

Education Management of Republic Indonesia Defense University Towards World Class Defense University

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Article Info

Article history:

Received Jan 20, 2022

Revised Apr 23, 2022

Accepted Apr 28, 2022

Keywords:

Education Management
Republic Indonesia Defense
University
World Class Defense University

ABSTRACT

Republic Indonesia Defense University (RIDU) was established by The Minister of Education Letter Number: 29/MPN/OT/2009 dated March 6, 2009 concerning the Establishment of a Defense University and inaugurated by President Susilo Bambang Yudhoyono on March 11, 2009. RIDU develops defense science to meet the needs of the National Defense System. This research discusses the educational management RIDU towards the world class defense university based on Planning, Organization, Actuating, and Controlling (POAC). The method used is a descriptive qualitative method. The results showed that RIDU has moved forward towards the World Class Defense University.

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Introduction

Law No. 3 of 2002 on National Defense explains that the National Defense System is a universal defense system involving all citizens, territories, and other national resources, and prepared early by the government and organized in a total, integrated, directed, and continued to uphold state sovereignty, territorial integrity, and the safety of all nations from all threats.

The National Defense System is divided into two: military defense and nonmilitary defense. Military defense places the Indonesian National Army as the main component supported by reserve components and supporting components facing threats of a military nature, while nonmilitary defense places government agencies outside the field of defense as the main element, in accordance with the form and nature of the threat faced by supported by other elements of the nation's power to deal with nonmilitary threats.

The Ministry of Defense (MoD) of the Republic of Indonesia is a ministry that has the task of organizing government affairs in the field of defense to assist the President in organizing the country's government. Based on Presidential Regulation No. 58 of 2015 concerning the Ministry of Defense explained that there are ten functions of the Ministry of Defense, namely (a) formulation, determination, and implementation of policies in the areas of defense strategy, defense planning, defense potential, and defense forces; (b) coordination of the implementation of duties, coaching, and providing administrative support to all elements of the organization within the Ministry of Defense; (c) the management of

property/sovereign property that is the responsibility of the Ministry of Defense; (d) supervision of the implementation of duties within the Ministry of Defense; (e) the management of defense facilities; (f) the conduct of research and development in the field of defense; (g) the implementation of education and training in the field of defense; (h) the management of strategic defense installations; (i) the implementation of technical activities from the center to the area; and (j) the implementation of substantive support to all elements of the organization within the Ministry of Defense.

Ministry of Defense needs professional human resources in order to carry out their duties in the management of the national defense system to achieve their goals. In this regard, the sixth President of Indonesia Prof. Dr. Susilo Bambang Yudhoyono, MA in a limited coordination meeting held on March 25, 2008, conveyed the need to increase human resource capacity in the field of national defense through education improvement. This became a reference for Prof. Juwono Sudarsono, Ph.D. as Minister of Defense to establish RIDU which was passed by The Minister of Education Letter Number: 29/MPN/OT/2009 dated March 6, 2009 concerning the Establishment of Defense University and inaugurated by President Susilo Bambang Yudhoyono on March 11, 2009.

Technically functional is in the construction of the Ministry of Defense of the Republic of Indonesia, but technically academically in the development of the Ministry of Education, Culture, Research, and Technology. Presidential Regulation No. 5 of 2011 explains that The RIDU is a college organized by the Government.

The urgency of the establishment of RIDU is to develop the science of defense to build a strong and resilient national defense system in the face of threats, challenges, obstacles, and disruptions that continue to develop in line with the development of a strategic environment filled with uncertainty.

