

Contributions of University Leaders to Obtaining Resources at the University of Buana Perjuangan (UBP) Karawang

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This study aims to obtain empirical data, analyse, assess and recommend key and important things about input in the form of contributions from university leaders to obtaining university resources. These include: organisational structure, planning, SOP, facilities, human resources, and a budget that directly or indirectly contributes to the realisation of a learning organisation. This research uses a qualitative approach. Qualitative research emphasises in-depth data collection from several individuals or in a restricted environment (Cozby & Bates, 2012) where findings are not obtained through statistical procedures or other forms of calculation (Corbin & Strauss, 2008). This study uses the CIPP evaluation model, which is fully carried out with a qualitative approach. In certain aspects, a qualitative approach cannot always portray all phenomena of a leadership style in realising the learning organisation of UBP Karawang. The results showed that the leadership, in obtaining university resources, included organisational structure, planning, SOP, facilities, human resources, and a very large budget. All resources are mostly allocated for learning activities so that they directly or indirectly contribute to the realisation of learning organisations.

Key words: *Contribution, leadership, resources.*

Introduction

The quality of Indonesia's human resources (HR) has yet to show a significant improvement. These indications can be seen from the *Human Development Index* (HDI) issued by the

United Nations Development Program (UNDP). In 2017, HDI Indonesia was ranked 116 out of 189 countries. According to the *Human Capital Index* (HCI) released by the World Bank, in 2018, Indonesia also ranked only 87th out of 157 countries. As for other countries in the ASEAN region, Singapore ranked 1st, Vietnam ranked 48th, Malaysia ranked 57th, Thailand ranked 69th, and the Philippines ranks 82nd. In fact, according to the *World Economic Forum* (WEF), in 2017, the *Global Human Capital Report* (GHCR) index of Indonesia was ranked 65th out of 130 countries. This condition confirms the idea that the quality of Indonesian human resources is still far from adequate. It is difficult for it to be expected to compete at the ASEAN level or the global level.

This condition is directly or indirectly related to the implementation of tertiary education in Indonesia in terms of input, process and output, including private tertiary institutions (PTS). The low level of HDI, HCI and GHCR in Indonesia is partly due to the inadequate quality of PTS graduates, including those who are studying, recently graduated and not yet working, or who have worked or are self-employed but have not been able to contribute greatly to the development of the quality of Indonesian HR.

The presence of Karawang Buana Perjuangan University (UBP) in the Karawang region, West Java Province in 2015 (which is the object of this research) will also add to the row of PTS that is less able to encourage HDI, HCI and GHCR in Indonesia if not managed properly and professionally. UPM was established after the issuance of the Republic of Indonesia Ministry of Education Decree No. 611/E/O/2014, dated October 17, 2015. It concerns permits for the establishment of the University of Karawang Buana.

The study programs that are held regarding management include accounting, psychology, law, primary school teacher education, Pancasila and citizenship education, pharmacy, industrial engineering, informatics engineering, and information systems, which in 2017 were accredited by BAN-PT. UBP's vision is to become a competitive university with an international perspective and mission: to produce graduates who master science and technology (IPTEK), work skills, and have identity, national personality and values, produce experts in the field of research, are creators of new innovations and carry out community services actively to improve the welfare of the community. The goal is *terciptanya*: to increase equity and expand access to higher education in communities in *memperoleh*, as well as to produce superior, independent, competitive and international perspectives in order to create an intelligent and prosperous society.

In addition, UBP students' learning outcomes in the form of achievement index (IP) are also not optimal, as shown in table 1.

Table 1: UBP Student Achievement Index 2015/2016 - 2018/2019

No.	Faculties	for			
		2015-2016	2016-2017	2017-2018	2018-2019
1.	FBIS	3.05	3.26	3.38	3.38
2.	FKIP	3.28	3.45	3.51	3.57
3.	FTIK	3.02	3.21	3.24	3.37
The average		3.11	3.30	3.37	3.44

Source: UBP Academic Bureau, 2019.

Although there is a tendency towards student IP increase from year to year, this has not shown optimal results (IP = 4). This shows that teaching activities have not been effective in supporting student academic achievement. Similarly, research and community service activities are also not optimal, as shown in table 2.

Table 2: Recapitulation of Research and Service Results in the UBP Community 2015/2016 - 2018/2019

No.	Year	Research	Service
1.	2015-2016	36	23
2.	2016-2017	66	32
3.	2017-2018	69	38
4.	2018-2019	72	42
Total		243	135

Source: LPPM, 2019.

