technical Implementation Units (UPT)
- Head of the MPI-HES Laboratory Division: Provides practicum and research facilities for students of the MPI and HES study program.
- Head of the Language Center (UPT Bahasa): Manages language development programs for students and faculty.
- Head of the Library and Publishing Unit: Responsible for library services, reference management, and academic publishing.
- Head of the IT and Computer Unit: Manages information technology services, computer laboratories, and the campus e-learning system.

7. Center for Research and Development (Puslitbang)
- Head of the Research and Development Center: Develops strategic research and academic innovation.
  o Secretary of the Research and Development Center: Assists in coordinating research projects.
  o Head of the Center for Islamic and Social Studies (KKS): Establishes and manages partnerships with external institutions and develops Islam-based social research.
  o Head of the Center for Da'wah and Community Studies (LEMDAK): Develops campus da'wah programs and nurtures Islamic community development.
  o Head of the Center for Educational and Institutional Studies (KPL): Conducts research in the fields of education and institutional policy.
  o Head of Center for Islamic Economic and Legal Protection Studies (KEPH): Develops academic studies in Islamic economics and legal protection.

The actual structural organization is well-validated. Credibility is obtained from Statute, Strategic Plan, and Annual Work Plan (RKT), which shows compliance with regulations and a clear division of roles between the Foundation, leaders, and academic units. Transferability is seen in the alignment with other PTKIS governance standards, such as STIS At-Taqwa Ciparay Bandung, which refers to old regulations, such as Government Regulation No. 3 of 1988 and Government Regulation No. 60 of 1999, has not fully referred to the new regulations, Government Regulation No. 46 of 2019 and Law No. 28 of 2004.

Dependability is demonstrated by the alignment between organizational structure and operational practices, despite coordination effectiveness and supporting unit optimization still require improvement. Confirmability is ensured through Academic Guidelines and interviews which highlight the need for improved coordination, integrated across units, and enhanced governance. "We have established the structure, but the coordination is not yet optimal." Said the Chairman (Interview, May-June 2024).

SWOT Analysis of the Current Organizational Structure of STAI Bhakti Persada Bandung

From the perspective of Mintzberg's Organizational Structure Model and the regulations of Foundation and higher education in Indonesia, the current organizational structure of STAI Bhakti Persada is analyzed using Albert Humphrey's SWOT model as follows:

Table 1. SWOT Analysis of the Current Organizational Structure of Stai Bhakti Persada

Aspects	Strengths	Weaknesses	Opportunities	Threats
The Perspective of Mintzberg's Organizational Structure Model	Clear organizational structure with separation of responsibilities (Chairman, Vice Chairman, Bureau, and Language Center, etc.	The organizational structure tends to be bureaucratic, which can hinder flexibility and innovation.	The potential development of a more flexible professional organizational structure model to enhance academic effectiveness.	Changes in higher education policy regulation may affect the flexibility of the organizational structure.
	The presence of quality assurance, research, and community service institutions that support academic activities.	A strong dependence on direct supervision reduces decision-making decentralization.	An opportunity to implement coordination skill standardization to enhance human resource competencies.	Competition among private Islamic higher education institutions in improving academic competitiveness.
The Perspective of Higher Education Regulation in Indonesia	The involvement of the Foundation in strategic policymaking ensures sustainability.	There is no special unit responsible for the development of higher education digitalization.	The integration of technology into universities may boost management efficiency.	The changes in trends in higher education management increasingly demand a digital-based approach.
	The organizational structure is in accordance with Government Regulation No. 46 of 2019 on Religious Higher Education.	Further alignment is still required with the provisions of the Ministry of Education and Culture Regulation No. 139 of 2014 on the number of study programs and institutional capacity.	Opportunities to strengthen institutional capacity through the Grand Design of Religious Higher Education Policy 2020-2045.	Potential shifts in government policies that may impact institutional operations.
	There is a division of roles between the foundation and academic implementers in accordance with Law No. 28 of 2004 on Foundations.	Limitations in human resources for administration and academics compared to the ideal standards for Private Islamic Higher Education Institutions (PTKI).	Potential increase in student enrollment and academic collaboration with other institutions.	Challenges in meeting minimum standards in accordance with Government Regulation No. 4 of 2014 on Higher Education Management.
	The presence of LPM (Quality Assurance Institute) and LPPM (Institute for Research and Community Service) supports quality assurance, research, and community service.	The operational budget still needs to be increased to meet the standards for more optimal higher education management.	Regulatory support for strengthening governance based on good governance principles in Private Islamic Higher Education Institutions (PTKI).	Limitations in land and infrastructure that still need improvement to meet the ideal standards of higher education.