At the beginning of RIDU organized a master education program (S2). The development of RIDU continues, after 13 years of operation, RIDU adds to the existing educational programs that include undergraduate programs (S1) and doctoral programs (S3) with multidisciplinary sciences. To survive in the disruptive era, it needs collaboration and cooperation between scientific disciplines. The opening of the bachelor's degree program in RIDU is new hope for multidisciplinary and comprehensive ways in the defense system. (Fitriani et al, 2021)

RIDU's vision towards world-class defense university becomes an interesting topic to see the unique and different specificity of RIDU with other universities in Indonesia. The educational trend of Defense University around the world is to make Defense University as a crater candradimuka for improving the quality of TNI officers. It is expected that TNI officers who graduated from RIDU, have critical power in the decision-making process at all strategic, operational and tactical levels. (Tippe et al, 2014).

The difference between RIDU and other universities is a challenge for all academicians to convince various parties that its presence is an urgency to prepare Indonesia for the challenges of a future filled with uncertainty. Therefore, quality education management is needed in order to support the achievement of RIDU RI's vision towards world class defense university.

This study aims to analyze the implementation of education management in preparing RIDU towards a world-class defense university in 2024. The discussion in this study is based on four management functions, namely Planning, Organizing, Actuating, and Controlling (POAC).

Bush (2010) explains that Management is a series of actions and tasks relevant to highly well organized and effectual application of resources within the organization in order to attain organizational objectives (Sapre, 2002) and educational management may be regarded as a discipline with respect to the management of educational organizations.

Yamin (2009) explained that education management is a systematic, systemic, and comprehensive cooperation process in order to realize national education goals. Education management can also be interpreted as everything related to the management of the educational process to achieve the goals that have been set, both short-term, medium, and long-term goals.

Surya (2011) explains educational management includes five main functions: forecasting, planning, and organization of activity, coordination of collective work, personnel training, and, finally, monitoring and evaluation of the quality of educational services.

Ibrahim and Mazen (2017) explains that educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational Institutions.

Terry in Sukarna (2011) divides the four basic functions of management, namely Planning, Organizing, Actuating and Controlling. These four management functions are abbreviated to POAC.

Salmi (2013) explain the superior essential features and characteristics of world class University highly sought graduates, leading edge research, and dynamic technology transfer can essentially be attributed to three complementary sets of factors: (a) a high concentration of talent (academics and students), (b) abundant resources to offer a rich learning environment and support advanced research, and (c) favorable governance features that encourage strategic vision, innovation, and flexibility, enabling institutions to make decisions and manage resources without being encumbered by bureaucracy. While the configuration of results research, learning and technology transfer depends on the nature and specific mission of each higher education institution (research intensive, teaching, applied science, etc.), the alignment of the three sets of factors is a requirement for any kind of institution.

One definition of WCUs follows from Williams and Van Dyke (2007) “In the past decade, the term ‘world-class university’ has become a catch phrase for not simply improving the quality of learning and research in higher education but more importantly for developing the capacity to compete in the global higher education marketplace through the acquisition and creation of advanced knowledge.

Hanaa Ouda Khadri Ahmed (2015) The goal of establishment and changing the university to world Class University is compete in the universal knowledge economy and also training productive human resources and promote national development.

Method

This research uses descriptive qualitative methods. Mojahan (2018) explains First, qualitative research, as all kinds of research, needs a research question and the same holds for qualitative research reports. In some traditions the term “problem(s)” is preferred to “question(s)”. The second point considers the methodological choices: which case(s) are selected, how the information is collected, and how the kind of data analysis is chosen.

Levitt explains (2017) qualitative research is inductive in nature, and the researcher generally explores meanings and insights in a given situation. Gopaldas (2016) explains It refers to a range of data collection and analysis techniques that use purposive sampling and semi-structured, open-ended interviews

Bogdan and Biklen in Salim (2012) state that one of the main characteristics of qualitative research is descriptive i.e., the data collected takes the form of words or images rather than numbers. Moleong (2007:6) states that research intends to understand phenomena about the subject of the study thoroughly, and by way of description in the form of words and language, in a special context that is natural and by utilizing various scientific methods.

