

Understanding the institutional change and organizational transformation: An exploratory analysis of Indonesian higher education

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Abstract: This study aims to analyze, investigate the implications, and identify differences in the progress of the effect of institutional changes and organizational transformation in Indonesian higher education. The structuration analysis shows that examining the conditions that have resulted in the replication and modification of social systems is the focus of the structuration analysis. The image of structuration theory conveys both a sense of regularity and continuity, as well as respect for the labor that must be done daily and the mundane but essential tasks that must be completed. The finding of this study is that with the mandate that universities have been given to implement the three primary pillars that support Indonesia's higher education system, the difficulty level of the problem facing Indonesia's higher education system has increased. We suggest a future research agenda and highlight the changes and transformations in power, interests, and alliances that affect the evolution of higher education institutions.

Keywords: institutional changes; organizational transformation; structuration theory; higher education

1. Introduction

The Indonesian higher education system has undergone rapid institutional transformation over the past decade. This transformation has been accelerated by using models of private universities that business conglomerates support. Additionally, the Indonesian Ministry of Research and Technology (Kemenristekdikti) has assisted in this transformation to fill in the knowledge gaps caused by an exodus of top faculty during Suharto's rule (Kemenristekdikti, 2014). There is a general tendency for tertiary institutions would employ commercialization methods more often than not. After the reformation period, universities in Indonesia continued to improve to solve very complicated higher education problems and global competition. The long debate about the regulations governing higher education institutions (PT) began to heat up in 2012–2013 after the decision of the Constitutional Court (MK) revoked the status of PT as a State-Owned Legal Entity (BHMN). Since the Constitutional Court's decision, various opinions and suggestions have been put forward by various groups. The umbrella for PT regulations that should have been made after the revocation of BHMN status continues to be raised (Kemenristekdikti, 2019).

Tertiary institutions are administered based on sound higher education governance. In that case, the objective of organizing tertiary institutions in Indonesia to pursue, discover, and disseminate scientific facts can be accomplished. Higher education has a management system known as the Higher Education Statute that

ensures the proper operation of higher education governance (Shrivastava, 2022). Therefore, the statutes of higher education institutions serve as the fundamental guidelines for managing institutions and as the foundation for developing operational regulations (Kemenristekdikti, 2014). Indonesia's higher education system has changed significantly in recent years. Changes are being made to Indonesia's higher education administration structure because of the industrial revolution and Globalization 4.0. This change is in response to calls for internal and external adjustments (Tambunan and Anwar, 2019). It is necessary to recognize the rapidity and scope of the changes that will be brought about by the Industrial Revolution 4.0. The distribution of power, income, and knowledge will all shift due to these developments. The benefits of changes in knowledge and technology are shared and open to everyone if the changes are happening and how fast they are happening (Semenets-Orlova et al., 2023; Xu et al., 2018).

The problems of higher education in Indonesia in the Industrial Era 4.0 point to the hope of having a world-class university that can survive and thrive in a world where science and technology are changing everything. Indonesia's higher education system is slowly changing. For example, the old system has been replaced by a new one. These changes are in response to needs and are meant to improve the higher education system to keep up with the times (Harto, 2018). Implementing reforms in Indonesian higher education that is not only necessary but also a necessity requires vigilance. In Indonesia, higher education policy aims to improve stakeholders' welfare directly or indirectly involved in management. With increased competition in the world of education and towards World Class Universities (WCU), every tertiary institution must have a strong desire to understand change as a system that is inherent in the dynamics of higher education so that the implementation of change values can be internalized as a culture that is attached to the management process at Indonesian higher education institutions.

The difficulty increases as a result of the institutions' obligation to implement the three pillars of higher education in Indonesia. Tri dharma of higher education is a blend of education, research, and community service. Through these three pillars, the university serves the state, the market, and society in addition to academics. To fulfil these responsibilities, a university's system of governance must establish the autonomy of higher education as an essential and absolute feature. The contribution of this study is to produce discussion on the process of making changes generally at higher education institutions, and specifically in the case of Indonesia, this is achieved through conceptual analysis. As a result, the main objective of this study is to analyze, investigate the implications and identify differences in the progress of the effect of institutional changes and organizational transformation in Indonesian higher education.

2. Literature review

The goal of the structuration analysis was to move beyond the reification and objectivism of other systems, particularly those that emphasized the demands of the social milieu to the exclusion of individual and collective activity (Andriana et al., 2020; Fuchs, 2003; Jones and Karsten, 2008). "Practice" is the truss that holds up this structuralist bridge in its entirety. According to the theory of structuration, the primary

focus of the social sciences should not be on the experiences of individual actors or any other type of societal totality; rather, it should be on how social practices are organized over time and place (Whittington, 2015).

