

Study on Changes of Garut School of Teachers and Education (STKIP) to be Changed to Garut Indonesia Education Institute (IPI)

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Abstract—The change in status of STKIP Garut to IPI Garut (2018-2022) is not a guarantee that the Garut IPI organization has also changed. In some ways, Garut's IPI is still influenced by the Garut STKIP organization. The focus of the investigation is the management of organizational change. This investigation aims to uncover the change management organization of STKIP Garut to become IPI Garut. A qualitative approach was chosen to obtain the data, which were collected through observation, interviews and documentation studies. Data were analyzed through member check, snowball, negative cases, and triangulation. The results of the investigation showed that the condition of the Garut STKIP organization before and after becoming IPI Garut was simple, hierarchical, bureaucratic, formalistic, and familial. Functions such as an integrator, identity, and leadership are stabilizers with simplicity and hierarchy. STKIP Garut changed to IPI Garut because internally, their performance declined and externally there were global demands. Characteristics of organizations like IPI Garut are complex, market oriented, tends to be effective and efficient, and flexible and towards professionals with sublime changes; namely from high schools to institutes with boundaries and scope, in between private, public and social areas. The management of organizational change of STKIP Garut to IPI Garut is taken formally and non-formally and is influenced by several factors that support and hinder the change in status.

Keywords—higher education; organizational change

I. INTRODUCTION

Higher education as part of the national education system participates in providing human resources with the competitive advantage of the Indonesian people with other nations. The dynamics of higher education is to always make continuous improvements towards better results and be progress in accordance with the demands of the ever-changing global and national environment.

The hope of the community at the Higher Education Institution (HEI) is developing, when HEI was first established, the community hoped that PT could act as an agent of education. While HEI has been able to portray itself as an agent of education, the community hopes that HEI can not only portray itself as an agent of education but also act as an agent of research and development. This hope continues to this day

where the community hopes that Universities can portray themselves as agent of knowledge and technology transfer and finally as agents of economic development [1].

To meet the expectations of the community so that HEI can also act as an agent of economic development, HEI is required to produce innovations that can provide economic benefits to the community at large [2]. Even though HEI Indonesia has not yet achieved the ability to produce innovations that bring direct benefits to the community today, many HEI studies are ready to be deployed to bring direct benefits to the community [3]. Kemensistekdikti further encourages and facilitates the ability to produce innovations that give benefit directly to the community.

Based on the demands of the community and competition, and also the addition of new study programs, the leaders at STKIP Garut on November 21, 2017 through the decision of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 653 / KPT / I / 2017, STKIP Garut changed its identity to the Institute Indonesian Education (IPI).

The change in status of STKIP Garut to IPI Garut has not guaranteed any change in the organizational culture. In many aspects, Garut's IPI is still influenced by the organizational culture of Garut's STKIP. The administrative system and organizational structure in Garut IPI are still centralized. Some strategic decisions are still flow from top-down.

STKIP Garut's status has changed to IPI Garut but the core values of their new organizational culture have not been fully internalized properly. The vision and mission have changed but have not been entrenched in all members of the organization. If civilization is a process, then the civilization in the organization of IPI Garut is always a process [4].

The biggest risk of changing the organizational culture of STKIP Garut into IPI Garut is counterproductive. Changes in the organizational culture of STKIP Garut to IPI Garut are at risk of changing the fate of educational study programs. Over time they can be marginalized by general (new) study programs. If the general study program is more advanced and rapidly developing, the educational study program that have

been considered to be running well will be threatened with losing popularity and can even be closed.

The problem above shows that the focus of investigation is organizational change. The purpose of the investigation is to know:

- Conditions of higher education before and after change;
- Factors that support the change in status of STKIP Garut to IPI Garut; and
- Factors that hinder the change in status of STKIP Garut to IPI Garut.

The assumption of the investigation establishes that the organizational culture has a strong and long impact on the performance and level of effectiveness of the organization. In order to improve its performance, organizations must develop a strategy to change it [3]. To improve the performance and effectiveness of its organization, STKIP Garut which has changed to IPI Garut must change the old organizational culture (high school) with a new organizational culture (institute).