The technique of collecting data on this research through interviews to the Head of the General Bureau of RIDU RI and its ranks, in addition was also carried out through a document study of data provided by informants in the form of RIDU strategic plan 2020-2024, RIDU Regulation, and report on the results of the implementation of RIDU activity program in Fiscal Year 2020 and 2021.

Results and Discussion

Quality and qualified education management is well organized based on its function in accordance with the system that has been designed. It is as explained by Yamin (2009) that education management is a systematic, systemic, and comprehensive cooperation process in order to realize national education goals.

The implementation of RIDU Education Management to World Class Defense University is discussed based on four management functions called POAC. According to Terry (2019) divides the four basic functions of management is Planning, Organizing, Actuating and Controlling.

Planning

RIDU has a vision "In 2024 to become a world class defense university with a research-based that preserves national values". The mission of RIDU RI is (1) Providing access to education in the field of defense and defense of the country supported by the values of struggle and struggle of the Indonesian nation; (2) Develop the science of defense and defense of the country as an interdisciplinary field as an academic reference and interests in enhancing the capabilities of the country's defense system and defending the country; (3) Organizing quality-based learning, research and community service activities supported by the system in an integrated manner through self-innovation and strategic partnership relationships with stakeholders at the national and international levels; (4) Organizing modern management with a participatory approach supported by higher education administration that encourages evidence of educational externality; (5) Facilitate the development of professionalism of human resources both lecturers and education personnel; (6) Develop educational facilities and infrastructure to support innovative and modern learning; and (7) Produce depraved graduates.

RIDU Strategic Plan 2020-2024 is the description of RIDU's planning for 5 years towards world class defense university. RIDU Policy and Strategy Direction refers to the policy of the Ministry of Education and Defense.

RIDU's strategic direction and policy in the field of Policy, Strategy, Regulatory Framework, and Institutional Framework is focused on meeting the needs of Human Resources (educators and education personnel) to face the challenges of RIDU development in the next 5 years. which is in accordance with the List of Personnel Arrangements of RIDU

RI in accordance with Permenhan No. 3 of 2017 on The List of Personnel Arrangements and RIDU Work Procedures. In the field of facilities and infrastructure it is expected that in the next 5 years RIDU becomes a smart campus that becomes a campus based on information and communication technology systems in accordance with the times so that effective and efficient management information systems are realized and existing resources can be utilized optimally.

In the implementation of the Tridharma higher education is directed at the sustainability of curriculum development policy, institutional and accreditation of study programs. In the field of education, the learning system gradually uses the international system ranging from the use of English in teaching and learning activities, using international standard facilities, and establishing standards of educators and learners who have high language, writing, intelligence, and nationalism skills so as to support the acceleration of the achievement of RIDU's vision to become a Defense Class would.

RIDU's Strategic Plan also leads to the development of research quality, improving the quality of scientific publications of lecturers and students so as to produce products that can be accepted globally both through international scientific meetings and in reputable international journals.

Defense University as a college that develops defense science and state defense also has a duty of community service related to the dissemination of defense science and the development of state defense awareness to support the government's duty in socializing the obligations of the community to carry out state defense and facilitate communities that are voluntarily willing to become state defense cadres. It is hoped that in the future RIDU can cooperate with ministries, institutions, government, local governments, and the private sector in the development of state defense awareness.

In the institutional field, RIDU is directed to have cooperated with world class defense universities in Indonesia and around the world both in the field of education, research, and community service. The cooperation is a way to expand the network of work and increase the existence of RIDU so that it can be recognized as a class defense university.

Organizing

RIDU based on Permenristekdikti Number 73 of 2016 on The Organization and Working Procedures of Defense University. If described in the organizational structure, RIDU consists of five elements, namely, the leadership element, the assistant element of the leadership, the administrative implementing element, the academic implementing element, and the technical implementing element.

