Competence-Based Public Relation in Higher Education

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ABSTRACT
Entering the era of campus autonomy, almost all tertiary education institutions are faced with a situation of readiness for independent funding, quality educational services and healthy competition among other universities. These prerequisites are non-negotiable, however, the image of higher education institutions to be respected must also be considered by all parties so that the impression of cheap competition does not penetrate the institutions that produce our intellectual cadres. What strategic efforts are made that higher education institutions do not get caught up in cheap business strategies and mislead their young generation? It is noteworthy that before the era of campus autonomy was rolled out actually higher education institutions, both State Universities and Private Universities, were already in a public space filled with management demands that prioritize openness and professionalism. Students as consumers, education services are consumers who have critical, rational and responsive characteristics so that the management of higher education should be handled in an integrated manner. The repressive era has passed, but the anarchism era on campus should not spread. For those who have been aware of this reality, the era of campus autonomy is more of an affirmation of policies that are more oriented towards building credibility or institutional or Corporate Identity which is oriented towards Good Corporate Governance. Large private universities in Yogyakarta or Solo do not seem to have experienced panic. Meanwhile, for state universities that rely on funds from the central government, some are starting to lose ground, especially for private universities whose policies are still oriented towards being inward looking and just being able to live. The author agrees that society needs to be more vigilant. Because there will definitely be higher education institutions that will blindly respond to the competition map going forward. Ethics in selling their products can be full of “lying” language that can trap consumers. The lures offered ranged from low cost, rapid graduation, attendance could be arranged, promised employment opportunities, the place for the lecture could be determined by participants, but the matter of quality was not touched on. The important thing is for students, so that the funds allocated to increase the turnover of new student admissions are redundant and irrational (in the composition of higher education budgeting based on the Tri Dharma of Higher Education).

KEYWORDS
Competence-based
Honest
Transparent
Sincere

1. Pendahuluan

The terms of education and tertiary institution are often interchanged with the assumption that they have the same meaning, while actually having different meanings. Higher education is education in the school education pathway at a higher level than secondary education in the school education pathway. On the other hand, tertiary institutions are educational units that provide higher education. To get to know and further distinguish the two meanings, here is a brief discussion.

Higher Education

According to the Government Regulation of the Republic of Indonesia Number 60 of 1999 concerning Higher Education, the objectives of higher education are: (a) Preparing students to become members of society who have academic and / or professional abilities who can apply, develop and or enrich the repertoire of science, technology, and or the arts. (b) Developing and disseminating science, technology and / or arts and striving for their use to improve people's lives and enrich national culture.

Higher education consists of academic education and professional education. Academic education is education that is directed primarily at mastering science, while professional education is education that is directed primarily at the readiness to apply certain skills. The two types of education are each subdivided into (1) Academic Education, such as: (a) Degree Program, (b) Graduate program (Masters Program and Doctoral Program). (2) Professional Education, such as: (a) Diploma Program I, (b) Diploma Program II, (c) Diploma Program III, (d) Diploma IV Program.
Higher education institutions provide higher education, research, and community service. Higher education is an activity in an effort to produce educated humans as the criteria already mentioned above. Research is an activity that observes the rules in an effort to find the truth and / or solve problems in science, technology, and or the arts. Community service is an activity that utilizes science in an effort to contribute to the advancement of society. A college can take the form of an academy, polytechnic, high school, institute, or university. The meaning of each educational unit is as: (a) Academy: Organizing professional education programs in one branch or part of a particular branch of science, technology and / or arts. (b) Polytechnic: Organizing professional education programs in several areas of special knowledge. (c) High School: Organizing academic and / or professional education programs within the scope of one particular discipline. (d) Institute: Organizing academic and / or professional education programs in a group of science, technology and or similar arts disciplines and (e) University: Organizing academic and / or professional education programs in several disciplines of science, technology, and / or certain arts.

Furthermore, in order to facilitate the discussion, the author will mainly use the model or university term with the understanding that in principle the discussion also applies to other types of tertiary institutions. Typical university terms, such as chancellor, assistant chancellor, faculty, and so on, can be found for equivalents in other types of tertiary institutions.