Organizational studies cannot afford to disregard the insights that structural perspectives on discourse may provide. However, if these are to be made relevant to the organizational context, we need a conceptualization of discourse that can address both structure and action, as well as their dynamic interrelation, and that allows us to study and understand both the functional and structural aspects of organizational communication (Heracleous and Hendry, 2008). The effectiveness of resource allocation is a central focus of this analysis, particularly in transaction cost economics, classical choice theory, and population ecology. Some viewpoints (ecology, institutionalism) highlight the restraining influence of contextual forces, whilst others (strategic choice, decision, resource reliance) identify human agency options. While some viewpoints (contingency, ecology) are concerned with structure, others (institutionalism, decision) are concerned with processes. Each of these viewpoints aids in comprehending a specific component of how organizations acquire “fitness” in a given situation (Staber and Sydow, 2002).

The concept of “structure” in structuration is understood not only as a kind of collective interaction but also as something distinct and distinct from the membership. To explain the dynamic link that exists between human agency and the structure of social systems, Giddens’ notion makes use of the duality of structure and structuration (Giddens, 1984). The concept of a dual structure denotes that human activity is responsible for the organization of the social structure, and the constitution itself serves as the medium of this concept (Andriana et al., 2020). As a result, Giddens’ thesis also incorporates the idea that social systems have their structure, although they do not have structure. They can only compose with the structural features that actors draw from in the course of their social interaction. The concept of structuration is based on the process by which actors reproduce and alter social practices in different locations and times throughout history. These processes are connected to structures in the sense that practices are ingrained in the system and are dependent on the structural makeup of the system, which either facilitates or restricts action. Structures never decide what action will take place; rather, the actors who are involved in the structures and who act on and through them are the ones who change the structures. A concept of the scheme is proposed by structuration theory to comprehend the participants in the process of constructing organizational structures as a medium and the result of organizational design (Whittington, 2015).

According to the structuration theory, the continuous social reproduction of organizations is founded on the reflexive monitoring of social activity by the agents. This is the case in the social reproduction of organizations. The routinization of actions takes place when the actors automatically monitor their actions and either remember (retain) or incorporate those actions for later usage (Akgün et al., 2005; Berends et al., 2003; Heracleous and Hendry, 2008). Following Giddens’ idea, for actors to utilize and replicate pre-existing rules and resources, they must be “aware” of them. To be knowledgeable is to be aware of and comprehend the circumstances around one’s actions and the governing rules. However, actors are not necessarily reliant on pre-existing frameworks because they possess the ability to act otherwise. This suggests

that the reproduction mechanisms of systems contain the seeds of change. Thus, “intelligent” is applied to the interactions of informed individuals whose behaviours are afterwards deemed to display intelligence (Akgün et al., 2005; Staber and Sydow, 2002; Sydow, 2006).

The premise that there are three fundamental dimensions to social existence, namely structural, product-related, and process-related dimensions, is the foundation of the theory known as structuration. The term “structural” refers to the way in which societies are organized in terms of the interactions that exist between their individual members as well as the hierarchical structure of the societies themselves. It encompasses how societies are organized across the dimensions of geography, economics, politics, and social life. Rules of social life can be viewed as strategies or generalizable procedures used in the implementation and reproduction of social practices. Sociology places the most significance on those norms that pertain to the reproduction of institutionalized activities. Giddens describes these rules as intensive vs superficial, implicit versus discursive, informal versus codified, and weakly versus forcefully sanctioned. In the theory of structuration, the three structural dimensions of social systems are signification, dominance, and legitimacy. Dominance is contingent on the mobilization of the two sorts of resources: Allocative resources are capacities, or, more precisely, types of transformational capacity, that generate control over objects, goods, or material phenomena. Authoritative resources are sorts of transformative capacity that generate command over individuals or actors (Fuchs, 2003).

Allocative resources include material features of the environment, means of material production and reproduction, and produced goods, whereas authoritative resources include the organization of social time-space (temporal-spatial constitution of paths and regions), the production/reproduction of the body (organization and relationship of humans in mutual association), and the organization of life opportunities (constitution of self-development and self-expression opportunities). Giddens’s work fits within the theoretical tradition that attempts to overcome the structure–agency dichotomy and find common ground between interpretive and functionalist sociological perspectives. The gap between action and structure in social life, the recognition that, in the study of social systems, understanding the meaning of individual actors is of the utmost importance, and the proposition that meaning, and thus social reality, is constructed, sustained, and altered through social interaction (Heracleous and Hendry, 2008).

Powers and Giddens (1988) identified three defining interactions through which this agency is exercised: communication, the exercise of power, and sanction (see **Figure 1**). Signification, dominance, and legitimacy are three structural characteristics of social systems to which these three modalities of interaction are analytically related. Signification refers to the discursive and symbolic order of a system, i.e., the norms that govern the most prevalent types of language, vernacular, and image. Legitimation refers to the regime of normatively sanctioned institutions: these norms range from formal legal limits and duties to the kinds of unwritten standards ingrained in the culture of a specific organization. The final dimension of dominance relates to material and distributive resources: these pertain to political and economic institutions, most notably the state or the company. These three elements link structuration theory to

organization and management theory-relevant questions of discourse, power, and institutional legitimacy.