II. THEORETICAL STUDY

Change is a sure thing to happen, including in the context of the organization. Change occurs because organization is run by human and humans continue to change. General understanding of change is to make things happen [5]. As a social institution, universities have been good enough in their capacity to change and to keep changing until now. The challenge as an institution, as a complex community, is to learn how to work together to provide an environment where such change is not seen as a threat, but as an opportunity that opposes the fun of engaging in the main activity at the university, namely learning [6].

Managing change in tertiary institutions must be based on three things, namely: (1) expanding access, (2) overcoming the challenges currently faced, and (3) involving three main leaders namely the Chancellor, the Dean and the Chair of the Department. With these conditions, it is hoped that higher education will be able to manage change in a more solid and elegant way. It was also stated that in the restructuring process an approach that was recommended by a high school or university was needed. The four steps approach to the restructuring process in tertiary institutions, namely (1) setting the context and developing basic guidelines and objectives means the chancellor plans to restructure the administration of the institution by determining the context and developing the basis and objectives to be used as a basis for making decisions, (2) identifying and prioritizing meaningful opportunities to increase and realize victory quickly, (3) plan and introduce implementation programs, and (4) increase agreement on the business model. There are five higher education identity processes, namely (1) conducting strategic planning and allocating resources, (2) managing resources for teaching staff, (3) generating new knowledge, (4) educating students and (5) providing services to the community. The fifth process mapping provides a framework for higher education change

because it shows how related processes support the institution [7].

III. METHODOLOGY

The study used a qualitative approach. Data were collected through observation, interviews and documentation studies. Data were analyzed through member check, snowball, negative cases, and triangulation.

IV. RESULTS

A. *The Condition of the University Before and After Change*

The Indonesian Educational Institute (IPI), formerly known as the Garut College of Teacher Training and Education, (STKIP Garut) was established in July 1983, by the Pasundan Education Foundation. In line with the dynamics, developments, demands of the community and the government for higher education at that time, and with the agreement of the founders of STKIP Garut with the Level II Regional Government of Garut Regency, the management change of the next STKIP Garut was the formation of the Timbanganten Foundation chaired by Mr. Taufiq Hidayat, District Head Level II Garut Regency, at that time.

Based on government provisions through the Kopertis Region IV West Java coordinator only one university can be allowed in each district. To follow up on these regulations, three foundations that manage colleges in Garut, namely (1) Timbanganten Foundation which manages the STKIP Garut, (2) Yaperti who manages the Garut College of Social Sciences (STISIP), and (3) Pangeran Diponegoro Foundation managing the College of Law (STH) Garut agreed to establish the Foundation of Trustees of the University of Garut with the abbreviation YP UNIGA. This institution is in charge of making preparations to combine the three universities into a university, namely the University of Garut.

YP UNIGA was established with a notary deed from Ny. Aam Warlimah S.H, Number 32 of 1985. However, in its development, the three tertiary institutions are still impressive on their own. Coordination of the three PTs was so weak that it was finally agreed that STKIP Garut, STISIP Garut, and STH Garut to be handed back to their respective foundations.

Considering the increasingly complex task of the foundation there was a transfer of duties of Mr. Taufiq Hidayat, the head of the foundation at that time, to Ciamis Regency, in an effort to facilitate supervision and communication between the foundation and STKIP Garut; so that the STKIP Garut can run the tri dharma higher education. Timbanganten Foundation Garut was further refined and has changed its name to the Garut Education Foundation (YPG) with a deed issued by a notary named Leontine Angga Surya, SH number 14 dated April 11, 1990. The Garut Education Foundation is chaired by Mr. H. Suparno.

Along with the development of management of higher education the increasingly dynamic and challenging demands of the Directorate General of Higher Education for the existence of a university, attention is needed and the role of the foundation is quite prominent, thus that in 2009, the Garut

Education Foundation (YPG) changed its name to Griya Foundation Winaya (YGW) Garut which was stipulated by the notary deed of Mrs. Yayah Kusnariah, SH number 38 dated April 16, 2009 and registered with the Ministry of Law and Human Rights with Decree Number: AHU 2146.AH.01.04 of 2009.