Private Vocational School of Education

On the one hand, a tertiary institution as defined above is an educational unit that organizes higher education. Furthermore, higher education institutions are divided into several types, namely academies, polytechnics, higher education, institutes and universities. On the other hand, Government Regulation Number 60 of 1999 concerning Higher Education stipulates that the administration of higher education which is carried out by the community must be in the form of a foundation or a social body. The provisions appear to be intended to give higher education providers legal entity status. So, there is a kind of level in the administration of private higher education, namely the first level of university and the second level of foundations. For state universities, the tertiary institution itself is a non-profit State-Owned Legal Entity (BHMN), parallel to State-Owned Enterprises (BUMN). In more detail, State Owned Legal Entities will be discussed separately later. However, in a further development, there is a goal to transform private universities into a kind of separate legal entity. Motivation is driven by the assessment that the existence of two levels of private higher education creates high bureaucracy, thus hindering the agility of the private university’s movement. With private universities they can act more independently and autonomously and do not need other legal entities to support them. Legal entities are bodies that have the same rights and obligations as legal persons.

The rights, among others, are allowed to establish a business entity, own assets, own land, and so on, within the boundaries regulated by legislation. The concepts that exist in the law regarding the national education system will be discussed further below, along with discussion of the law on the National Education System (Law Number 20 of 2003). Figure 1.1 provides...
an illustration of the differences between public and private higher education providers, both past and present and future. However, we also need to know that educational legal entities are still controversial and widely rejected by higher education circles, even though they have been included in the law.

**State Owned Legal Agency**

Regulations on State Owned Legal Entities (BHMN) are contained in the Government Regulation of the Republic of Indonesia Number 61 of 1999 concerning the Designation of State Universities as Legal Entities. The regulation states that state-owned tertiary institutions are non-profit state-owned legal entities. The point is that state-owned tertiary institutions are independent legal entities and have the right to perform all legal actions as befits a legal entity in general. Even though it is non-profit, state-owned tertiary institutions can carry out other activities and establish business units, the proceeds of which are used to support the implementation of the main functions of the higher education. As a first step, the tertiary institutions that have been converted into State-Owned Legal Entities are the University of Indonesia, Gadjah Mada University, the Bandung Institute of Technology, and the Bogor Agricultural Institute, while other PIN-PTNs will follow later.

**Rationale**

Globalization, free trade, the economic crisis and the development of civil society are apparently the main triggers for this policy to be implemented by the government. The explanation of the Government Regulation states that the process of forming a more democratic civil society requires a trusted partner who is able to act as a moral force. Higher education is expected to be able to play this role if it fulfills the necessary prerequisites. Independent moral strength can be had if universities gain autonomy. The scope of higher education autonomy is that (1) Students' rights to study and lecturers' rights to teach, according to their respective interests. (2) The right to set its own priorities and to carry out scientific research wherever it may aim to take into account the interests of society. (3) Tolerance of differences of opinion and free from political interference. (4) As a public institution through education and research, tertiary institutions are obliged to develop basic freedom and justice, humanity and solidarity, and are obliged to help each other, both materially and morally, in a national and international context. (5) Obliged to disseminate and develop science, technology and art. (7) Avoid intellectual hegemony. (8) Has the right and responsibility to use its own resources independently to support its activities.

**Higher Education Organizations as State Owned Legal Entity**

Higher education consists of elements of trustee boards, audit boards, academic senates, leaders, lecturers, administrative staff, librarians, technicians, academic executing elements, administrative executing elements, and supporting elements with the following explanation: (1) Board of Trustees: it is a university organ that functions to represent the government and society and consists of elements from the minister, the academic senate, the community, and the chancellor. (2) Board of Audit: this one is a university organ that independently evaluates the results of internal and external audits of higher education institutions for and on behalf of the Board of Trustees. (3) Academic Senate: in the highest normative scope in tertiary institutions of the academic field, consisting of leaders, faculty deans, professors who are elected by election, non-professor vice lecturers who are elected by election, the head of the library, and other elements determined by the relevant Academic Senate. (4) Leader: The leadership of higher education consists of a chancellor who is assisted by several assistant chancellors. (5) Academic Implementing Element: Consists of faculties, departments, institutions, centers, and other forms deemed necessary. (6) Administrative Implementing Element: Consisting of bureaus, divisions, and other forms deemed necessary. (7) Supporting Elements: Consisting of libraries, laboratories, workshops, computer centers, experimental gardens, and other forms deemed necessary.
Figure 2 State Owned Legal Entities

3. Analisis dan Pembahasan

Foundation Legal Agency

At the time of writing this book, almost all private higher education institutions are still foundations. The form of foundation, prior to the issuance of the new Foundation Law, was the most popular form of legal entity used for social activities because it was quite simple and there were no strict regulations governing it. In 2001, the government issued Law of the Republic of Indonesia Number 16 of 2001 concerning Foundations, which came into effect on August 6, 2002. The existence of this Law confirms that foundations are legal entities. Previously, not all foundations were in the form of legal entities because some were already legal entities and some were not or were not. Furthermore, previously there were no regulations governing foundations.