Although there is development in the amount of research and community services, this development is not commensurate with the number of lecturers, reaching 143. If, for example, each lecturer conducts one study and one dedication to the community, then in 2018/2019, only 50% of lecturers will conduct research and 29, 37% of lecturers will do community service. This phenomenon shows that UBP has not succeeded in fully implementing the Higher Education Tri Dharma, namely teaching, research and community services.

This condition also implies that UBP has not succeeded in showing its existence as a learning organisation, which is a place where people continuously expand their ability to create and achieve, a place to encourage new patterns of thinking, a place for collective aspirations to be studied, a place where people learn how to learn together, and a place to expand their ability to innovate and solve problems (Senge, in Hoy & Miskel, 2008). If UBP has an optimal role as a learning organisation, then there are no students who are not actively studying. As a

result, there are no students who fail to achieve the best IP (close to 4) and there are no lecturers who do not conduct research and community services. This can happen because the leadership style of UBP leaders is less oriented towards learning organisations. In fact, one of the important leadership functions is to teach the organisation (Wirawan, 2002). In fact, there is plenty of empirical evidence that shows that leadership influences learning organisations (Rijal, 2010; Messarra, 2011; Hussein, Ishak, & Noordin, 2013; Lang, 2013; Teng, & Hassan, 2015; Octavia & Devie, 2015; Dajani, & Mohamad, 2016; Netithanakul, 2017). This means that the learning organisation in UBP has not yet been built and can be caused by the leadership style that is not conducive to the development of learning organisations in UBP. Therefore, it is important and urgent to evaluate the leadership style in realising the learning organisation of the University of Struggle of the Nation (UBP) Karawang in order to find important data and information that can be used as a basis for realising learning organisations in UBP.

Literature Review

Definition of Evaluation

Evaluation is part of a management system that is as important as other management components, such as planning, organising, implementing, and monitoring. The parts of the management system are related to one another, so that without evaluation there will be no known condition of the organisation in achieving its objectives. According to Yunanda (2009), evaluation is a planned activity to find out the state of an object by using instruments. The results are compared with benchmarks to obtain conclusions. Evaluation also defined by Gay (in Aziz, Mahmood, and Rehman, 2018): *'Evaluation is the collection and analysis of data in order to determine the extent to the which objectives have been achieved in order to make effective decisions.'* Evaluation is collection and data analysis to determine the extent to which objectives have been reached to make effective decisions. In addition, evaluation is also *'applied research carried out to make or support decisions regarding one or more service programs.'* This means that evaluation is applied research conducted to make or support decisions regarding one or more service programs (Hadley & Mitchell, in Warju), 2016).

Conceptually, evaluation can be said to be *'careful retrospective assessment of the merit, worth, and value of administration, output, and outcome of government interventions, which is intended to play a role in the future and practical action situations.'* This involves people who are careful about appropriateness, price, administration value, outputs, and results of government intervention that are directed to play a role in the future. That is, evaluation must meet a number of minimum quality standards, such as systematic data collection and careful implementation of the benefits criteria and performance standards (Vedung, 2009).

According to Cochran and Malone (2010), evaluation is ‘*an assessment of how a program achieves its intended goals*’. Evaluation is also an activity that has the aim of assessing the ‘benefits’ of a policy (Jones, in Winarno, 2012).

Evaluation is also interpreted as an activity to collect information about the workings of something. Information can then be used to determine appropriate alternatives in making a decision. The main function of evaluation, in this case, is to provide information that is useful for a *decision maker* to determine the policy to be taken based on the evaluation that has been done (Arikunto & Jabbar, 2009).

Leadership Style

Style is one of the main factors that supports success in an organisation (to achieve goals). Yukl (in Balwant, 2016) states ‘*leadership is a process where intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organisation.*’ Leadership is a process in which influence is intentionally exerted by one person over another to guide, arrange, and facilitate activities and relationships within a group or organisation. Leadership is also ‘*the ability to influence a group toward the achievement of a vision or set of goals and the ability to influence a group toward the achievement of a vision or set of goals.*’ (Robbins & Judge, 2015). In addition, Locke et al (in Teng & Hassan, 2015) stated ‘*leadership is a process of inducing others to perform something in the direction to achieve a common goal.*’ This means that leadership is the process of encouraging others to do something towards achieving common goals.

Leadership is also defined as ‘*the use of power and influence to direct the activities of followers toward goal achievement.*’ (Colquitt, Lepine, & Wesson, 2015). Leadership can also be described as ‘*an individual process affecting other individuals' groups in order to achieve the organisation's goals, where leaders implement their knowledge, skills and experiences that they have.*’ Leadership is an individual process that influences other groups of individuals to achieve organisational goals, in which leaders apply their knowledge, skills and experience (Aldholay et al & Al-Shibami; Ameen & Ahmad, in Saleh, Nusari, Habtoor & Isaac, 2018).