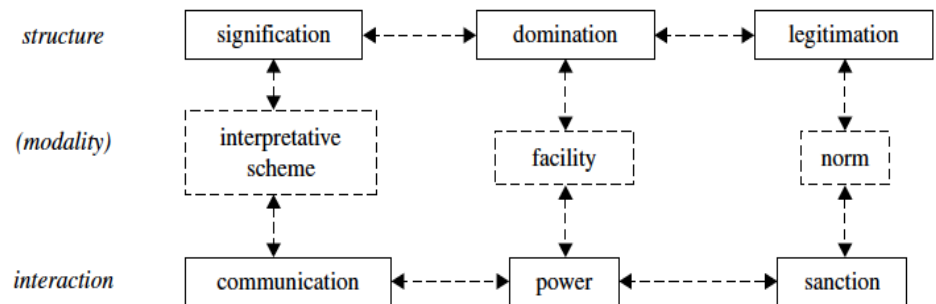


Figure 1. Forms of interaction in structuration theory (Source: Powers and Giddens, 1988).

The middle section of **Figure 1** from Powers and Giddens (1988) is devoted to ‘modalities’, how architectural dimensions are expressed in motion. Thus, when communicating, people rely on interpretive schemes associated with structures of signification; when exercising power, they rely on what Giddens calls facilities, such as rights defined by the structure of dominance, such as those about organizational position or ownership; and when sanctioning, they rely on norms of appropriate behavior embedded in structures of legitimation. For example, a manager’s action may be influenced by the strong norm of enhancing organizational performance; it may also be guided by an interpretive scheme that trusts in the efficacy of ‘strategy’ as a means of achieving this objective; and it will be enabled by facilities such as a sufficiently senior position within the organizational hierarchy.

The concept of structuration conveys this interdependence between structure and agency. The neologism gives the word ‘structure’ a sense of action through time: structuration suggests an active historical process. Agents engage in structuration when they utilize the diverse norms and resources of their systems; in doing so, they either reproduce or modify the structural principles that initially organized their activity. Thus, the theory of structuration permits both structural continuity and intentional innovation and change (Maalouf, 2023). Typically, structures function similarly to language: at their core, sufficient stability to allow the effective storage of knowledge over time, and at their periphery, the emergence of new terms and usages to meet altering needs and circumstances (Heracleous and Hendry, 2008).

Although Giddens primarily views structuration theory as a social theory to explain social life and change at the societal level, this theory can also be used to understand social relations at the organizational and interorganizational levels. Organizations are social systems in the same sense that Giddens defines social systems as social practices that are repeated and altered across time and space by the actions of human agents. As in societies, members of organizations participate in political processes, meaning-making, and legitimacy. In responding to and utilizing the social structures in which they are immersed, e.g., resolving conflicts, compromising, negotiating, evaluating, taking risks, etc., they face the same obstacles as in larger social contexts (Staber and Sydow, 2002). If structuration theory is applied as a meta theory, reconstructing and integrating valuable concepts from other theories around its

central focus, it can aid in the understanding of organizational and interorganizational social structures and processes. This theory is particularly useful for examining adaptive capacity because it emphasizes processes without dismissing structures and recognizes the significance of structural change without ignoring the need for stability.

In numerous works on organizational transformation, organizational slack has been viewed primarily as a structural element of adaptive capacity, boosting the ability of organizations to adapt to unexpected external situations (Akgün et al., 2012; Duchek, 2020; Jiang et al., 2019; Linnenluecke et al., 2012). This study proposes that structuration theory, within its reference to the duality of structure, the stratification model of the agent, and institutional reflexivity, provides a useful framework for elucidating the challenges of managing organizational adaptive capacity, including the rules and resources that must be reproduced or continuously adapted in terms of their signifying, legitimizing, and dominating dimensions. Adaptive capability comprises the tensions and conflicts at the core of an organization's responses to an uncertain environment.

3. Materials and methods

Organizational transformation appears to be a fascinating and almost eroticizing economic stimulant. Almost no organizational problem has received as much attention as organizational change and change management has been highly regarded as a remedy. Reflecting the significance of organizational change in the contemporary business environment, there is a growing body of academic research on this topic (Schwarz, 2012). The main objective of this study is to analyze, investigate the implications and identify differences in the progress of the effect of institutional changes and organizational transformation in Indonesian higher education. The exploratory method was utilized to evaluate the possibility of an issue arising throughout the study process.

This study aims to clarify concepts, establish priorities, explain the meaning of the term, and develop the central idea. According to Cooper et al. (2006), the exploratory analysis facilitates the acquisition of new knowledge when the factors cannot fully explain it. The exploratory method can be used to evaluate subjective issues, less representative data, and unsystematic designs. Consequently, organizations can also be regarded as a system of responsibilities and a flow of activities designed to accomplish a common objective. This definition emphasizes the importance of organizational structure and processes for achieving shared goals (Aninkan, 2018). Change is simply the transition to a new or distinct condition or circumstance. It implies the introduction of something novel or uncommon in place of the status quo. Change is a constant facet of organizational existence at both the operational and strategic levels (Burnes, 2004). Regarding the significance of an organization's ability to anticipate its future demands and manage the modifications that are needed to get there, there should be no debate (Todnem, 2005).

