University Management: Organizational Culture as a Factor of University Competitiveness

Surya Habibi[1*,] Muhammad Anggung Manumanoso Prasetyo[2]

[1] Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia
[1] Institut Agama Islam Lhokseumawe, Indonesia
[1] suryahabibi@gmail.com; [2] anggung.679@gmail.com

ABSTRACT

This research examines the organizational culture at Islamic universities in Indonesia to gain an Islamic university competitiveness. The qualitative research method is used, with data gathered through interviews, observations, and documentation. According to the study's findings, the conceptual framework of organizational culture plays a role in increasing universities' competitive advantage. The study's findings highlight the organizational culture-building model and its framework (competing value framework). Furthermore, the study's findings highlight the need for a reorientation of vision, adaptation to technological renewal, development of partnership-based networks, and enhancing academic services. Multi-stakeholder networks are essential in mediating the relationship between organizational culture and university competitive advantage. This research's originality fills gaps in the literature on cultural studies and organizational behavior in higher education. Studies on organizational culture in creating competitive universities and organizational resilience are still limited.

© 2022 Development

CONTACT: Surya Habibi & Muhammad Anggung | suryahabibi@gmail.com

doi   : https://doi.org/10.47766/development.v1i1.638

.

ABSTRAK

Kata Kunci:
Budaya Organisasi;
Daya Saing Universitas;
Manajemen Strategi;
Perguruan Tinggi Islam;

Penelitian berfokus pada kajian budaya organisasi pada perguruan tinggi Islam di Indonesia untuk meningkatkan keunggulan bersaing perguruan tinggi. Metode penelitian menggunakan paradigma kualitatif dengan teknik survey deskriptif. Pengambilan data melaui hasil wawancara, observasi dan dokumentasi. Hasil penelitian menemukan kerangka konseptual budaya organisasi dalam meningkatkan keunggulan bersaing perguruan tinggi. Temuan penelitian menyoroti model bangunan budaya organisasi dan kerangka kerjanya *(competing value framework)*. Selain itu, hasil penelitian menunjukkan perlunya reorientasi visi, adaptasi pembaharuan teknologi, pengembangan jaringan berbasis kemitraan, dan peningkatan layanan akademik. Peran penting jaringan multi-pemangku kepentingan menjadi fasilitator penghubung yang memediasi antara budaya organisasi dan keunggulan bersaing perguruan tinggi. Orisinalitas nilai penelitian ini berkontribusi dalam mengisi kesenjangan dalam literatur kajian budaya dan perilaku organsiasi di sektor pendidikan tinggi, dimana studi tentang budaya organisasi dalam hubungannya dalam menciptakan perguruan tinggi yang berdaya saing dan atau ketahanan organisasi masih terbatas hingga saat ini.

INTRODUCTION

The findings of an empirical study conducted by the Coordinating Ministry for People's Welfare's Coordination Division of Religious Education and State Apparatus are contained in a report on five major problems related to national education, namely the vision and mission of national education; basic education completeness issues; approaches in teacher education development; education evaluation; and higher education issues (Kremen, 2013). The problem becomes more complicated as educational institutions with development-capitalist ideals emerge -educational decentralization- (Bandur, 2012).

Educational institutions that place an emphasis on mechanistic rather than pedagogical aspects result in students who are monotonous and intellectually rich but dry in morals and character (Fathony & Ulum, 2018). Education, which

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

3

should be a source of empowerment, has instead become a tool for systematic doping, the creation of intellectual robots programmed in a marathon and monotonous manner (Guhin, 2020).

Furthermore, a monotonous curriculum hinders students' cognitive development, so an organizational culture model that supports innovation in aspects of higher education management is required (National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, 2012).

The educational trend's disorientation places human resource development entirely within the world of education, with various types and models of managing educational institutions. A strategy to increase universities' competitive advantage is required to be competitive (Shahroom & Hussin, 2018). Organizational culture is thought to be an enabler in increasing competitive advantage in higher education, with the assumption that culture is one of the determinants of higher education success (Fajri & Sukatin, 2021). Organizational culture has a positive impact on universities in general.