At the beginning of its establishment, in 1983, STKIP Garut consisted of four study programs, namely:

- Pancasila and Citizenship Study Program (PPKn);
- Indonesian and Regional Language and Literature Education Study Program;
- English language education;
- Mathematics Education Study Program.

Operational permits for the four study programs were issued by the Region IV West Java Kopertis Coordinator with Number 1150 / Kop.IV / 1985 dated June 11, 1985. In accordance with statutory provisions, the four study programs were declared as study programs accredited with a "registered" status; "According to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0679/0/1986 dated 8 October 1986". Furthermore, the second accreditation of the four study programs was obtained in 1992 with the issuance of the Decree of the Director General of Higher Education Ministry of Education and Culture Number 123 / Dikti / Kep / 1992 April 9, 1992.

Through the process of preparation and proposal which takes quite a lot of time and energy, almost simultaneously, the four study programs specified above succeeded in obtaining new accreditation status, "recognized" from the Director General of Higher Education. The SK number of each study program is as follows:

- The Department of Language and Art Education for the English Education Study Program has an ACKNOWLEDGMENT status based on the Decree issued by the Director General of Higher Education Number 352 / Dikti / Kep / 1995 dated 31 July 1995.
- The Department of Language and Art Education for the Indonesian Language and Literature Education Study Program has an ACKNOWLEDGED status based on the Decree issued by the Director General of Higher Education Number 54 / Dikti / Kep / 1995 dated February 25, 1995.
- The Department of Mathematics and Natural Sciences Education for the Mathematics Education Study Program has an ACKNOWLEDGMENT status based on the Directorate General of Higher Education Decree Number 2854 / Dikti / Kep / 1995 dated February 14, 1995.
- The Department of Social Sciences Education for the Moral Education Program of Pancasila and Citizenship has the status of RECOGNIZED based on the Decree issued by the Director General of Higher Education number 168 / Dikti / Kep / 1995 dated June 14, 1995.

- In accordance with the demands of the community for teaching Biology subjects at the high school level and vocational schools, the head of the STKIP Garut together with the Garut Education Foundation in 1998, submitted a request for the establishment of the Biology Study Program. A year later the study program accreditation decree was issued by the Director General of Higher Education number 460 / DIKTI / Kep / 1999 dated November 23, 1999; with registration.

Determination of the study program accreditation status in subsequent developments has become an integral part of the existence of a study program. The Director General of Higher Education requires all study programs to be accredited, by establishing a body called the National Accreditation Agency (BAN PT). The community itself believes that the credibility of this study program has become an indication of the credibility of a study program. Therefore, STKIP Garut under the direction and guidance of the Garut Education Foundation submitted an application to be accredited to BAN PT. After accepting the application of accreditation, proposal, and visitation formulation, within a period of five years, the five existing study programs obtained new accreditation, which was originally recognized as being accredited. Below, the Decree number for each study program is mentioned.

- English Education Study Program based on SK BAN-PT Number: 020 / BAN-PT / AK IV / VIII / 2000.
- Indonesian Language and Literature Education Study Program based on SK BAN PT Number: 025 / BAN-PT / AK V / S1 / X / 2002 dated October 2, 2002.
- The Mathematics Education Study Program is based on SK BAN-PT Number: 002 / BAN-PT / AK V / S1 / III / 2002 dated March 3, 2002.
- The Pancasila and Citizenship Education Study Program is based on SK BAN-PT Number: 016 / BAN-PT / AK V / S1 / VIII / 2002 dated August 22, 2002.
- The Biology Education Study Program is based on SK BAN-PT Number: 017 / BAN-PT / Ak-IX / S1 / 2005.

In accordance with applicable laws and regulations, the accreditation status of these study programs is only valid for five years. Study programs that do not have an accredited BAN PT status or whose status has expired with the government, stated that they cannot produce graduates. On this basis, before the previous accreditation period expires, the five study programs are re-submitted for accreditation. The results of this accreditation are as follows:

- The Biology Education Study Program is accredited based on SK BAN-PT Number: 001 / BAN-PT / Ak-XII / S1 / III / 2009 dated March 14, 2009.
- The Mathematics Education Study Program is based on SK BAN-PT Number: 002 / BAN-PT / Ak-XII / S1 / IV / 2009 dated April 2, 2009.
- Indonesian Language and Literature Education Study Program is based on SK BAN PT Number: 047 / BAN-

PT / Ak-XIV / S1 / XII / 2011 dated December 29, 2011.