Source: Document Analysis, 2024

Based on the analysis of the tables, the organizational structure of STAI Bhakti Persada Majalaya Bandung tends to represent Mintzberg's Machine Bureaucracy model, with rigid work standards and dominance of direct supervision. However, there is a potential shift towards a Professional Organization, which emphasizes decentralization and standardization of results and skills to improve the efficiency and autonomy of work units. In terms of regulation, STAI Bhakti Persada's organization structure has complied with applicable legal provisions in the context of PTKI governance. However, it is still a challenge to meet the optimal institutional standards, especially regarding the number of teachers and academic capacity. Opportunities for improvement are wide open through policies to strengthen the institutional capacity of PTKI, which can be utilized to

improve governance and sustainably increase the competitiveness of institutions.

The results of the SWOT analysis are well validated. Credibility is gained from Statute, Strategic Plan, Annual Work Plan, and interviews (May-June 2024) with the Vice Chair I, which shows a tendency towards Machine Bureaucracy with a potential to move towards Professional Bureaucracy. Transferability is seen in the alignment with national regulations such as Government Regulation No. 46 of 2019 and Law No. 28 of 2004. Dependability is proven by the conformity of the Grand Design of Religious Higher Education 2020-2045 and operational practices, although flexibility and digitalization still need to be improved. Confirmability is guaranteed through Academic Guidelines and interviews, which emphasize the need for increased coordination and institutional capacity.

Strategy for Developing the Organizational Structure of STAI Bhakti Persada Bandung

Based on the SWOT analysis results, the strategy for developing the organizational structure of STAI Bhakti Persada Bandung focuses on the consolidation strategy, which strengthens the internal capacity before expansion. This strategy is conducted through the implementation of WO and ST Sub-strategy, which aims to address the weaknesses by utilizing opportunities and power to reduce threats.

Reasons for choosing the consolidation strategy are: (1) Imbalance between strengths and weaknesses (S < W): Organizational structure tends to be bureaucratic and less flexible. Strong dependence on direct supervision hinders innovation, and lack of special units for digitalization of higher education; (2) Threats are more dominant than opportunities (O > T): Regulation shifts and competition among PTKIS become the main challenges. Challenges in meeting institutional standards according to regulations, as well as a lack of land and infrastructure for the development of the university.

Recommended consolidation strategies are as follows: (1) WO Sub-strategy (Reducing weaknesses by utilizing opportunities): Adjusting the organizational structure to the Professional Organization model to improve academic flexibility, enhancing administrative and academic human resources with regulatory-based competency standards, and using the 2020-2045 Religious Higher Education Grand Design policy to strengthen institutional capacity; and (2) ST Sub-strategy (Using strengths to reduce threats): Utilizing the sustainability of the Foundation's support in strategic decision-making, optimizing the existence of LPM and LPPM to strengthen academic competitiveness, and ensuring alignment with Government Regulation No. 46 of 2019 and Ministry of Education and Culture Regulation No. 139 of 2014 to meet institutional standards.