Rationale

The law on foundations was made because the establishment of foundations in Indonesia up to that time was only based on customs in society and the jurisprudence of the Supreme Court. Then, even then, there was no law regulating it. According to the explanation of the Law of the Republic of Indonesia Number 16 of 2001, the facts show the tendency of people to establish foundations with the intention of taking refuge behind the status of a foundation legal entity, which is not only used as a forum for developing social, religious and humanitarian activities, but also aims to enrich themselves of the founders and administrators. In line with that, many problems arise because of it, such as disputes between the management and the founders or other parties. Another problem is the allegation that foundations are used to accommodate wealth originating from the founders or other parties and obtained by means of illegal means. The problem cannot be resolved legally because there is no positive law regarding the foundation as a juridical basis for its resolution. Therefore, the Law affirms that a foundation is a legal entity which must have social, religious and humanitarian aims and objectives and be established with due observance of the formal stipulated requirements.

Controversial Law

Before and after being passed by the House of Representatives and the Government, the controversial law received repeated protests from the management of the foundation because it was seen as too ethical, inhuman, generalizing, lacking flexibility, and so on. It is unethical because there are so many things that are regulated by the Government so that the community loses the flexible and easy way of organizing. It is inhumane because if the management of the foundation violates the articles of association and harms a party, then they will be subject to civil and criminal penalties. On the other hand, they are not allowed to receive honoraria. This regulation is heavier than the sanctions imposed by the directors of a Limited Liability Company, whereas they may be paid without a limit. Generalizing because the community considers that all foundation management are as dishonest as foundation officials who abuse the status of the foundation to enrich themselves and hide wealth obtained illegally. Therefore, before the law came into effect, there was already an intention to revise it because there
were so many protests from the wider community. It seems that only jurists and notaries are happy because with the existence of a law, there is already legal certainty that can be used to resolve disputes that often arise. However, a good law must not only have legal certainty, but also must be fair and humane. Apart from that, those are the regulations that apply when an entity, including a university, wants to be managed by a legal entity in the form of a foundation.

Foundation Organs

A foundation has an organ consisting of a supervisor, administrator and supervisor, each of which can be briefly explained as follows: (1) Coach: The supervisor is an organ of a foundation with the authority not delegated to the management or supervisor by law or the articles of association. This authority includes: deciding amendments to the articles of association, appointing and dismissing members of the management and supervisors, establishing general policies for the foundation, ratifying the work program and draft of the foundation's annual budget, and making decisions regarding merger or dissolution of foundations. (2) Management: Management is a foundation organ that carries out the management of the foundation. (3) Supervisor: Supervisor is a foundation organ whose job is to supervise and provide advice to the management in carrying out foundation activities, such described in the following figure 3.

![Foundation Organization Diagram](image)

Figure 3 Foundation Organization

Law on The National Education System

At the time this book was being prepared, the Republic of Indonesia's Law on the National Education System, namely Law Number 20 of 2003, in lieu of Law of the Republic of Indonesia Number 2 of 1989 concerning the National Education System, had just been passed. Consideration of the law states that the Law of the Republic of Indonesia Number 2 of 1989 is no longer adequate and needs to be replaced and adjusted to the principles of democratization of education. Furthermore, the general introduction states that the reform movement in Indonesia generally demands the application of the principles of democracy, decentralization, justice, and upholding human rights in the life of the nation and state. In relation to education, the above principles will have a fundamental impact on the content, processes and management of the education system. Educational reform also includes eliminating discrimination between government-managed education and community-managed education.

This section does not intend to discuss the content and changes to the national education system, but will only address matters relating to the management and administration of higher education. In law, several proposed provisions can be cited regarding the above, for example: (1) The management of higher education units is carried out based on the principles of au-
tonomy, accountability, quality assurance, and transparent evaluation (article 51 paragraph 2). (2) Higher education institutions determine policies and have autonomy in managing educational units in their institutions (article 50 paragraph 6) (3) Providers and / or formal education units established by the government or the community in the form of educational legal entities (article 53 paragraph 1). (4) The educational legal entity as referred to has a non-profit principle and can manage funds independently to advance educational units (article 53 paragraph 3). (5) Higher education can take the form of academies, polytechnics, colleges, institutes, or universities (article 20 paragraph 1). (6) Higher education can organize academic, professional, and / or vocational programs.