- The English Language Education Program is based on SK BAN-PT Number: 050 / BAN-PT / Ak-XIV / S1 / I / 2012 dated January 20, 2012.
- The Pancasila and Citizenship Education Study Program is based on SK BAN-PT Number: 014 / BAN-PT / Ak-XV / S1 / VI / 2012 dated June 15, 2012.

The very rapid development in the field of telecommunication and computer technology has given rise to enormous demands for the need for educators in this field. To answer these demands, STKIP Garut applied for a permit to conduct teacher education programs in information technology education study programs. The permit for organizing this study program was obtained in 2013 with a decree from the Ministry of Education and Culture, Directorate General of Higher Education Number 212 / E1.3 / HK / 2013.

Along with the demands of the community for education personnel at the level of the two (S-2) level, in 2009 STKIP Garut obtained permission to hold a two-level program of Learning Technology study programs with operational permits from the Directorate General of Higher Education number 1395 / D / T / 2009 date August 18, 2009. After approximately 3 years of operation, the Post-graduate Program in Education Technology Study Program and Learning Technology Concentration obtained the accreditation "B" through SK BAN-PT Number: 238 / SK / BAN-PT / AK-XI / M / XI / 2013.

In the 2015/2016 academic year STKIP Garut was allowed to hold two new study programs. First, the Primary School Teacher Education Study Program (PGSD) is based on operational permits issued by MenristekDikti Number 55 / M / Kp / III / 2015. Secondly, the Indonesian Language and Literature Education Study Program for the second level (S-2) with operational permits issued by MenristekDikti Number 62 / M / Kp / III / 2015.

On the basis of consideration of the leaders in STKIP Garut in 2017; more precisely 21 November 2017, through the decision of the Minister of Research, Technology and Higher Education of the Republic of Indonesia vide Number 653 / KPT / I / 2017, STKIP Garut changed its identity to the Indonesian Education Institute (IPI). Through this decision IPI also has two faculties and one Postgraduate school.

The Faculty of Education in Social Sciences, Languages and Literature oversees several study programs, namely:

- Indonesian Language and Literature Education with SK Accreditation BAN - PT 0150 / SK / BAN-PT / Accredited / S / I / 2017.
- English Language Education with SK Accreditation BAN - PT 0244 / SK / BAN-PT / Accredited / S / IV / 2016.
- Primary School Teacher Education with operational permits issued by MenristekDikti Number 55 / M / Kp / III / 2015

- Pancasila and Citizenship Education with SK Accreditation BAN - PT 466 / SK / BAN-PT / Accredited / S / II / 2018.
- Social Studies Education

The Faculty of Applied Sciences and Science oversees several study programs, namely:

- Mathematics Education with SK Accreditation BAN - PT 032 / SK / BAN-PT / Accredited / S / I / 2015
- Biology Education with SK Accreditation BAN - PT 392 / SK / BAN-PT / Accredited / S / X / 2014
- Information Technology Education with SK Accreditation BAN - PT 180 / SK / BAN-PT / SURV-BDG / S / I / 2018
- Physical education
- Information Systems

1) *Vision and Mission STKIP Garut:*

a) *Vision of STKIP Garut:* In 2020 it will be declared as a superior university in the field of education and teacher training in realizing a quality religious scientific society in West Java.

b) *Mission of STKIP Garut:*

- Organizing higher education in the field of education in accordance with the needs of the people of Indonesia and the people of Garut in particular.
- Carry out research in the scientific and religious fields of education.
- Carry out community service in an effort to solve and help overcome educational problems.
- Organize cooperation with other institutions such as government institutions, the private sector and social and educational institutions in the development of the field of teacher training and education

c) *The purpose of the Garut STKIP:*

- Produce qualified and faithful graduates to God Almighty according to the demands and needs of the community.
- Produce actual, relevant, and useful research for the teacher and education environment, as well as the wider community.
- Contributing to society through the results of research and studies of science.
- Having a loyal academic community with God Almighty, a work ethic that is high, responsible, and responsive to the development of science and technology.
- Empower teacher and education personnel through collaboration with related institutions.