The specific contribution of this study is to generate discussion on the process of change and transformation in higher education institutions, and specifically the case of Indonesia. This research is specifically designed to go through a conceptual analysis using a case study of a higher education institution in Indonesia. The rationale is to

encourage organizational transformation and how this is achieved during the general institutional change that takes place in higher education institutions. As is common with the interpretive paradigm using explorative studies, it is appropriate to examine such organizational change and transformation processes (Bhatnagar, et al., 2010). The case study is chosen because to its representation of a typical building society that possesses both national coverage and power. Indonesia applies higher education policies in a consistent and standardized manner. Irrespective of their distinct geographical and socio-economic circumstances, Indonesia's over 4,500 colleges are governed by identical norms and regulations (Kemendikbud, 2019). This study employs a method of literary analysis that draws upon books and scientific journal articles, which are subsequently synthesized with the author's perspective.

4. Results and discussion

To improve organizational performance and transformation, organizations should adapt to and respond to relevant changes promptly (Damanpour et al., 2009; Dess and Picken, 2000; Kantur and Arzu, 2012). As the transformation takes shape, organizational members may experience apprehension and anxiety. This could be related to apprehension of the unknown. Given these facts, it seems improbable that senior leaders of an organization would underestimate the significance of change program (Bernerth, 2004; Weiner, 2009). Change is a regular component of organizational life and a fundamental aspect of nature, whereas resistance is a fundamental aspect of change. This is partly because people are uncomfortable with the new, unfamiliar, and unknown, and they desire stability, even though development cannot be achieved by being static (Charlotte and John, 2004; Mcgovern et al., 2015; Walter, 2021).

Sustaining successful transformation in higher education is a difficult task (Keen, 1981; Kuh et al., 2011; Molderez and Fonseca, 2018; Wood and Breyer, 2017). Change attempts are rarely successful despite the significant resources and time committed in organizational change projects (Charlotte and John, 2004; Fernandez and Rainey, 2006; Kemelgor et al., 2000; Kerber and Buono, 2005; Tsoukas and Chia, 2002). The amount of literature on change is vast, and this study focuses on a specific component of that material: sustaining change (Boucé, 2003; Chauhan et al., 2022; Noar et al., 2007; Walter, 2021). Universities and colleges are distinct institutions. They are systems with loose coupling, diffuse decision-making, and purpose ambiguity. These organizational characteristics, in turn, impact the change process and offer specific change techniques in higher education contexts. As loosely connected systems, schools and universities have very precise environmental sensing and can quickly make minor adjustments; nevertheless, they have difficulties spreading a significant change throughout the institution (Autor, 2015; Biggs, 2001; Weick, 1982). Adaptation to exploit present chances and adaptability to future opportunities necessitates stability against flexibility tradeoffs. Boumgarden et al. (2012), Boyce (2003) and Weick (1982) proposed that organizational change should be centralized when subunit adjustments can have discontinuous, long-term impacts at a high cost, and decentralized when subunit adjustments have continuous, short-term effects at a low cost.

Many practitioners and organization researchers in the field of higher education (Fink-Hafner and Dagen, 2022; Fürst et al., 2022; Ion et al., 2019; Jyoti and Bhau, 2016; Kuoppakangas et al., 2019; Middlehurst et al., 2009) have investigated the connections between leadership in higher education and successful institutional change. This is due to the fact that leadership that is attentive to the unique characteristics of higher education systems is essential to the success of institutional change. In higher education, there has been a lot of research done on the culture, the structure, and the environment. This research has provided us with implications for lasting transformation. Collegial culture, managerial culture, developmental culture, and negotiating culture are the four cultures that can be found in the academic world, as described by Ripatti-Torniainen and Stevanovic (2023) and Stensaker (2018). Meanwhile, when looking at the relationship between culture and change, Bergquist (1992) noticed that there is a conflict between all four cultures that can be found at educational institutions like colleges and universities. In addition to this, Bergquist (1992) the manifestation of these cultures into three distinct institutional realms, namely structure, procedure, and attitude. Bergquist (1992), when he was discussing the topic of change in higher education institutions, asserted that organizational change is required in each of the three domains. For change to be sustained, process change must go hand in hand with structural change.