The Leadership Element consists of Rector, Vice-Rector I for Academic and Student Affairs, Vice-Rector II for General and Financial Affairs, Vice-Rector III for Cooperation and Institutional Affairs assisted by the University Senate, The Board of Professors, and the Advisory Board. The Leadership Element is assisted by the leadership assistance element consisting of the Institute for Education Development and Quality Assurance (LPPPM), research and community service institute (LPPM), and supervisory unit (Satwas). The implementing elements of administration consist of, the Academic and Student Bureau, the Planning and Finance Bureau, and the General Bureau. The Academic Implementing Element consists of four graduate faculties (S2) namely the Faculty of Defense Strategy, the Faculty of Defense Management, the Faculty of National Security and the Faculty of Technology. Technical Implementing Elements consist of UPT Library and UPT Tekinfokom. The organization is described in the picture below:

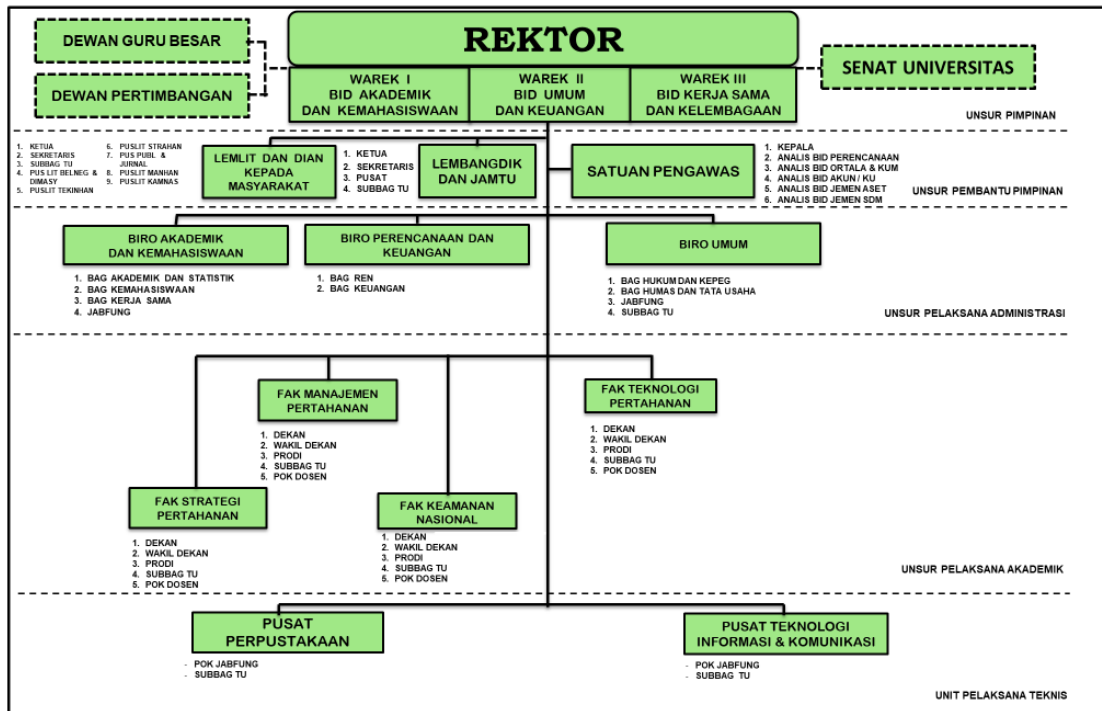


Figure 1. Organizational structure of RIDU based on Permenristekdikti Number 73 of 2016

The dynamics of the development of the global strategic environment have increased the number of needs in the country's defense field, including the need in the field of science and technology that continues to grow over time to strengthen the country's defense system. Therefore, to support the achievement of RIDU's Vision and Mission, there is organizational development.