d) *Governance of STKIP Garut*: STKIP Garut is chaired by the Chair and is assisted by three Deputy Chairmen, namely Deputy Chairperson for Academic Affairs, Deputy Chairperson for Finance and Administration and Deputy Chair III for Student Affairs. The Chairperson of the STKIP supervises the head of the study program that is responsible directly to the Chairperson of STKIP, LPPM and, the Education Quality Assurance Agency and related units.

2) *Vision and Mission IPI Garut*: Furthermore, the Vision and Mission changes to:

a) *Vision of IPI Garut*: In 2028 it is a superior and high quality university at national level.

b) *Garut's IPI mission*:

- Organizing higher education in accordance with the needs of the Indonesian people and the West Java community in particular.
- Carry out Research in the field of Scientific and Religious Education.
- Carry out community service in an effort to solve and help overcome educational problems.
- Hold cooperation with other institutes such as government institutions, private institutions and social and educational institutions.

c) *The purpose of Garut IPI*:

- Produce qualified and faithful graduates to God Almighty according to the demands and needs of the community.
- Produce actual, relevant, and useful research for the teacher and education environment, as well as the wider community.
- Contributing to society through the results of research and studies of science.
- Having a loyal academic community with God Almighty, a work ethic that is high, responsible, and responsive to the development of science and technology.
- Empower teacher and education personnel through collaboration with related institutions.
- Governance of IPI Garut

IPI Garut is led by the Chancellor and assisted by the Vice Chancellors I, II and III. The Chancellor supervises the Dean, Chairperson of the LPM, Chairperson of Research, Chairperson of the SPMI and other units.

B. *Factors That Support the Change in Status of STKIP Garut to IPI Garut*

The main source of the drivers of change is essentially from unexpected internal and external factors. Some external conditions that affect the development of STKIP are as follows:

- The mapping of education for all regions of Indonesia needs to be carried out to support regional economic growth, and the need for science and technology workers to support the education sector is beginning to be felt. Besides that, it is also felt the importance to have a continuous education system for all levels.
- Community education needs to support social life that starts on a technology-base, which requires high discipline and responsibility.
- The need to develop a growth center (economy) in all corners of the country. Collaboration of universities is needed to support local governments in efforts to decentralize governance and regional autonomy.
- The pattern of community needs has undergone tangible changes. If in the early 1970s, the needs of the Indonesian people were physical needs in the form of food, clothing and shelter, now the increasingly prominent need is psycho-social needs, namely the need for security, social needs, and self-esteem. These are the characteristics of the needs of the middle class.
- Communities increasingly appreciate the strategic role of technology in development. The success of technology to help humanity overcome the various crises faced during the past few decades, has placed technology in a respectable place.

In addition to the description above, there are various features of future science and technology that need to be considered in developing STKIP Garut's academic activities.

- Science and technology have a shorter development life and tend to quickly become obsolete. Basic mastery is needed, not just understanding of the technical and operational aspects of science and technology.
- Science and technology are more easily obtained, are foot-loose, and not monopolized by a country or company. Mastery patterns and different uses are needed, compared to the previous monopoly conditions.
- Science and technology tend to have shorter development time. Human capability alone is not enough to carry out development, it needs to be equipped with the ability of science and technology to create more science and technology
- The cost of developing science and technology tends to be great, but the selling value of certain science and technology tends to decrease. Commercialization of Science and technology are very important. The academic world needs to be vigilant so that its activities do not lose focus and direction so as to create less effective use of very limited resources and funds.
- Modern technology tends to be more loaded with knowledge, but also must be more familiar with the user. This is a challenge for the academic world so that complex technology can be more familiar with the community to avoid counter-productive technology phobia. The success of technology experts is not solely

determined by the mastery of complex technology but their ability to make the technology easily utilized by society. In the future, more fundamental mastery and understanding of technology is needed in addition to the need for high work discipline, because technology that is familiar with the user requires simple treatment carried out with high discipline and regularity.