According to Gornitzka (1999), Gornitzka and Maassen (2000), Lopez-Gunn and Cortina (2006), and Van Vught (1989), there are two distinct state governance systems or models applicable to higher education institutions: rational planning and control and self-regulation. The rational planning and control model is distinguished by a strong belief in the capacity of government actors and agencies to acquire complete and accurate knowledge and to make optimal judgments. In addition, these governmental actors attempt to steer an object by employing tight laws and vast control mechanisms, and so view themselves as all-knowing and all-powerful actors capable of steering a portion of society according to their own purposes. In contrast, the self-regulation model is more modest. The focus here is on monitoring and feedback. Important is the notion that a decision-maker should only focus on a small number of crucial variables that should be maintained within acceptable ranges. In this concept, the government is primarily an actor who monitors the rules of the game played by relatively independent players and modifies the rules when the game can no longer produce desirable outcomes. Regarding higher education policies, two fundamental models are known as the state control model and the state supervision model (Goedegebuure et al., 1994; Kuoppakangas et al., 2019). One model emphasizes centralized, direct steering and planning-based and/or rule-based control of higher education, while the other operates within a decentralized structure with indirect control based on market-like mechanisms and self-regulation. The general focus of these evaluations is on the closeness or looseness of the ties between central political authority and higher education institutions.

In Indonesian higher education cases, the purpose of the policy governing higher education is to enhance the well-being of stakeholders who are directly or indirectly involved in management. Every tertiary institution must have a strong desire to understand change as a system that is inherent in the dynamics of higher education in order for the implementation of change values to be able to be internalized as a culture

that is attached to the management process at Indonesian higher education institutions. This is because there is increased competition in the world of education and towards World Class Universities (WCU). World Class Universities (WCU) are the best universities in the world. The requirement placed on the institutions to implement the three pillars of higher education in Indonesia contributes to an increase in the difficulties of the situation. The three pillars of higher education that make up the *Tridharma* are community service, research, and education. In addition to serving the community through academics, the university also provides value to the marketplace and society through these three pillars. For a university's system of administration to be adequate to fulfill these tasks, the autonomy of higher education must be incorporated as an essential and unavoidable component. This study's primary focus is on organizational change in higher education institutions. The idea of organizational change is investigated within the framework of various government policies and programs. Because of this focus, we must elaborate on the historical context and nature of each of the highlighted policy challenges, as well as characterize our program and policies in terms of their relationship to larger overarching qualities. In light of this, there is an additional need to shed light on characteristics of policy-making that are complementary to the theories that have been outlined above, and in this regard, the body of social science literature on implementation and innovation can contribute to our understanding of change processes (Maalouf, 2023).

Individual actions and agency should not be viewed of as apart from social institutions (Fuchs, 2003; Powers and Giddens, 1988). On the other hand, structures both permit and restrict the actions of individuals within the context of a process that iteratively organizes the arrangement of day-to-day existence. For these structures to have meaning and influence, social systems use the imposition of norms and the allocation of resources to sanction particular forms of social conduct that get routinized in day-to-day practice. This allows these structures to have meaning and influence. Rules and resources, which are considered to be structural aspects of social systems, serve concurrently as both the medium and the outcome of the processes that they recursively structure and organize. Rules and resources are recognized as structural qualities of social systems. Giddens argues that three elements of the duality of structure—signification, dominance, and legitimacy—are consistently exploited to maintain communication within social institutions. Signification refers to the structural aspects linked most closely with language and the negotiation of meaning. Through and through communication processes, structure emphasizes the recursive grounding of meaning. Storytelling, for example, can serve as a potent mechanism of signification within organizations because it offers a vocabulary for articulating shared meanings, histories, and experiences that solidify the communicative features of the structure itself. Domination refers to the system components involved in the distribution of material and symbolic resources. Disturbances in the distribution of resources can have major repercussions that can lead to a restructuring of the social order. For instance, a business may make substantial investments in a new project or implement a new management model that disrupts the routine activities and practices of the social system, forcing a structural transformation. Lastly, legitimation is most directly tied to parts of the system that pertain to normative regulation and control. Policies and regulations are great frameworks for comprehending legitimation

processes. By creating a new normative baseline for what is and is not acceptable workplace behavior, an organization that implements a new policy restricting the ability to work from home or enforcing a new dress code will significantly alter system practices and meanings. Actors affect the social system by legitimizing their goals through adherence to policies.

The idea put forth by Giddens also stipulates that processes within an organization are connected to its structures in the sense that practices are imbedded in the system and are dependent on the manner in which the structure either facilitates or restricts action. As a result, structure proposes that a concept of scheme should be used to comprehend the actors responsible for the creation of organizational structures as both the medium and the result of organizational design. Within the framework of the structure viewpoint, the role of actors encompasses not only that of a player, but also that of a medium and an outcome. However, in accordance with the Education Law of Higher Education No. 12 of 2012, institutions of higher learning are required to continue adhering to the responsibility known as *Tridharma*, which aims to advance science and technology while also valuing the arts (Andriana et al., 2020). When it comes to ensuring the continuity of institutions, structure places an emphasis on the significance of normative frameworks such as norms and policies. Not only can policies serve as resources for individuals to contribute to the formation of shared meaning, but they can also be utilized to regulate and govern behavior. As a consequence of this, one may say that policies in social systems both enable and constrain behaviors at the same time. One way to classify policies is according to the degree of transformation in the higher education system that they intend to bring about. is a strategy that may be implemented across an entire higher education system, or it may focus on individual institutions, sub-institutions, or students (Wan et al., 2023).