The organization or institution that provides education is one of the factors that influence educational quality. An educational institution or organization that is effective at organizing is frequently a problem in education because the community requires quick, efficient, and effective services (Rodiana & Rahmawati, 2016). The complexity of the industrial world's needs necessitates the effectiveness of higher education management to produce quality graduates. This corresponds to the increasingly competitive job market. This study focuses on what managers can do to help institutions develop a long-term competitive advantage.

This research aims to investigate the impact of organizational culture practices on increasing universities' competitive advantage. The study employs both qualitative and quantitative methods (Mustafa, 2013). The rationale for an

.

empirical model based on Schein's conceptual model of organizational culture is developed in this study (J. Hogan & V.Coote, 2014).

Schein's model, as a basic assumption of research, provides a traceable explanation of the cultural processes that support organizational innovation, particularly in service organizations. Despite Schein's conceptual framework's intuitive appeal and practical value, empirical research on the model is limited.

According to the study's findings, the issues contributing to educational institutions' ineffectiveness include inappropriate policies, ineffective learning processes, unprofessional teachers, rigid and complicated systems and bureaucracy, weak legislative roles, strong executive dominance, budget infections, complex conflicts, and so on. Although there are several studies on organizational culture and innovation in higher education, such as Habiburrahim's, only a few specifically discuss the role of organizational culture in increasing higher education institutions' competitive power (Habiburrahim et al., 2016). Based on the organizational culture and behavior approach, this study investigates the process of creating the organizational culture and the various components of each's effect on the creation of higher education competitiveness (Sartika & Nengsi, 2022).

The practical implications of research for campus managers must respect the established cultural values to recognize the organization's goals. In this instance, university administrators recognize that organizational culture can aid in the implementation of effective quality improvement strategies. Furthermore, administrators in higher education must combine philosophical and technical aspects

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

5

METHODS

This method combines qualitative research methods with techniques for developing models of development. The Tebo Islamic Institute in Tebo Regency, Jambi, is the subject of this investigation. Informants include the Chancellor, Vice Chancellor, Head of Study Program, and several students who represent the Tarbiyah and Sharia Faculty. This method, according to Miles, is used to examine natural objects where the researcher is the primary research instrument or human instrument (Huberman & J, 2014). Data analysis employs triangulation techniques or a combination of inductive and deductive analysis (Cresswell & Clark, 2011).

RESULT AND DISCUSSION

Higher education is said to be effective as an educational institution if it performs at the expected level. The quality of educational service delivery, which includes the learning process output demonstrated by alumni, is used to assess this.

The world of education serves two functions in this context. First, the world of education is obligated to produce graduates capable of becoming dynamists, innovators, motivators, and development drivers, and not just in large numbers. Universities, in particular, are required to produce graduates who are not only experts and skilled in their fields, but also capable of developing the capabilities of other workers (Bashori et al., 2020).

The mismatch between educational output and employment classifies national investment in the education sector as waste. The presented knowledge, behavior, and skills are either irrelevant or far removed from needs. Indeed, the current decentralized system allows educational institutions to innovate in the delivery of educational services. Decentralization is necessary, but it is insufficient to bridge the educational-labor-market divide.

The process of providing effective education is comprised of all school services as well as the influence of the school climate, environmental atmosphere, and conducive culture established in educational institutions.

Organizational culture formed through the process of organizational travel, as an organizational mechanism, can direct members of the organization to behave politely and follow rules, procedures, and policies. The process of determining current organizational culture and making recommendations for future cultures in order to increase competitive advantage in universities is described in this study.

Reorientation of Vision with Improvement of Strategic Planning System

A short-term vision focused on meeting sales targets and academic profits while cutting operational costs will harm service quality in the long run (maintaining relationships, customer satisfaction and a positive image). The Academic Directorate's vision is to foster a culture of quality and the application of higher education academic norms to develop intelligent and competitive individuals. In accordance with the Ministry of National Education Strategic Plan, one of the pillars of which is improving quality and relevance, as well as contained in the HELTS (Higher Education Long Term Strategy), so that universities can strengthen the nation's competitiveness (Dholakia & Acciardo, 2014).