From this law, the direction of higher education management regulation will clearly be to form broader autonomy and higher education independence by granting its own legal entity status. However, what is meant by “legal education bodies” (BHP) is not at all clear. Educational legal entities, like state-owned legal entities, are actually a special legal engineering. Provisions regarding educational legal entities will still be regulated in a separate law. At the time this book was being prepared, there was still quite an intense polemic regarding the Draft Law on Education Legal Entities because most higher education foundations still wanted flexible regulations and still maintained the form of a foundation. Administrators of private tertiary education generally do not want the same regulations as public universities.

Discussion

Management of Teachers in Various Countries

As a comparison, it is better if we get to know some of the ways of administering and administering higher education in several countries such as the United States, United Kingdom and Australia, as will be described below. As can be seen later, there are some similarities to the governing bodies and there are differences. The differences exist in structure, but some are only in terms. The development of the way of implementation is of course based on the higher education system in each country, such like in The University of California, USA

An example could be given by the organization of the University of California (UC), a public university with 9 campuses throughout the state of California, with a student population of approximately 187,000. Its highest chair is the Board of Regents whose members are elected by the Governor of the State of California. In addition to providing general policies and deciding budgets for the entire University of California system, the Board of Regents appoints the President of the University and the nine chancellors, directors, provosts, and deans who run each campus on a day-to-day basis. The University of California campuses are in Los Angeles, Berkeley, San Francisco, Santa Cruz, Santa Barbara, Riverside, Irvine, San Diego, and Davis. Each campus is so large that it can already be considered a university in itself. Chancellors (equivalent to rectors) are the chief executive officers for each campus who are responsible for day-to-day campus management. Executive Vice Cluzzellor is the chief operating officer and acts as Chancellor in the event of the latter’s absence.

Competency Based Educational Public Relation Strategy

Definition of PR (Public Relation)

"PR practice is the planned and sustained effort to establish and maintain goodwill and mutual understanding between an organization and its publics". In the following definitions Public Relations is defined as (1) Ahmad Sarji Abdul Hamid in 1990 viewed public relations as: "An image maker for the various ministries and government agencies and a source of information that would encourage debate about government policies and performance" (Sriramesh, 2004). (2) "Public Relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and plans and executes a program of action to earn public understanding and acceptance" (Cutlip et al., 2000). (3) "Public Relations is part of the management of communication between an organization and its publics" (Grunig and Hunt, 1984). "Public relations as' managing strategic relationships” (Hutton, 1999). (4) I told you that my university is good and the service is excellent ..... advertisement There are other people telling you that my university is good and the service
is excellent ... promotion. You come and tell me that you have heard that my university is good and the service is excellent ... and these are Public Relations.

Role of Public Relation For College Education

Public Relation can be functioned as (1) Building a Successful Image: Public Relations is: The art and science of analyzing trends, predicting their consequences, counseling organization leaders and implementing planned organizations as well as public interest. (2) Application: Public Relations is used so that universities are liked and respected by all stakeholders. (3) Target: Image-Understanding-High Reputation: Like an orchestra, the issue of image formation (public relations) is a responsibility, Stevi Wonder puts it in: a ‘friend’. He mentioned that a friend is like a note of a song; One melody and harmony there together, and to make music benefits in building an image. These terms of a friend are benefit for individuals due to his Level of Personality and Social level, work harmony, Climate and productivity, competitiveness as well.

Public Relation Management Strategy

Public Relations is not a "habit" activity but it puts forward strategy to secure direction, goals and objectives. This needs to understand the attitudes and behavior of society (internal and external) also requests mastering the background of the attitude. The most important in public relation is to identify who the public, what form and segmentation and what their needs ad wants. The effectiveness of Public Relations Officer needs the willingness of the top management to integrate communication strategy, which includes (1) Socialization of new values, (2) Creating a conducive communication climate, (3) Providing a multimedia-based information facility, (4) Proactive in the use of media relations, and (6) Strengthening networking. As based on the survey, the monitoring and evaluation, both internally and externally of stakeholders shows the implementation of public speaking is related to the use of (1) Support management to achieve goals. (2) Harmonious relationship with the public. (3) Two-way communication. (4) Serving the public. (5) To overcome the Crisis of management and (6) To do the Socialization of policies. Finally, it should be noted how to develop training to meet the requirements of this unit. Professional organizations/training and educational institutions can hold integrated/comprehensive training by considering the principles of CBT (Competency Based Training) specifically for this competency unit including gradual development of training in vocal processing, compiling event rundowns, and ability to read event mapping.

The Process of Forming a Successful Image

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Figure 4 The Process of Forming a Successful Image
References


The University of California Website, Organization of the University, Last updated Fall 2002