Scholars have adopted the structure process to make sense of policy communication during at least three stages: creation and negotiation, implementation, and evaluation. First, structure and its central components predominate in policy assessments that explore how policies are formulated and negotiated by major stakeholders. No policy is ever introduced in a vacuum; its scope, intended effects, and timeline must all be taken into account during the formation process. These considerations are important because the introduction of new policies might have a negative impact on agencies and disrupt routine behaviors that have been ingrained in particular social structures. These conflicts or contradictions are crucial areas of investigation for organizational researchers because they reveal how meanings are repeatedly negotiated and contested (Andriana et al., 2020; Berends et al., 2003; Kirby and Krone, 2002). Kirby and Krone (2002) on the topic of maternity leave policy demonstrates despite the fact that policies are commonly understood to be structural components, disagreements regarding meanings or values can frequently have a much greater influence within social systems. The degree to which policy is resisted or informal interpretations are promulgated by agents may have a significant impact on how the policy is put into practice.

Changes in institutional actions and performance results, as well as shifts in values, assumptions, and approaches to inquiry, are indicators of successful institutional transformation. Changes in institutional values, assumptions, and inquiry methods are also important. Although structural and procedural changes frequently

motivate administrators, these modifications reorganize the internal environment rather than fundamentally altering it (Boyce, 2003; Luckenbill-Edds, 2002). According to the study findings, institutions of higher education must be seen as organizations that make an effort to “control” their surroundings to ensure their continued existence, expansion, and certainty. In light of this, it is clear that it is not sufficient to simply accept a policy as is. In addition to this, consideration ought to be given to how the procedure of policy design and policy development has been carried out. The very task of identifying specific features of interaction within a social system requires an understanding that meanings, power, and normative components are intertwined with one another and mutually dependent on one another. Therefore, it is essential to emphasize that a study of the structural features of social systems must take into account the more comprehensive and intertwining descriptions of social occurrences and activities that compose the system itself.

Structuration offers the potential for resistance within and alteration of social structures; nevertheless, significant transformation of social structures seldom occurs due to the ongoing process of reflexive monitoring that agents perform in order to make sense of day-to-day activities. Every actor has some degree of discursive and practical consciousness, which enables them to rationalize action taking place within the framework of the social system. Actors, in other words, have the ability to both reflexively examine the actions that are taken within the social structure (which is referred to as practical consciousness) and also can talk about the actions that they and others perform as part of the constitutive organizing of the structure itself. In other words, actors can talk about the actions that they and others perform as part of the constitutive organizing of the structure (discursive consciousness) (Fuchs, 2003; Powers and Giddens, 1988; Whittington, 2015). Human beings are unable to entirely control which option is selected; yet, through agency and human intervention, they are able to attempt to enhance the likelihood that a desirable option will be selected and to lower the likelihood that a less desirable option will be selected. Chance and necessity, together with subjectivity and objectivity, each play a role in the development of human history and steer it in a dialectical fashion. If we ignore the complexity and dialectical nature of these relationships, we will end up with reductionist notions that regard social change as being entirely decided either by random occurrences or by the full directing of our conscious minds (Fuchs, 2003).

The concept of human agency lies at the heart of structure. Human agency refers to the capacity of individuals to engage in purposeful activities that can have both intentional and unforeseen repercussions. Giddens characterizes human actors as informed agents who possess the capacity to employ resources and who have the potential to exert control over other individuals within contexts of purposeful interaction. The interactions between human actors are grounded in the human actors’ prior knowledge of the world, their skills, and the social norms that govern appropriate behavior. Their interactions hold intentions, meanings, power, and consequences, which lead to changes in the structures that regulate their actions. These changes are brought about by the interactions. Agents are both independent in the sense that they carry out a continuous flow of activities that are reflexively monitored and dependent in the sense that they are limited by their dependency on a social collective. Because

actors make use of structure, norms, and resources in the construction of social systems, the concept of actors' knowledgeable ability is an extremely important one (Pham, 2019).

In their study of organizational learning through social practices, Berends et al. (2003) demonstrated an intriguing usage of the duality of structure. They provided an illustration of how structures permit and restrict the work practices of a technical team that had to address equipment (resources) difficulties depending on their expertise (interpretive rules). Their activities were also mediated by the capabilities of other team members (domination) who drew on other sets of rules to alter the exercise in different ways (legitimation). The analysis of the organizational learning process confirmed that structure not only enables and restricts practice, but also reproduces itself over time by means of the same practice. Structuration has provided lenses for evaluating the effects of social, organizational, and cultural structures on both universities' collaborative practices. This analysis is preoccupied with the interaction between structure and agency. Individuals and society's dualism has been reconceived as the dualism of agency and structure.