The communication system that facilitates the formation of organizational culture has unique characteristics that distinguish it from communication systems built with other organizations, particularly organizations rich in socio-cultural nuances (Teixeira & Shin, 2020).

The communication system is advancing scientific studies in universities to internalize the institution's values. It was developed in a multidisciplinary manner associated with systems theory, understanding that communication science as a social science is not value-free.

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

7

The strategic planning process should include the quality measures and objectives that will guide it to achieve its vision. These characteristics arose as part of the Indonesian State System, founded on Pancasila's philosophy and the 1945 Constitution. Thus, the Indonesian Communication System manifests itself in the Unitary State of the Republic of Indonesia, which is ruled by the people (Kholifah, 2017).

In the context of education, the term system refers to a unified component in the elements of education (educators, students, goals, materials, methods, educational tools, technology) that are interconnected with one another. The goal attainment approach model is used by educational institutions as a form of vision reorientation through planning effectiveness.

The Goal Attainment Approach can be used to achieve one of the organizational goals, implying that the organization's effectiveness can be determined by its success in achieving its goals. The size is more about achieving goals or results (ends) than how to achieve goals. Organizational goals or objectives are important in an organization because they are (1) the reason for the organization's existence; and (2) it is necessary for the management process to be carried out to provide recognition, measure organizational performance, and reduce uncertainty (Cummings & Worley, 2009).

Adaptation of Technological Updates Through the Practice of a Culture of Innovation

Culture is a combination of Sanskrit words, namely mind and reason, that can be interpreted as the overall knowledge of humans as social beings that is used to understand the environment and their experiences and become guidelines for their behavior. Culture and education are inextricably linked and cannot be separated (Pakpahan, 2019; Schneider & Barbera, 2014). Culture exists

and develops because of the educational process, and education takes place within a cultural context.

The findings demonstrate the impact of quality management practices on university innovation. University-led innovation should prioritize technical innovation. In the concept of organizational sustainability, innovation is critical to the organization's survival.

Several studies have been conducted to support universities that can adapt to technological sophistication (Sciarelli et al., 2020). It was discovered that some aspects of educational delivery had an impact on innovation via people and process management, as well as predicted technical ones.

Building organizational culture in layers, according to Schein's concept, provides a useful framework for thinking about the processes that drive innovation (Ilham, 2021). The different layers of organizational culture (values and norms, artifacts, and behaviours) are the defining feature of the cultural building model.

The main outcome is how organizational culture layers, particularly norms, artifacts, and innovative behaviour, partially mediate the influence of values that support innovation on organizational performance measures. The findings have implications for theory and practice, particularly in the context of developing an organizational culture in educational organizations that provide professional services that encourage innovative behaviour.

Partnership-Based Higher Education Network Development Concept

This study demonstrates the significance of leaders' relationships in a school-university partnership by focusing on three aspects: investment assessment, outcome assessment, and commitment assessment.

Network development can also be accomplished through work groups or by emphasizing entrepreneurship. It refers to clarity in terms of technical and

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

9

administrative requirements and having work units that can work together in the development of a partnership-based network; the work unit is authorized and responsible for providing satisfaction for both parties.

Partners in the development network can gain equity and opportunities. A network development system can ensure the opportunity to obtain an education, allowing a person to develop all of his potentials and become a useful citizen for both the country and himself. The funding system's structure is intended to increase user participation (including local governments) by linking new investments with ongoing funding.

Analysis of Inhibiting and Supporting Factors for Higher Education Services

The operational, financial, and human resource aspects of service management are all examined. The factors of bad service and the characteristics of good service can be considered in the analysis. Several factors contribute to the poor quality of education services, including concurrent production and consumption.

Inseparability is one of the characteristics of services, which means that they are produced and consumed simultaneously, so providing services necessitates the presence and participation of students. As a result, problems frequently arise in the interaction of service producers and consumers (students), and if there is a shortage of services, it can affect students' perceptions of service quality.