Newstrom (2015) states ‘*leadership is the process of influencing and supporting others (both individually and collectively) to work enthusiastically toward achieving shared objectives. It is the process of influencing and supporting others (both individually and collectively) to work enthusiastically.*’ Leadership is for achieving common goals. In line with that, leadership is also interpreted by Ivancevich, Konopaske and Matteson (2014) as ‘*the process of influencing others to facilitate the attainment of organisationally relevant goals.*’ That is,

leadership is a process that influences others to facilitate the achievement of relevant organisational goals.

Yukl (2010: 21) argues that *'leadership reflects the assumption that it involves a process where intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organisation.'* Leadership is a reflection of assumptions that includes a process where others are intentionally influenced to show, structure, and facilitate activities and relationships within a group or organisation. In addition, *'leadership is the activity of influencing people for group objectives.'* That is, leadership is an activity to influence others to try to voluntarily take action to achieve common goals (Terry, 2010). Dubrin (2013) defines leadership as follows *'the ability to inspire confidence and support among people who are needed to achieve organisational goals.'* That is, leadership is the ability to inspire trust and support among people needed to achieve organisational goals.

Leadership is also the *'the ability to influence the activities of others, through the process of communication, towards the attainment of goals and the ability to influence the activities of others through the process of communication.'* That is, leadership is about achieving goals (Taylor, in Drafke, 2009). The same thing was said by Rost (in Daft, 2011): *'leadership is an influence relationship between leaders and followers who intend real changes that reflect their mutual goals.'* Leadership is the relationship of influence between leaders and followers who truly want change that reflects shared goals .

Leadership is also described as *'the ability to influence people toward the attainment of goals.'* That is, leadership is the ability to influence people towards the achievement of organisational goals (Kinicki & Kreitner, 2010). For Bangun (2012), leadership is a process of influencing others in an organisation so that they can carry out their duties well in achieving their goals.

House and Javidan (in André, 2010) suggest that leadership is *'the ability of individuals to influence, motivate and enable others to contribute to the effectiveness and success of their organisation and the ability of individuals to influence, motivate and enable others to contribute.'* Leadership means the effectiveness and success of an organisation.

In the instructor context, leadership is defined as a process of instructors providing intentional influence over students to guide, arrange, and facilitate activities and relationships (Yukl, in Balwant, 2016). Sange (in Teng & Hassan, 2015) states that *'leadership only takes place when leaders are truly committed to deep transformation of companies and themselves to achieve sustainable competitive advantages.'* Leadership only occurs when leaders are truly committed to transformation within the company itself in order to achieve sustainable competitive advantages.

From the above understanding, it appears that leadership style is one of the ways used by a leader in influencing, directing and controlling the behaviour of others to achieve a goal.

Methodology/Materials

This research uses a qualitative approach. Qualitative research emphasises in-depth data collection from several individuals or in a limited environment (Cozby & Bates, 2012) where findings are not obtained through statistical procedures or other forms of calculation (Corbin & Strauss, 2008). According to Lichtman (2010), qualitative research is a way to find out how researchers collect, organise, and interpret information obtained from humans by using the eyes or ears as filters. This is done through in-depth interviews or observations of humans in natural and social settings. The method used was a descriptive method, which aims to provide or describe a situation or phenomenon that is happening now by using scientific procedures to answer the problem (Sugiyono, 2014). In the context of this study, descriptive methods are used to describe the results of evaluating leadership style in realising the learning organisation of Bwang Perjuangan University (UBP) Karawang's goals. Meanwhile, the research design uses policy evaluation, which is a scientific analysis of certain policy areas where policy is assessed based on certain criteria and based on the recommendations formulated (Crabb & Leroy, 2008). In this study, the evaluation model uses the CIPP model, namely context, input, process, and results.