The key concepts of structuration were used to study the various structural and cultural factors on collaboration in Indonesian higher education. These factors included 1) the socio-cultural dynamics of the academic group and the professional group on collaborative relationships; 2) issues of the structural and professional divide between academics and the library liaison staff; 3) the spatial and temporal dimensions of collaborative partnerships; and 4) inequalities in access to collaborative opportunities. The socio-cultural dynamics, however, it should be pointed out that the extent to which these factors had an influence differed between faculties, libraries, campuses, and universities in Indonesia. Berends et al. (2003); Jones and Karsten (2008); Rosenbaum and Shachaf (2010) acknowledge the impact that structuration has had on their respective fields' investigations into the dynamics of social practice. The researcher is able to gain a better understanding of the dynamic flow of social interactions and structure by applying the theoretical lenses of recurring interplay between structures and practice. In light of this, an investigation into the dynamic shifts in organizational structure and social behaviors, as well as the ways in which these things influence one another, was carried out. Additionally, the structuration analysis was instrumental in facilitating the discovery of the complex nature of collaborative relationships, in particular the various patterns of collaboration that are mediated by the interaction of social relationships of power, varied cultural values and norms.

The Indonesian system of higher education has been faced with a number of problems in the process of constructing an institution-wide structure for collaboration (Harto, 2018). The social structures, culture, and nature of work, as well as time, place, and perceptions of the academic's staff all influenced their collaboration, while the methods they used to collaborate either reinforced or modified these systems in order to permit their engagement in certain circumstances. In particular, it was discovered that the workload of academics is quite substantial, with ever-increasing expectations to do research, apply for research funds, and publish in high-quality forums. Moreover, academics staff in Indonesian higher education have *Tridharma* obligations as a need for their academic life. The study of collaboration as a structuring process at two levels of analysis (i.e., a broader view of social systems and the behaviors of participants)

has given valuable insights. On a broader scale, both universities demonstrated major changes in their organizational structures and management tactics, which had a direct impact on the social structures, work practices, and interactions between academics and library employees. At the level of the individual, each participating group relied from existing rules, norms, and resources to act, with their activities either reinforcing or modifying these systems.

Giddens' theory places an emphasis on the fact that human actors are informed agents who are capable of making use of or exercising control over resources. The capacity of actors to utilize resources in order to affect the behavior of other individuals or organizations can both give them power over others and provide them power over others. Fuchs (2003); Powers and Giddens (1988); Whittington (2015) emphasized the significance of time and space as structural components that link a social system together as a systemic structure and exist in its instantiations of social practices. It is due to time and space are fundamental to human experience. Giddens positioned all actors in their time-space trajectories relationally as social positions, which is a significant part of structuration. A social position is a social identity that contains an actor's privileges and responsibilities (Cabaron, 2023). These privileges and responsibilities define and establish the roles of the actors.

According to structuration theory, agency and structure are seen to be interconnected elements of a same process. Social practices have recursive characteristics. Structures are not bound by the constraints of time and space, but rather comprise a complete set of "rules" and "resources". "Rules serve as the means via which practices are created and replicated" (Giddens, 1979). The structuration theory of Anthony Giddens offers an extremely insightful viewpoint on the evolution and transformation of education. The key to comprehending social change does not lie in either the structure or the individual and contextual perceptions. Recursive social activities inherently enable us to comprehend both stability and change. Thus, according to Giddens, structures not only serve as obstacles, but also facilitate the occurrence of changes. In order to successfully implement change, it is necessary to increase the likelihood of specific possibilities while exerting pressure on frequently recognized and approved paths. The structuration theory, there should be no sense of shame or discomfort regarding the outcomes of our development endeavors. According to Giddens, each of our three phenomenographic categories can be viewed as a firmly established pattern of behavior.

The interactions between human actors are grounded in the human actors' prior knowledge of the world, their skills, and the social norms that govern appropriate behavior. Their exchange carries with it goals, meanings, powers, and repercussions, all of which contribute to shifts in the structures that are responsible for governing their behavior. An empirical obstacle is posed by the task of analyzing both the structural qualities of social systems that have an effect on actions and the actions themselves that exhibit structural properties. Although structuration offers the potential for resistance within and alteration of social structures, radical transformation is uncommon due to the agents' ongoing practice of reflexive monitoring of day-to-day events. All agents possess some amount of conceptual and practical consciousness, which enables them to rationalize ongoing social engagement. In other words, actors are able to reflect on the acts that are carried out inside the social structure (practical

consciousness) and to discuss the actions that they and others carry out as part of the constitutive organization of the structure itself (discursive consciousness). Within the social system, activities and discourses are constantly monitored by agents.