High labor intensity means that the intensive involvement of both lecturers and employees can lead to service quality issues. Turnover is caused by an underappreciated workforce. As a result, funding for student services is insufficient.

Front-line education personnel is the spearhead of the service delivery system, and for them to be effective, they must receive optimal support from the

main functions of service management (operations, finance, human resources), including support for facilities and facilities. Adequate (Kurbani, 2017).

Expansion or improvement of redundant services Too many services are offered or developed by academics for existing services, resulting in suboptimal results and even problems, such as a lack of quality of services provided to students. Each is responsible for serving students from the beginning to the end. The following concept model summarizes the factors that can contribute to good service quality:

Table 1: The Principle of University Sustainability

Good facilities and infrastructure are available	The availability of academic facilities and infrastructure is the most important thing in student service as an offensive strategy. Because of the comprehensiveness and comfort of these facilities and infrastructure, students will feel at ease when dealing with academics.
Availability of good employees	Educational staff are friendly, polite, and attractive; employees must also be responsive, good communicators, fun, and smart; and their work must be fast and agile.
Responsive	The service process is quick and precise, the services provided must adhere to the schedule/procedure for specific jobs, and there are no mistakes in the sense that the services provided are in accordance with the wishes of students.
Communication Intensity	Education staff who can communicate can quickly understand the wishes of students. Communication competence is discussed clearly and easily understood; avoid using difficult-to-understand terms.

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

11

According to table 1 is the principle of sustainability, educational institutions that can survive constantly implement a series of innovations and adapt to change (Strachan, 2018). Healthy organizations can be achieved with quality assurance through educational autonomy policies using the concept of effective schools.

Aspects of student education quality assurance based on real-world needs. Intellectual development to be responsible and contribute to the nation's competitiveness. Educational autonomy can be defined as the centre's authority beginning to decentralize while remaining accountable. Infrastructure, funding structure, and management processes promote innovation, efficiency, and excellence in the authority (Rashid, 2019).

Superior Focus on Effective Academic Services Competitive Performance

Higher education institutions, as service organizations, must apply values in delivering public services. Formally, the administration of public services is required to follow the Act's service principles. Some values used as references are simplicity, clarity, time certainty, accuracy, security, and responsibility.

The management style and conducive environment necessitate the concentration of academic attention on six main principles, which are as follows: First, as a policymaker, a leader must inspire academics to improve their quality performance. Efforts to improve quality will have little impact on academics unless top management provides leadership.

Second, education aspects that must be emphasized include the concept of quality as a business strategy, quality strategy tools, and implementation, and the role of the executive in quality strategy implementation; this education is for all academic employees. Third, plan using a mechanism that ensures constant and continuous attention to quality goals. Fourth, focus on motivation through a reward and recognition system (total human reward). Every employee who excels should be rewarded and rewarded for his achievements to increase motivation,

work morale, pride, and a sense of ownership in an academic, which can in turn make a significant contribution to academics and the students served.

Employees must be specially educated about their ability to work because operations have good skills and knowledge. Employees must be quick to respond to what students want when attempting to understand their needs; slow employees will make students less satisfied. Try to comprehend and comprehend the wants and needs of your students.

Observing the research findings, several factors that influence and contribute to the development of competitively superior performance can be identified, namely: (a) the effectiveness of leadership behaviour's influence becomes dominant; (b) organizational culture produces findings, namely the value of excellence that becomes a role model in every step of the activity; and (c) three domains of the Tridharma of Higher Education as Lecturer's performance include education resulting in findings, namely structured task control. The research yielded findings, namely the role of funding sources and community service yielding findings, namely optimizing the effectiveness of adaptive and productive community service implementation.

Organizational learning as a means of transforming Lecturer performance development into a powerful tool in the higher education management process Performance accountability is expected to be a trigger and control tool for the activity process's implementation.