The development of RIDU organization in the leadership element is to add one vice chancellor, namely Warek IV in the field of innovation and technology. In the element of leadership assistants adding certification bodies, the administrative implementation element adds three bureaus, namely the Bureau of Cooperation and Law which was originally part of the Academic and Student Bureau, the Bureau of Innovation and Technology, and the Library Bureau which was originally a Technical Implementing Element. In the element of academic implementation to add doctoral education programs (S3), then gradually add one more program, namely undergraduate programs (S1). Until now RIDU RI has three levels of educational programs, namely undergraduate programs (S1), graduate programs (S2), and Doctoral Programs (S3). The organization is described in the picture below:

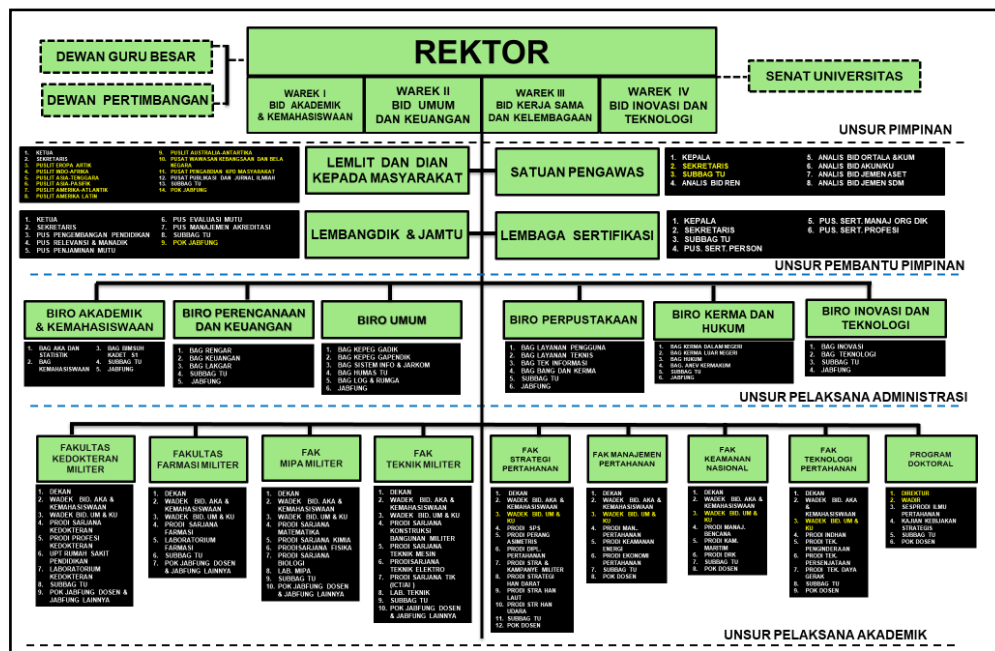


Figure 2. Organizational structure of RIDU

Actuating

Presidential Regulation No. 51 of 2011 Article 4 explains that RIDU is a university organized by the government where all financing needed for the implementation of RIDU is charged to the State Revenue and Expenditure Budget (APBN).

Based on research through documentation studies it is known that the 2020-2024 Renstra RIDU is spelled out in the Work Plan and Budget compiled for a period of one year. The data shows that there will be significant budget cuts in 2021 and 2022. This is due to budget refocusing to accelerate the handling of Covid-19 which led to budget savings and program changes. On the other hand, to meet defense needs in several fields, RIDU is currently developing the organization by adding two educational programs, namely undergraduate education programs and doctoral education.

Implementation of RIDU's strategic direction and policy in the field of Policy, Strategy, Regulatory Framework, and Institutional Framework was carried out by revising Permenristekdikti Number 73 of 2016 on Organization and Working Procedures of the University of Defense of the Republic of Indonesia and Permenhan Number 3 of 2017 on the List of Personnel and Working Arrangements of RIDU. In addition to regulations, RIDU also conducts personnel recruitment in accordance with the needs of the organization towards the world-class defense university in accordance with the rules set by the Ministry of Education and Defense.