This data analysis technique uses qualitative analysis by referring to the analysis model of Miles and Huberman (2012), which includes: *data reduction*, *data display*, and *conclusion drawing/verification*. Explanation of each stage of analysis is as follows:

1. Data reduction is the process of selecting, focusing on simplification, as well as abstracting and transformation of rough data arising from written records in the field. Data reduction continues throughout the project or qualitative oriented research activities. Data reduction sharpens, classifies, directs, discards the unnecessary, and organises data in such a way that the final conclusions can be drawn and verified.
2. Presentation of data refers to a collection of structured information that gives the possibility of drawing conclusions and taking action. The most frequently used presentation in qualitative data is the narrative text form. In conducting research, better presentations are the main method for valid qualitative analysis. Presentations can be in the form of matrices, graphs, networks, and charts all designed to connect information that is arranged in a coherent and easily collected form.
3. Conclusion/verification involves the following: From the beginning of data collection, qualitative researchers began to search for the meaning of objects, noting order, patterns, explanations, possible configurations, causal pathways, and propositions. Competent researchers will handle conclusions loosely, openly and sceptically. Conclusions are

explained that may be unclear at first. They are then elaborated upon in more detail and firmly rooted. Final conclusions may not appear until the final data collection, depending on the size of the collection of field notes, their coding, storage, the retrieval methods used, the researcher's abilities, and the demands of the scientific standards used. Conclusions were verified during the study. In short, the meanings that emerge from the data must be tested for their truth, robustness, and compatibility through checking the validity of the data. This can be done through tests of *credibility*, *dependability*, *confirmability*, and *transferability* (Litchman, 2010). In this way, the research findings are difficult to doubt.

Results and Findings

Results

Input is a component or an essential ingredient for organisations, especially higher education organisations. Input is one of the three components of an organisation's life cycle: input, process and output. Without input, there will never be a process and results, so the input will determine the process and results. This condition encourages the leadership of an organisation to pay special attention to the input problem. This also happened to UBP as a higher education organisation. As an education provider, UBP is very interested in input because the output that will be generated is very dependent on input.

The input of UBP leaders in learning organisations can be seen in university resources, which include organisational structure, planning, SOP, facilities, human resources, and budget.

In terms of organisational structure, the leadership of UBP plays a large role in developing and establishing organisational structure. This can be seen in the statements of the majority of informants. They stated that UBP leadership played a big role in arranging and setting the university's organisational structure. According to people such as the chancellor, deans, head of study programs, lecturers, academic staff and administrative staff, on average, they indicated that leadership plays a big role in preparing and setting the organisational structure. This can be seen from interview excerpts:

'The leader also determines the design of the organisational structure. The organisational structure is adjusted to the needs of the university' (Rector, Dedi Mulyadi).

'The leadership has a major contribution to the determination of the design of the organisational structure' (Dean, Ahmad Fauzi).

'In setting the organisational structure, the leadership coordinates with the HR under it (Dean

and Head of Study Program)' (Lecturer, Aang Solahudin Anwar).

'In determining the organisational structure, leaders coordinate with the Dean and Head of Study Programs' (Lecturer, Yulistina Nur DS).

'Leaders contribute in determining, and selecting HR who will be given certain positions in organisational structure' (Head of, Yogi Nugraha).

In study programs 'The leadership has a major contribution in establishing the organisational structure for the realisation of a good learning organisation' (Academic Staff, Aji Tuhagana).

'The UBP leadership designs and establishes the organisational structure through studies and needs as well as suggestions from members of the organisation so that the sustainability of the organisation can run well' (Lecturer, Andes Safarandes Asmara).

'The leadership sets the organisational structure so that it can produce strong management, so that the vision and mission that was previously made can be achieved well' (Administrative Staff, Regina Mega Pratiwi).

According to the Chairperson of LP3M, Uus MD. Fadli, learning organisations are communicated according to the principles of organisational structure and according to needs. In terms of governance and statutes they have been provided, through their implementation they grow according to the interests and readiness of the learning community (such as the appointment of officials in the organisational structure) (Chair of LP3M, Uus MD. Fadli). This shows that the learning organisations are inherently in accordance with the organisational structure of the university. Most of the informants (leadership, staff and students) indicated the following ideas, as shown in the following interview excerpts:

'Learning organisations are attached to the organisational structure' (Rector, Dedi Mulyadi).

'The learning organisation is implicitly attached to the organisational structure of the university' (Dean, Ahmad Fauzi).

'The learning organisation is positioned as a goal to be achieved from the results of the accumulation of work organisational structure that is building academic culture' (Kaprodi, Yogi Nugraha).

'The position of the learning organisation is as a determining factor for the progress of UBP' (Lecturer, Aang Solahudin Anwar).

‘The position of the learning organisation determines the progress of the UBP Karawang organisation’ (Lecturer, Yulistina Nur DS).

‘The position of the organisation is in line with the organisational structure, this is because the process of the wheels of the organisational structure in taking the decision involves the learning organisation to determine the decision’ (Lecturer, Andes Safarandes Asmara).

‘The learning organisation has a strategic position in the UBP Karawang organisational structure’ (Academic Staff, Aji Tuhagana).

‘Its position is in accordance with the organisational structure’ (Student, Eva Indah Pratama).