- The academic world needs to consciously position science and technology as instruments to multiply human competence and prevent humans from being subordinated to technology. Science and technology need to be devoted to the welfare of mankind, but also must rely on the nobility of humans who occupy a central position in life.
- The impact of science and technology on space and time needs to be studied carefully because it will affect people's behavior. Science and technology will be closer to distance so that the concept of space utilization needs to be reviewed.
- Science and technology are multi-dimensional, meaning that technology contains the content of knowledge developed by several disciplines at once. It is impossible to limit the development of science and technology to only one field of science especially by ignoring aspects of humans who will use it. Academic program development must pay attention to this condition.
- Two approaches that are often contested in science and technology research and development, namely that science and technology push approach and the pull of market demand (demand and market pull) need to have synergy in integration.
- Science and technology need to be studied holistically and systematically. This approach will make technology part of a larger system and at the same time require that in handling technology, people also carefully consider the interactions that occur between the various components of the large system.
- The added value of science and technology is now formed only after the users can benefit from it. The academic world is also obliged to foster people's awareness of the commercial value of science and technology and develop science and technology by fully paying attention to the commercial and business aspects associated with the technology.
- Now environmentally friendly science and technology can be developed and applied without burdening the community. The academic world needs to place itself in pioneering functions in developing knowledge and technology that are familiar to this environment.

C. Factors That Hinder the Change in Status of STKIP Garut to IPI Garut

The number of private universities (PTS) currently available is quite high, causing the level of competition among PTS to increase especially in attracting students. Moreover,

PTS that have a good image and infrastructure and strategic location in a big city are the main attraction for prospective students. In addition, communication and dissemination of information are still oral and written manually so that when viewed from the level of efficiency it is still not optimal, due to the unavailability of intranet network devices in each unit, especially the study program.

The low level of university managers in understanding explanations of each role and responsibility. At the study program level, although every policy and regulation is carried out through a meeting mechanism; but because the information and communication process still uses manual means, it causes a lack of smooth communication flow across study programs to the institutional level, and the efficiency of the organizing entity is still low. In addition, the suitability between personal qualifications and job specifications is not sufficient [8].

On the other hand, the principles in good university governance to realize professional PT institutional management are not going well. Although the preparation of strategic plans at the institutional level is carried out together with the study program, the strategic plan / operational plan at the study program level is not yet available, so that everybody has to refer to the institutional strategic plan.

Another obstacle is that the absence of clear job descriptions relating to duties and authority in the work unit, that has an impact on the uneven activity of the work accountability reports of each work unit.

Academic conditions that occur in the STKIP Garut include services and academic guidance in unorganized study programs and there is no special place for lecturers to interact interactively with guidance students, and these factors can slow down the acceleration of the preparation of thesis or final assignment reports. In addition, there are still overlapping subjects and a lack of elective courses adapted to the geographical location of Garut Regency and the demands of the Teacher's professional needs. As a guideline in the learning process, STKIP Garut has teaching guidelines called GBPP and SAP, where each lecturer is required to arrange GBPP and SAP before they deliver their lecture material to students. But the existing GBPP and SAP are incomplete because there are no defined standards in the form of rules that govern the arrangement.

Lecturer and student attendance presentations are still low, on average lecturers carry out lecture meetings 10-11 times while the average attendance of students in lectures is 70% (academic data in 2009). Some of the causes include low student motivation in learning due to inactive learning process. It is suspected that there are still low competencies possessed by some lecturers, especially related to pedagogical and professional competencies, and each study program only has one notebook and one LCD with 91 classes. This is certainly less considering the use of technology and multimedia in learning is very necessary.

Graduates of STKIP Garut have not been able to compete at national and international levels. The inability of graduates to compete at the national level may be due to the fact that competence of these graduates is still relatively low. This

happens because in student's English language skills are low, and the TOEFL standard in STKIP Garut has not been implemented so the student's English language skills have not been measured.

The number of research activities in Garut STKIP still needs to be improved. The low ability of educators in research led to fewer lecturers conducting research. The low level of this research is also suspected because the competence of lecturers in researching is still low. The lack of training in the field of research both at the institutional level and the study program is a weakness in research.