However, differentiating the organization's products and services takes the form of seeking the highest value in customers' perception, namely being the organization's initiator in a different education or management model. Being the first has its advantages. Second, an organization does not have to be the best in all areas to be the best. The reality is that no organization can be the best at everything in the digital age. However, organizations must focus on and select superior areas to be known as the best.

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

13

Generic Strategies in Increasing the Competitive Advantage (Competing Value Framework) of Higher Education

Organizational culture enables an organization to be proactive in shaping its future; it enables universities to carry out positive activities, allowing universities to determine their fate. The main benefits of strategy as studied in strategic management are that it helps organizations formulate better programs by taking a more systematic, logical, and rational approach to strategy selection.

Because the role of competitive advantage is so important in superior performance, the generic strategy should be at the heart of an organization's strategic plan. Generic strategies define an organization's fundamental approach to competitive advantage and provide the context for action within each functional area.

A strategic plan is a list of action steps without a clear description of what competitive advantages educational institutions must or strive to achieve and how to achieve them (Prasetyo & Sukatin, 2021). In the process of navigating the mechanical intricacies of planning, such a strategy may overlook the fundamental goal of competitive advantage. Similarly, many plans are based on inaccurate future price and cost projections, rather than the fundamental understanding of industry structure and competitive advantage that will determine institutional capacity.

IAI Tebo's strategy for increasing educational effectiveness through curriculum development is to create a curriculum based on the Indonesian National Qualifications Framework (KKNI) or to integrate local content (Sumarto, 2020). The focus of attention in increasing competitive advantage is curriculum development. The following strategy is to gain a competitive advantage by increasing human resources.

.

The focus of empowerment is threefold: development, potential/power enhancement, and independence creation. It will concentrate on improving facilities and infrastructure to improve quality by increasing natural resources. Management of educational facilities and infrastructure is extremely beneficial to achieving an educational goal. IAI Tebo Jambi's next step is to increase academic and non-academic achievements.

Establishing social relations with other educational institutions and the community is one form of institutional image formation practiced by IAI Tebo Jambi. The institution-community relationship is a more directed communication activity between the institution and the community through the following steps: knowing each other, understanding each other, loving each other, helping each other, and bearing each other so that good and mutually beneficial cooperation is realized for all parties involved. related, with the primary goal of improving educational quality.

Monitoring activities - observation, supervision, and checking - is another system implemented by the Chancellor of IAI Tebo Jambi. IAI Tebo's monitoring system varies greatly, from going directly to the field to optimizing coordination through formal systems such as deliberation and regular meetings. There is no harm in delegating technical implementation to the activity coordinator. However, as a leader, it is preferable to understand the technical implementation of these activities.

This is meant to make the control, supervision, and monitoring system easier to use. As a result, in addition to allocating human resources based on their abilities and utilizing non-human resources to the greatest extent possible, the leader must also provide the best possible supervision to ensure that strategy implementation goes as planned (Armstrong & Brown, 2019).

A series of models developed at research universities conclude that strategic management and its components must be carried out in stages. With

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

15

the help of the existing system, all components, including leaders, Foundation management, lecturers, and students, function as a cohesive unit.

Building, cooperation, partnership, and networking all help to increase effectiveness. The line between cooperation and competition is sometimes very thin in the world of competition. Cooperation is necessary not only to increase competitiveness and marketability but also to create new opportunities. As a result, every university must constantly evaluate itself to determine what needs to be done to develop the organization and keep it competitive.

The research findings are consistent with Bashori and Indrajit concept of institutional improvement for educational organizations to be competitive and to implement institutional capacity-building strategies. The capacity building model begins with an assessment of the institution's potential, followed by capacity building (Bashori et al., 2020; Indrajit & Pranoto, 2011).

In some modern organizations, the Organizational Culture Assessment Instrument and its Competing Value Framework are used to identify different types of organizational culture. The findings of this study will be used as a guide for applying knowledge management to Indonesian higher education management to achieve their objectives and gain a competitive advantage (Sartika & Nengsi, 2022).