This shows that the leadership of UBP has an optimal role in developing and establishing the organisational structure of the university. This is so even though there is no learning organisation in the university organisational structure, the values of the learning organisation are inherent and are part of the organisational structure. This happens because UBP is an educational institution whose main activity is conducting learning, so that each organisational structure is scheduled for learning programs.

UBP leaders also have a big role in planning. This can be seen through the strategic plan (Renstra) and the 2015-2018 operational plan (Renop) produced. In addition, most of the informants also stated that the UBP leadership had a big role in preparing and determining university planning. Among the chancellor, deans, head of study programs, lecturers, academic staff and administrative staff, on average, leadership had a big role in preparing and setting the organisational structure. This can be seen in the interview excerpts as follows:

‘The leadership is actively involved in preparing and determining universal planning, both Renstra and Renop’ (Rector, Dedi Mulyadi).

‘Leaders contribute greatly in determining university planning’ (Dean, Ahmad Fauzi).

‘Leaders contribute to the conception of higher education management planning’ (Head of, Yogi Nugraha).

In study programs, ‘Planning is inseparable from the role of UBP leaders as policy holders’ (Lecturer, Yulistina Nur DS).

‘UBP leaders design and prepare plans tailored to the needs so that the sustainability of the organisation can go well’ (Lecturer, Andes Safarandes Asmara).

‘The leader contributed greatly to the preparation of UBP planning’ (Administrative Staff, Regina Mega Pratiwi).

‘The UBP Karawang leadership contributed to planning by making good planning concepts’ (Academic Staff, Aji Tuhagana).

Furthermore, according to the chairman of LP3M, Uus MD. Fadli, UBP planning is seen in the business process of higher education, fulfillment of input, implementation processes, provision of regulatory instruments, evaluating every week on Friday, monitoring of each policy and correcting activities towards the learning organisation goals of each work unit. With such conditions, university planning can reach learning organisations, or implicitly become part of university planning, as stated by the following informants:

‘Learning organisations are attached to every part of planning, both Renstra and Renop’ (Dedi Mulyadi).

‘Learning organisation is implicit in every part of the planning, both Renstra and Renop’ (Dean, Ahmad Fauzi).

‘Learning organisation is placed on the purpose of UBP planning results’ (Head of, Yogi Nugraha).

‘Learning organisation becomes an object in determining university planning’ (Lecturer, Aang Solahudin Anwar).

‘Learning organisations are objects in university planning’ (Lecturer, Yulistina Nur DS).

Under such conditions, according to Chairman of LP3M Uus MD. Fadli, a learning organisation is coordinated in the learning process that is carried out every Friday. This is led by the Chancellor, who is accompanied by learning citizens (UBP leaders). The latter are broken down by faculty leaders and work units according to their functions and roles in planning work units that support the achievement of UBP planning, as stated in the strategic plan.

This shows that the leadership of UBP has an optimal role in preparing and determining university planning. In Renstra and Renop, there are no terms of learning organisations. The essential values of learning organisations are present, inherent and become part of university planning. This is possible because the UBP is an educational institution whose main task is to conduct learning activities that are identical to those of learning organisations.

In terms of developing SOPs, UBP leaders also have a big role. This is reflected in the statement of the majority of informants. The UBP leader has a major role in drafting university SOPs, as seen in the following excerpts:

‘The contribution of the leadership in the formulation of SOP is very large. Standardised SOPs are confirmed by authorised officials at the organisational level, resulting in conformity of SOPs with work units’ (Rector, Dedi Mulyadi).

‘The contribution of leaders at each level is very important, characterised in the SOP preparation process, which is then manifested by LP3M as a standardised SOP to be confirmed by authorised officials at the level of learning organisations, so there is a SOP suitability with work units that will control the OP according to their quality-controlled targets’ (Chair of LP3M, Uus MD. Fadli).

‘The leadership has a major contribution in developing SOPs’ (Dean, Ahmad Fauzi).

‘Leaders contribute in providing input and set the SOP and running SOP’ (Kaprodi, Yogi Nugraha).

‘Contributions to leadership in preparing the SOP is to always provide direction and instruction related to the manufacture of SOP’ (Lecturer, Aang Solahudin Anwar).

‘Leaders who contribute and prepare SOP order can achieve the University's success goals’ (Administrative Staff, Regina Mega Pratiwi).

‘The leadership has a very large contribution in formulating and compiling UBP SOP Karawang’ (Academic Staff, Aji Tuhagana).