The reproduction of social structures is dependent on the ongoing negotiation of meanings, discourses, and actions, which is facilitated by structuring processes. Insofar as social systems are never entirely structural or agent oriented, structure offers a comprehensive model for comprehending the component parts of today's social organizations. This is due to the fact that structure is grounded in the assumption that social structures are never entirely autonomous. Therefore, the reiterative process of meaning construction that is evinced by the duality of structure is designed to highlight the complex processes that establish, maintain, and modify contemporary social institutions. These processes can be contentious at times. Organizations evolve following the expectations that have been institutionalized, and they do so within the context of values, conventions, and beliefs that are taken for granted. Intra-organizational elements, such as power distributions as well as institutional values, identities, and traditions, all have a role in shaping how an organization responds to the demands of its external environment.

The advancement of education in Indonesia higher education has long been dedicated to implementing particular techniques of change. Giddens' perspective suggests that educational transformation as a phenomenon deserves further attention and resources. The results of this study have significant consequences for Indonesia higher education about transformation and change. By employing procedures that connect agency and structure, higher education can potentially improve organizational transformation and change. Giddens' theory of structuration offers a valuable framework for comprehending the dynamics of organizational change in relation to transformation and change. The primary responsibility of higher education is to create and oversee sustainable systems that facilitate efficient communication and collaboration between organizations and their infrastructure.

5. Conclusion

Over the course of the last ten years, the higher education system in Indonesia has been subjected to a rapid institutional upheaval. This shift has been sped up by utilizing the models of private institutions that are supported by commercial conglomerates (Kemenristekdikti, 2019). The higher education system in Indonesia has seen substantial transformations in recent years. As a direct result of the industrial revolution and globalization 4.0, adjustments are being made to the organizational structure of Indonesia's higher education administration. This adjustment was made in response to calls for adjustments both internal and external (Tambunan and Anwar, 2019). Increased attention is required in order to successfully implement reforms in Indonesian higher education that are not just necessary but also a need. As a result, the main objective of this study is to analyze, investigate the implications and identify differences in the progress of the effect of institutional changes and organizational transformation in Indonesian higher education. The purpose of this research is to generate conversation about the steps involved in the process of making adjustments. This is accomplished through the use of conceptual analysis.

The term “structure” in the context of structuration refers to anything that is not only regarded as a type of collective interaction but also as something separate and different from the members of the group. Giddens’ concept takes use of the duality of structure and structuration in order to offer an explanation for the dynamic link that exists between human agency and the structure of social systems. This link exists because human agency is inextricably linked to the structure of social systems. The idea of a dual structure suggests that human actions were responsible for the organization of the social structure, and the constitution itself acts as the medium through which this concept is communicated (Andriana et al., 2020). Communication, the exercise of power, and sanction are the three defining interactions that (Giddens, 1984) sees as being the means through which this agency is exerted. Organizations are social systems in the same way that Giddens describes social systems as social practices that are repeated and modified via the acts of human agents across time and space. As in societies, organizational members participate in political processes, meaning-making, and legitimization. In responding to and utilizing the social structures in which they are immersed, i.e., resolving conflicts, compromising, negotiating, appraising, taking risks, etc., they encounter the same obstacles as in larger social contexts (Staber and Sydow, 2002).

When it comes to ensuring the continuity of institutions, structuration places an emphasis on the significance of normative frameworks such as norms and policies. Not only can policies serve as resources for individuals to contribute to the formation of shared meaning, but they can also be utilized to regulate and govern behavior. As a consequence of this, one may say that policies in social systems both enable and constrain behaviors at the same time. One way to classify policies is according to the degree of transformation in the higher education system that they intend to bring about. It is a strategy that may be implemented across an entire higher education system, or it may focus on individual institutions, sub-institutions, or students. In Indonesian higher education, Higher education’s function reflects the constellation of interests expressed by diverse organized interest groups in the sector, such as student unions, staff unions, professional associations, industry, and regional authorities (Wan et al., 2023). In higher education, the Indonesian Ministry of Education is merely one of several stakeholders. All stakeholders have a claim on higher education’s role and direction.

The decision-making process is fragmented and dominated by clusters of interest groups (including the government) with acknowledged participation rights. The autonomy of institutions of higher education is negotiated and the consequence of a power and interest allocation. Changes and transformations in power, interests, and alliances affect the evolution of institutions of higher education. Regarding the policymaking arena, it might be claimed that there is no primary arena. Extreme decentralization exists in the sense that decisions are personalized, except for the state’s role as the “second line of defense.” Social engagement occurs via market action, i.e., through the consumption of public services. The prevailing organizational structure resembles a firm operating in a competitive market. Institutional autonomy is contingent on the institution’s ability to endure. Changes in higher education rely on the rate of environmental stability or change. Thus, changes and transformations in higher education are historical and evolutionary, as opposed to the consequence of “reforms”.

Based on our study and conclusions, we propose a set of change levers that aim to offer practical benefits for strategic policy in organisational transformation and change strategy within higher education. The scope of this study is restricted to examining the processes of change and transformation within the context of higher education in Indonesia. Potential future research endeavors may involve investigating the impact of organizational change and transformation on organizational success using the framework of structuration theory. This research has the potential to be expanded to include additional geographical regions and organizational frameworks.

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