Susanto (2014) explained that there are four key pillars of the world-class defense university approach, namely research quality, teaching quality, graduate employability, and international outlook. This is evident in the comparison between the world-class university accounting system of the Times Higher Education Supplement (THES) and the Academic Ranking of World Universities (ARWU) by Shanghai Jiao Tong University (SJTU) and Webometric.

Tabel 1. Indicators and Weights for ARWU

Criteria	Indicator	Code	Weight
Quality of Education	Alumni of an institution winning Nobel Prizes and Fields Medals	Alumni	10 %
Quality of Faculty	Staff of an institution winning Nobel Prizes and Fields Medals	Award	20%
	Highly cited researchers in 21 board subject categories	HiCi	20%
Research Output	Papers published in Nature and Sciences	N & S	20%
	Papers indexed in Science Citation Index-expanded and Social Science Citation Index	PUB	20%
Per Capita Performance	Per capita academic performance of an institution	PCP	10%
		Jumlah	100%

Tabel 2. Indicators and Weights for THES

Criteria	Indicator	Weight
Institutional Characteristics	Percentage of International Staff	5 %
	Faculty to Student ratio	20%
Research	Number of Citation for Academic Papers generated by each staff member	20%
Student Characteristics	Percentage of International Student	5%
Review	Peer Review Score	40%
	Recruiter Review Score	10%
		100%

Tabel 3. Indicators and Weights for Webometric

Number	Criteria	Weight
1	Presence	20%
2	Impact	50%
3	Openness	15%
4	Excellence	15%
		100%

Implementation of Tridharma Higher Education in the Field of Education is carried out online due to the Covid-19 pandemic, if it meets the health safe requirements, the lecture will be carried out offline in accordance with the rules set by the Ministry of Education, Ministry of Defense, and the Government. Education is implemented by adopting learning systems from the National Defense University of the United States and other Defense Universities in various countries. In addition, in education activities RIDU collaborates to organize visiting professors with various other universities in various parts of the world and hold public lectures every week by presenting experts in various fields including Minister, Rector, BUMNIP Director, BUMNIS Director, practitioners, and Foreign Scientists.

RIDU cooperates with various agencies to join research. Improving the quality of research is also done by improving the quality of scientific publications by requiring facilitating and accommodating lecturers and students for scientific publications to publishers of international repine ration and indexed Scopus. For students are required as a condition of graduation, while for lecturers are required as a condition of functional and structural career development.

Community Service organized by RIDU is carried out through Teaching activities and Overseas Study. RIDU teaching activities, the devotion carried out is to provide understanding to junior and high school students about defending the country in accordance with the concentration of science, organizing social activities, and counseling related to several cases that are developing in the community. While in overseas study activities produce output in the form of research that produces novelty for stakeholders involved in organizing the country's defense system.

Controlling

Supervision in RIDU is divided into two, academic supervision and non-academic implementation. Academic implementation is under the Institute for Education Development and Quality Assurance (LP3M) which functions in the implementation of education system development, improvement of learning quality, improvement of quality assurance, and implementation of education quality assurance, as well as implementation of monitoring and evaluation of education development and quality assurance, internal audit and improvement of learning process and administrative implementation.

Supervision of non-academic implementation is under the Supervisory Unit (Satwas) which has the function of Internal supervision in the field of Organization and Governance, the field of Accounting and Finance, the field of Asset Management, and the field of Human Resource Management.

Conclusion

Based on the results of research reflected with the assessment criteria of world class university according to the Times Higher Education Supplement (THES) and Academic Ranking of World Universities (ARWU) by Shanghai Jiao Tong University (SJTU) and Webometric it is known that the criteria of world class university are focused on scientific research and publications. If you look at the current conditions, RIDU has not been qualified for the title of class defense university. But when viewed from the management of education held in it, the RIDU grows towards the world class defense university. RIDU's development in conducting research began to move up. In addition, RIDU continues to develop the quality of its SDM through education and training programs, certification of national and international standards of expertise, implementing joint research, and scientific publications.

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