The role is related to the existence of SOPs as a guide for academicians in carrying out activities/work so that leaders have an interest in taking part optimally in developing SOPs. The SOP, according to the informants, is implicitly attached to the learning organisation. This is reflected in the interview excerpts with the following informants:

‘Learning organisations are attached to SOPs at all levels of the organisation/work unit’ (Rector, Dedi Mulyadi).

‘Learning organisations are implicit in SOPs at all levels of the organisation/work unit’ (Dean, Ahmad Fauzi).

‘Learning organisations are placed on the objectives of the SOP drafting results’ (Head of

Study Program, Yogi Nugraha).

‘They are always a priority in the preparation of UBP SOPs because learning organisations are the breath of educational institutions’ (Lecturer, Aang Solahudin Anwar).

‘Learning organisations are always a priority in the preparation of UBP SOPs’ (Lecturer, Yulistina Nur DS).

‘Being in an SOP structure gives birth to an organisational decision or policy for mutual progress’ (Lecturer, Andes Safarandes Asmara).

According to the Chairperson of LP3M, Uus MD. Fadli, hierarchical/terraced learning organisations are positioned according to the role of the SOP to form the alignment of the process, teamwork and technical implementation written in the SOP. Documentation is carried out by the learning organisation for each unit level that is monitored by LP3M in the semester or annual evaluation process. This is done according to the iteration pattern of work unit SOPs, such as for educational activities in study programs every semester, while PPM activities in LPPM are conducted once a year because the iteration of lecturers' tasks is in accordance with BKD and LKD PPM's one-year iteration.

This shows that the leadership of UBP plays a big role in preparing university SOPs. The role is inseparable from the role of the SOP as a guide for activities and in carrying out tasks/work for academicians, so it needs to be arranged as carefully and as well as possible

With regard to the provision of facilities, the leadership of UBP also has a significant role. This was acknowledged by the majority of informants, who generally stated that the UBP's leadership contributed greatly to the provision of university facilities. This recognition can be seen in the following interview excerpts:

‘The leadership determines the provision of university operational facilities’ (Rector, Dedi Mulyadi).

‘Terkomuniasikan in leadership meetings is one of the organisation's processes of learning so that the provision of facilities is communicated with the leaders as well’ (Chairman LP3M, Uus MD. Fadli).

‘Leaders have a major contribution in providing operational facilities of the university’ (Dean, Ahmad Fauzi).

‘Leaders are obliged to budget, organise, and maintain facilities through the public section’

(Head of Study Program, Yogi Nugraha).

‘They provide information related to learning needs and recommendations for procurement of facilities’ (Lecturer, Aang Solahudin Anwar).

‘The leader always provides information related to learning needs, such as in the learning process (sapras learning) and recommendations in the procurement of facilities’ (Lecturer, Yulistina Nur DS).

‘The leader gives authority to members of the organisation to be able to use these facilities for organisational progress’ (Lecturer, Andean Safarandes Asmara).

‘The leader provides facilities to be able achieve vision, mission and university goals’ (Administrative Staff, Regina Mega Pratiwi).

‘The leadership provides everything (facilities) related to the needs of the learning organisation’ (Academic Staff, Aji Tuhagana).

‘There are tools that support organisational programs’ (Students , Eva Indah Pratama).

"Providing learning facilities and infrastructure (Student, Abdul Rojak)

Based on these statements, it appears that UBP leaders are indeed concerned about providing facilities for various university activities and operations. Hence, it can be understood that if the provision of these facilities is primarily scheduled to support the learning process, it is a representation of learning organisations. Among the informants involved in this study, there was a tendency for the use of facilities to support learning organisations, as seen in the following interview excerpts:

‘Facilities support learning activities’ (Rector, Dedi Mulyadi).

‘The facilities are equipped in accordance with the work program for long-term investment and for short-term financing investments written in Renop and revised according to the SOP so that the provision of facilities is coordinated and assisted by the foundation, which is well suited to their functions and roles’ (Chair of LP3M, Uus MD. Fadli).

‘Facilities for learning organisations are the same as learning facilities’ (Dean, Ahmad Fauzi).

‘Facilities used to realise learning organisations are all kinds of tools, goods, spaces and buildings’ (Head of Study Program, Yogi Nugraha).

‘At this time for supporting facilities, learning organisations are the concern of leaders with the aim of meeting a quality of service’ (Lecturer, Aang Solahudin Anwar).

‘At this time for facilities supporting learning organisations, the attention of leaders has the aim of meeting service quality standards’ (Lecturer, Yulistina Nur DS).

‘...providing facilities and infrastructure for the progress of members of the organisation to be able to develop and strengthen their knowledge so that members of the organisation can contribute more to the progress of the organisation’ (Lecturer, Andes Safarandes Asmara).