The Basis of Model and Regulation in developing organizational structure are: (1) Mintzberg's Five Models of Organizational Structures: Simple Structure because sentralization of decisions is still dominant with the Chairman of STAI Bhakti Persada as the main actor in managing institutional governance, Machine Bureaucracy because lecturers have autonomy in teaching and research, although the coordination system still needs to be improved, Divisionalized Form because there are no decentralized divisions yet but it needs to be considered for future development, and Adhocracy because academic innovation and technology-based learning are still in their early stages and need to be further developed.

Additionally, the development also refers to the five fundamental components of the organization structure of PTKI, as regulated in Article 45 of Government Regulation No. 46 of 2019: policy makers, academic practitioners, quality assurance and supervision, academic or learning resource support, and administrative or operational staff. This development also considers the main components according to the Ministry of Education and Culture Regulation No. 139 of 2014 and Ministry of Research, Technology and Higher Education Regulation No. 16 of 2018, includes: number of study programs (2-4), number of students ($\leq$500 to 1001-5000), number of lecturers ($\leq$20) and education staff ($\leq$15), operational budget ($\leq$1,000,000 to $\leq$5,000,000), number of academic collaborations ($\leq$5), land area ($\leq$10 ha) and building area ($\leq$1851 to 7,089-16,783 m²), Internet speed ($\leq$60 kbps), number of research and community service activities per year which is still low.

Based on this analysis, it is necessary to formulate an ideal organizational structure for

STAI Bhakti Persada Bandung to improve governance effectiveness, academic flexibility, and institutional competitiveness. The recommendations for this formulation includes: Transformation towards a Professional Organization model with stronger decentralization and standardization of lecturer skills, Increasing administrative efficiency through digitalization to reduce bureaucratic burden and improve academic services, Optimizing the role of the Foundation in strategic decision-making while still providing autonomy for academic implementers, Strengthening supporting units such as LPM and LPPM to play a greater role in improving academic quality and institutional competitiveness, and Developing divisions or units based on strategic functions, such as digital innovation units, cooperation units, and more efficient resource management units.

This consolidation strategy enables STAI Bhakti Persada Bandung to reinforce a more efficient, adaptive, and responsive organizational structure towards policy changes and external challenges.

This development strategy is supported by the 2024-2029 strategic plan, which emphasizes evaluation and organizational development to be more effective and efficient. The Vice Chairman III states, "The development of organizational structures needs to be adjusted to scientific developments, government policies, and real needs in the field" (interview, May–June 2024).

Recommendations for the Ideal Organizational Structure Model

Based on the analysis of the consolidation strategy and Mintzberg's organizational model approach, STAI Bhakti Persada Bandung needs to implement a more professional, flexible, and efficient organizational structure model, while still paying attention to national regulations.

The recommended organizational structure model reflects a balance between Professional Bureaucracy (with stronger academic autonomy) and Machine Bureaucracy (to ensure administrative efficiency), and takes into account strengthening Adhocracy elements to support innovation and digitalization of higher education.

Below is the recommended organizational structure for STAI Bhakti Persada Bandung:

Figure 5. Recommended Model of Ideal Organization Structure for STAI Bhakti Persada

Source: Document Analysis, 2024

The diagram visualizes the following components:

1. Non-structural Components
   - The Board of Curators serves as a provider of non-academic advice to support external relations and institutional development.
2. Policy Makers
   - College Senate (academic policy makers)
   - Foundation Daily Board (non-academic policy makers)
3. Institution Leaders
   - Chairman, supported by:
     - Vice Chairman I (Academic Affairs).
     - Vice Chairman II (Non-Academic Affairs).
4. Educational Implementation Units
   - The Head of MPI Study Program and the Head of HES Study Program.
   - The Head of P3M (Center for Research and Community Service).
5. Academic Resource Support
   - The Head of UPT BP2K (Language, Library, Publishing, and Computing Unit) acts as the center for technology-based academic services.
6. Administration Unit
   - The Head of BAAN (Academic and Non-Academic Administration Division) supported by:
     - Subsection Head of Academic Affairs (academic administration)

o Subsection Head Non-Academic Affairs (financial and personnel administration)
7. Quality Assurance Unit
- The Head of P2M (Quality Assurance Center) and the Secretary of P2M, ensuring academic and administrative quality standards comply with national regulations.