CONCLUSION

The findings of the research highlight the organizational culture-building model and its framework (competing value framework). The study's findings are summarized in several conclusions: (1) reorientation of vision through improved strategic planning; (2) adaptation of technological renewal through the practice of an innovative culture; (3) the concept of developing a partnership-based higher education network; (4) analysis of inhibiting and supporting factors for higher education services; and (5) superior competitive

performance focused on effective academic services. Multi-stakeholder networks play an important role in mediating the relationship between organizational culture and university competitive advantage.
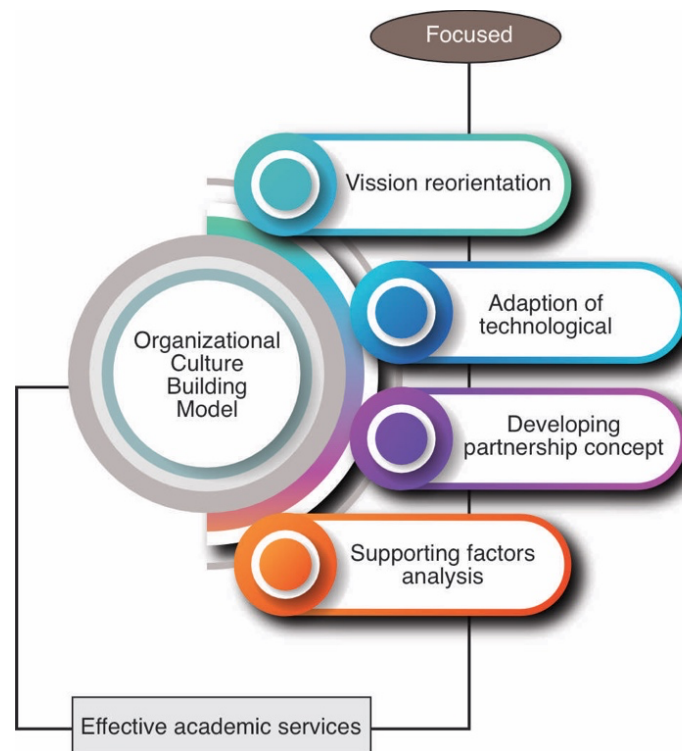

Figure 1: Research Novelty Organizational Culture Building Model

Based on Figure 1, this research's originality contributes to filling gaps in the literature on cultural studies and organizational behavior in the higher education sector, where studies on organizational culture concerning creating competitive universities and or organizational resilience are still limited to date.

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

17

.

REFERENCE

Bandur, A. (2012). Decentralization and School-Based Management in Indonesia. *Asia Pacific Journal of Educational Development*, *1*(1), 33–47. https://doi.org/10.6228/APJED.01.01.04

Bashori, B., Prasetyo, M. A. M., & Susanto, E. (2020). Change Management Transformation in Islamic Education of Indonesia. *Social Work and Education*, *7*(1), 72–85.

Cresswell, J. W., & Clark, V. L. P. (2011). *Designing and Conducting Mixed Methods Research (2nd ed.)*. Sage Publication.

Cummings, T. G., & Worley, C. G. (2009). *Organization Development and Change, 10th edition,*. Nelson Education Ltd.

Dholakia, R. R., & Acciardo, L. A. (2014). Branding a State University: Doing it Right. *Journal of Marketing for Higher Education*, *24*(1), 144–163. https://doi.org/10.1080/08841241.2014.916775

Fajri, M. R., & Sukatin, S. (2021). Budaya Organisasi dalam Menciptakan Daya Saing Menuju Sustainabilitas Perguruan Tinggi. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, *5*(1), 1–16. https://doi.org/10.47766/idarah.v5i1.1442

Fathony, M. M., & Ulum, I. (2018). University' Characteristics, Accreditation Status, and Intellectual Capital Disclosure: Evidence from Indonesia. *International Journal of Economics and Research*, *9*(6), 23–36.