This shows that the leadership of UBP made a major contribution to the provision of university facilities as operational instruments for various activities at university. These include teaching, research and community service activities that reflected the dimensions of the learning organisation.

Related to the provision of human resources, UBP leaders also make a big contribution. This contribution is related to the vital role of HR in organisations, especially educational organisations that rely on HR in providing education services. In educational organisations, HR is the main asset whose role is to process/change inputs (students) into outputs (graduates). In this respect, high quality human resources will potentially produce high-quality output as well. It can be understood that UBP leaders pay serious attention to the provision of human resources. Among the informants who were recruited for this study, the majority stated that leaders contribute by providing human resources:

‘Leaders provide direction, following the employment regulations (Permenristekdikti) in providing human resources according to the needs of the university’ (Rector, Dedi Mulyadi).

‘Leaders guide well, follow the staffing regulations, Permenristekdikti for that, the SOP and the needs of each work unit. It means that the OP, in supplying HR, follows the existing regulations with motivation according to the needs and development of HR provisions or make internal provisions through HR development’ (Chair of LP3M, Uus MD. Fadli).

‘The leader contributes greatly in providing HR according to the needs of the university’ (Dean, Ahmad Fauzi).

‘Leaders contribute in inviting, selecting, and assigning and assigning HR’ (Head of Study Program, Yogi Nugraha).

‘Leaders provide direction and recommendations in the provision of HR by looking at the required HR qualifications, conducted objectively’ (Lecturer, Aang Solahudin Anwar).

‘The leadership always contributes and makes recommendations in terms of HR by looking at the HR qualifications required by UBP Karawang. The HR recruitment process is carried out objectively and in accordance with the required qualifications’ (Lecturer, Yulistina Nur DS).

‘...one of them is by accepting lecturers in accordance with the requirements required’ (Lecturer, Andes Safarandes Asmara).

‘The leadership provides HR in order to achieve the vision, mission and goals of the University’ (Administrative Staff, Regina Mega Pratiwi).

‘The leadership provides competent human resources to meet the needs of learning organisations’ (Academic Staff, Aji Tuhagana).

From these statements, it appears that the leadership's contribution is very large in providing HR. In fact, the leaders also encouraged HR to realise learning organisations, as reflected in the following interview excerpts from informants:

‘HR is there to support learning activities so that the university can truly play a role as a learning organisation’ (Rector, Dedi Mulyadi).

‘The existing human resources are considered sufficient to meet the spirit requirements to realise the learning organisation. It is understood that learning organisations cannot be straightforward, but are made to grow according to the mindset of learning citizens, are full of patience and firmly aligned with the open principle of joint development to achieve common goals’ (Chair of LP3M, Uus MD. Fadli).

‘HR to support learning activities of benne notes also to support the learning organisation’ (Dean, Ahmad Fauzi).

‘SDM becomes the embodiment of the learning organisation running’ (Lecturer, Aang Solahudin Anwar).

‘SDM becomes the embodiment of the learning organisation as well as supporting the progress of the Karawang UBP’ (Lecturer, Yulistina Nur DS).

‘The existing human resources are relatively adequate, both in quality and in team collaboration’ (Head of, Yogi Nugraha).

In study programs, ‘the number of HR in UBP is in accordance with their designation so that, in the future, their development can be better’ (Lecturer, Andean Safarandes Asmara).

‘HR has competencies in their respective fields’ (Academic Staff, Aji Tuhagana).

‘...providing human resources who have knowledge, skill, high competence’ (Student, Eva Indah Pratama).

‘...providing HR according to UBP needs’ (Student, Abdul Rojak).

These statements show the leadership's contribution in providing HR as the main actor in the learning process, which is a reflection of the dimensions of the learning organisation.

Leadership contribution in providing the budget is also large. This is related to the importance of the budget for university operations. Teaching, research and community service activities, as well as administrative and academic service activities, cannot take place without budget support. Hence, it is understandable if UBP leaders put special attention on budget provision, as the informants reflect in the following interview excerpts:

‘Leaders contribute greatly in providing budgets to support and accommodate university needs’ (Rector, Dedi Mulyadi).

‘Leaders have contributed in providing a budget to support and accommodate various university activities and needs’ (Dean, Ahmad Fauzi).

‘The leadership provides a budget for the interests of the academic process at the university’ (Head of Study Program, Yogi Nugraha).

‘...provides direction in managing the budget’ (Lecturer, Aang Solahudin Anwar).

‘...providing direction and providing direct support in the provision of budgets in the Karawang UBP activities’ (Lecturer, Yulistina Nur DS).