In general, evaluation of availability and management of resources is mostly relatively open but is constrained by the limited resources so that services both academically and non-academically are not optimal. Limited resources include limited numbers and limited quality. The current ratio of the number of lecturers and students is 1:40, a ratio that can be categorized as less than ideal. Thus, coaching activities are less effective.

Meanwhile staffing in STKIP Garut has been carried out adequately but, in its implementation, it is still overlapping and not coordinated, and there is no clarity of functions and authority and existing policies are only incidental and done by each program studies. As a result, there are differences between study program policies with each other.

Financial management in STKIP Garut is centralized. Currently STKIP Garut has a financial reporting system that is considered transparent. However, the system is still implemented manually and not yet integrated. Due to this STKIP Garut has not been able to produce fast and accurate financial reports. As a result, information often needed by the leadership of the institution for decision-making is not available, and it is feared that this will disrupt the activities of the organization.

The academic management information system has now been implemented; which is a management with a database system that handles academic data (KRS, KHS, grades of courses, GPA and lecture schedule). But the system is only running at the institutional level and has not been integrated with the study program. The problem is the limited human resources and hardware devices compared the software. Existing Information Systems are web-based including academic information systems for value and financial processing while the rest are still managed through local networks.

STKIP Garut has several laboratories to support learning, namely the Language Laboratory, Biology Laboratory, Micro Teaching Laboratory and Multimedia Laboratory. In general, the capacity of the laboratory to be used in practical and research activities is not sufficient. This was due to limited funds available to STKIP Garut.

V. CONCLUSION

Higher education as part of the national education system participates in providing human resources with the competitive advantage for the Indonesian people with other nations. The

dynamics of higher education is to always make continuous improvements towards better progress in accordance with the demands of the ever-changing global and national environment. The community hopes that Higher Education can portray itself as an agent of education, agent of research and development; and the agent of knowledge and technology transfer and finally as agents of economic development.

Based on the demands of the community and competition, and also the addition of new study programs, the leaders at STKIP Garut on November 21, 2017 through the decision of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 653 / KPT / I / 2017, STKIP Garut changed to the Institute Indonesian Education (IPI). On the basis of consideration of the leaders in STKIP Garut, then in 2017 more precisely 21 November 2017 through the decision of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 653 / KPT / I / 2017, STKIP Garut changed to the Indonesian Education Institute (IPI). Through this decision IPI also has two faculties and one Postgraduate school.

As for the factors that support the change in status of STKIP Garut to IPI Garut, among others; STKIP Garut is the only university in the form of KIP High School in Garut; the number of high school (SMU) graduates or the equivalent of a large number is a good market; STKIP Garut has education costs that are relatively much cheaper when compared to PTS in a big city; the existence of Law No. 14 of 2005 concerning Teachers and Lecturers requires that a lecturer have pedagogical, personal, social and professional competencies. Professional competence is indicated by the level of master education that is relevant to the field.

While the factors that hinder the change in status of STKIP Garut to IPI Garut, among others, the level of competition between PTS increased especially in capturing students; communication and dissemination of information is still oral and written manually, so that when viewed from the level of efficiency is still not optimal; and the low understanding of the university manager in understanding the explanation of each role and responsibility; the principles in good university governance in order to realize professional PT institutional management that are still not going well; the absence of clear job descriptions relating to the duties and authority of the work unit; service and academic guidance for unorganized study programs; and the still overlapping subjects and a lack of elective courses adapted to the geographical location of Garut Regency, as well as the demands of the Teacher's professional needs. The existing GBPP and SAP are incomplete because there are no defined standards in the form of rules governing the arrangement; the presence of lecturer and student attendance is still low; graduates of STKIP Garut have not been able to compete at national and international levels; the number of research activities in the Garut STKIP is still low; the availability and management of resources are mostly relatively limited; staffing affairs at STKIP Garut are still overlapping and uncoordinated; Financial management in STKIP Garut is still carried out manually and not yet integrated; The academic management information system is currently only running at the institutional level and has not been integrated with the

study program; and STKIP Garut has several inadequate laboratories.

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