This structure is designed to comply with Government Regulation No. 46 of 2019 concerning the basic elements of PTKI, increase the effectiveness of academic and administrative governance in accordance with the Ministry of Education and Culture Regulation No. 139 of 2014 and the Ministry of Research, Technology and Higher Education Regulation No. 16 of 2018, and strengthen the competitiveness of STAI Bhakti Persada Bandung through optimization of academic, administrative, and quality assurance units.

From the perspective of Henry Mintzberg's theory, this model is a combination of Professional Bureaucracy and Machine Bureaucracy, with Adhocracy elements that can be further developed to support academic innovation and digitalization of higher education. This model is expected to balance academic flexibility with administrative efficiency, as well as increase the competitiveness of STAI Bhakti Persada Bandung in the ecosystem of religious higher education in Indonesia.

The recommendation of the ideal organizational structure model of STAI Bhakti Persada Bandung is validated through the credibility of data from the Statutes, Renstra, Annual Work Plan, and interviews with leaders and staff (interviews, May-June 2024), which confirm its compliance with regulations but require improved coordination. Transferability is evident in the alignment of this model with the governance of other PTKIS, such as STIT At-Taqwa Ciparay Bandung, which combines Professional Bureaucracy, Machine Bureaucracy, and Adhocracy for innovation and digitalization. Dependability is proven by the compliance of the 2024 Annual Work Plan and operational practices, although coordination still needs to be strengthened. Confirmability is guaranteed through the Academic Guidelines and observations that reveal challenges in coordination between units. "This model is expected to balance academic flexibility and administrative efficiency to increase the competitiveness of the institution," said the Chairman of STAI Bhaper.

CLOSING

This study reveals that the current organizational structure of STAI Bhakti Persada is more like a machine bureaucracy with rigid work standards and strict direct supervision. The main strength is in the leadership's commitment and compliance with the Foundation's regulations, while the weaknesses cover weak coordination, manual administration, and limited human resources in supporting institutional governance. The greatest opportunities are the integration of digitalization in administration and strengthening skills-based coordination, while the challenges include resistance to change and competition between PTKIS in boosting academic competitiveness.

However, it should be taken into account that this study is based on one study case, making the findings contextual and cannot be generalized to all PTKIS. Therefore, critical reflection is required in adapting the findings to other institutions with different organizational characteristics, culture, and resource capacity.

This study recommends structural consolidation towards a flexible, professional organizational model which aligns with Mitzberg's theory and higher education regulations, aiming to improve the academic effectiveness, managerial capacity, administrative digitalization, and competency-based coordination.

In its implementation, this consolidation strategy is likely to face various challenges, such as internal resistance to change, budget constraints, and a shortage of experts. To address these issues, several recommended practical steps are: involving elements of the academic community from early stages to build a sense of ownership and reduce resistance, developing a realistic and gradual implementation roadmap, utilizing external collaboration (such as with other universities or industry partners) to support training and development of human resource, and integrating a change approach based on organizational values and collective motivation.

To ensure the succeed of this consolidation strategy implementation, STAI Bhakti Persada needs to undertake the following strategic steps: enhancing the managerial capacity through training and mentoring for leaders and academic staff, improving the coordination system and transparency in decision-making to enable synergistic collaboration across all unit, optimizing administrative digitalization to boost the operational efficiency and data accuracy, ensuring adherence to national regulation and adjusting organizational structure with current higher education policies, and establishing continuous evaluating to improve governance effectiveness.

Through this strategy, STAI Bhakti Persada is expected to develop a more adaptive and effective structural organization in facing challenges and strengthening academic competitiveness.

Further research is advised to explore the implementation of the consolidation strategy in other PTKIS using a comparative approach. In addition, this study may focus on the impact of digitalization in boosting PTKIS governance and human resource optimization strategy in supporting organizational transformation.

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