‘The budget is provided for the development of institutions such as human resources, infrastructure and others, with the goal of the institution to become better in future and moving forward together’ (Lecturer, And es Safarandes Asmara).

‘The leadership provides a budget in order to achieve the vision, mission and goals of the University’ (Administrative Staff, Regina Mega Pratiwi).

‘The leadership provides a budget that is tailored to the needs to support the implementation of learning organisation activities’ (Academic Staff, Aji Tuhagana).

According to the Chairperson of LP3M, Uus MD. Fadli, the leader is very supportive and accommodates all the needs of the learning organisation with a process communicated in the priority scale hierarchy. This is controlled in Renop and the annual budget approved by the foundation. Various budget deficiencies were discussed to reach the culmination of the understanding of the process and the budget.

The budget is mainly there to support the implementation of the tri dharma of higher education, especially teaching, so that it has direct or indirect implications for the development of learning organisations. This is reflected in the statement of the informants:

‘The budget is allocated to support the learning process so that the university can play a maximum role as a learning organisation’ (Rector, Dedi Mulyadi).

‘...made in accordance with the strategic plan, this is done to provide an understanding of the process within the learning organisation for understanding the various opportunities and weaknesses that exist/the potential that exists that must meet the various needs of learning citizens. This is very important so that all lines of UBP learning organisations can grow in harmony, together as in the provision of means of learning organisation passerana, learning organisation knowledge development needs through scholarships, and tiered training, including an organisational budget’ (LP3M Chair, Uus MD. Fadli).

‘The budget to support the learning process of memorandum benne is also there to support the learning organisation’ (Dean, Ahmad Fauzi).

‘A budget is used to build and develop learning organisations is a budget sourced from university finance (Head of Study Program, Yogi Nugraha).

‘The existence of a budget is very helpful in developing organisations learning. Without the budget, the learning organisation is constrained (Lecturer, Aang Solahudin Anwar).

‘The existence of a budget is very helpful in developing learning organisations. Without the budget, the learning organisation will be constrained (Lecturer, Yulistina Nur DS).

According to an informant from the lecturers, Andes Safarandes Asmara, one of the university's budget is to provide facilities for further study at the doctoral level so that in the future with the number of doctoral graduates the institution will be better so that it is expected to progress together. With such conditions, the opportunity for the growth of learning organisations will be greater.

Overall leadership input in obtaining university resources including: organisational structure, planning, SOP, facilities, human resources, and a very large budget. All of these resources are

largely allocated to learning activities so that they directly or indirectly contribute to the realisation of learning organisations.

Discussion

The input of university leadership obtains university resources, which include organisational structure, planning, SOP, facilities, human resources, and budget that directly or indirectly contribute to the realisation of learning organisations:

- a. UBP leadership has the optimal role in arranging and determining the organisational structure of the university, although in the organisational structure of the university there is no learning organisation. However, the values of the learning organisation are inherent and are part of the organisational structure.
- b. UBP leaders have an optimal role in preparing and determining university planning, even though in the Renstra and Renop there are no terms of learning organisations but the essential values of learning organisations exist, are inherent and become part of university planning.
- c. UBP leaders have a big role in developing university SOPs. The role is inseparable from the role of the SOP as a guide for activities and carrying out tasks/work for academics, so it needs to be arranged as carefully and as well as possible. The values of learning organisations are inherent in SOP.
- d. The UBP leadership made a major contribution to the provision of university facilities as an operational instrument for various activities at the university, including teaching, research and community service activities that reflected dimensions of the learning organisation.
- e. The UBP leadership makes a major contribution in providing human resources as the main actors in the learning process, which is a reflection of the dimensions of the learning organisation.

Overall, leadership input in obtaining university resources includes organisational structure, planning, SOP, facilities, human resources, and a very large budget. All of these resources are mostly allocated for learning activities so that they directly or indirectly contribute to the realisation of learning organisations.

Conclusion

This study uses the CIPP evaluation model, which is fully carried out with a qualitative approach. In certain aspects, a qualitative approach cannot always portray all phenomena of leadership style in realising the learning organisation of UBP Karawang. Based on these considerations, as is usual in the CIPP evaluation model, a quantitative approach can be used



to enrich and improve the quality of research results. In addition, research is also needed with a quantitative approach with a causal design to determine the effect of transformational, participatory and facilitative leadership styles on learning organisations.

Leadership, in obtaining university resources, includes organisational structure, planning, SOP, facilities, human resources, and a very large budget. All resources are mostly allocated for learning activities so that they directly or indirectly contribute to the realisation of learning organisations.

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