Guhin, J. (2020). The Boundaries of Pragmatism in Muslim Education: Comparing the Islamic Pedagogies of Sayyid Qutb and Fethullah Gülen. *Critical Research on Religion*, *8*(3), 257–272. https://doi.org/10.1177/2050303220952866

Habiburrahim, Orrell, J., & Conway, R. (2016). Integrating Graduate Attributes Into Islamic Higher Education Curricula in Aceh, Indonesia. In *Publishing Higher Degree Research* (pp. 145–154). SensePublishers.

https://doi.org/10.1007/978-94-6300-672-9_15

Huberman, M., & J, S. (2014). *Qualitative Data Analysis, A Methods Sourcebook. Terjemahan Tjetjep Rohindi Rohidi* (3rd ed.). UI-Press.

Ilham, M. (2021). Principal Strategies for Developing an Organizational Culture in Education Management. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, *12*(2), 173–182. https://doi.org/10.47766/itqan.v12i2.194

Indrajit, R. E., & Pranoto, R. D. (2011). *Wealth Management, Untuk Penyelenggaraan Perguruan Tinggi* (1st ed.). Andi.

J. Hogan, S., & V.Coote, L. (2014). Organizational Culture, Innovation, and Performance: A Test of Schein's Model. *Journal of Business Research*, *67*(8), 1609–1621. https://doi.org/10.1016/j.jbusres.2013.09.007

Kholifah, S. (2017). *Inclusive Values Within The Process of Formulating Pancasila and Its Implication for Islamic Education*. IAIN Purwokerto.

Kremen, V. (2013). *Education in the Structure of Civilization Changes*.

Kurbani, A. (2017). Pengaruh Kualitas Layanan Akademik dan Fasilitas Pendidikan terhadap Kepuasan Mahasiswa Kuliah pada Universitas PGRI Palembang. *Jurnal Media Wahana Ekonomika*, *13*(4), 22–35.

Mustafa, A. (2013). *Organizational Behaviour*. Global Professional Publishing.

National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, C. on D. D. L. and 21st C. S. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. National Academies Press.

Prasetyo, M. A. M., & Sukatin, S. (2021). Aspek Psikologis Organisasi Pendidikan Efektif. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, *12*(1), 83–102. https://doi.org/10.47766/itqan.v12i1.182

Rashid, L. (2019). Entrepreneurship Education and Sustainable Development Goals: A literature Review and a Closer Look at Fragile States and

Surya Habibi; Muhammad Anggung Manumanoso Prasetyo
University Management: Organizational Culture as a Factor of University Competitiveness

19

Technology-Enabled Approaches. *Sustainability*, *11*(19), 5343. https://doi.org/10.3390/su11195343

Rodiana, & Rahmawati. (2016). *The Effectiveness of Using Guided Writing Technique Toward The Students Achievement in Writing Recount Text (A Pre Experimental Study at The Eighth Grade Of SMP BP Haruniyah Pontianak Timur at The Year 2015/2016)*. IKIP PGRI PONTIANAK.

Sartika, D., & Nengsi, A. R. (2022). Work Readiness of Graduates Responding to User Needs for a "Ready to Work" Workforce from University Perspective. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, *6*(1), 37–50. https://doi.org/10.47766/idarah.v6i1.490

Sciarelli, M., Gheith, M. H., & Tani, M. (2020). The Relationship between Quality Management Practices, Organizational Innovation, and Technical Innovation in Higher Education. *Quality Assurance in Education*.

Shahroom, A. A., & Hussin, N. (2018). Industrial Revolution 4.0 and Education. *International Journal of Academic Research in Business and Social Sciences*, *8*(9). https://doi.org/10.6007/IJARBSS/v8-i9/4593

Strachan, G. (2018). Can Education for Sustainable Development Change Entrepreneurship Education to Deliver a Sustainable Future? *Discourse and Communication for Sustainable Education*, *9*(1), 36–49. https://doi.org/10.2478/dcse-2018-0003

Teixeira, P. N., & Shin, J. C. (Eds.). (2020). *The International Encyclopedia of Higher Education Systems and Institutions*. Springer Netherlands. https://doi.org/10.1007/978-94-017-8905-9