

RELIGIOUS SERVICE PARADIGM IN MANAGING THEOLOGICAL SEMINARY

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ABSTRACT

STT is one of the formal higher education organizations in Indonesia which was built as a place to prepare prospective Christian religious leaders, both pastors and religious teachers with legal diplomas. STT has a different understanding and philosophy than other formal universities in Indonesia. Based on this phenomenon, this research will show how the religious service paradigm affects organizational behaviour in Indonesian's theological Seminary (STT). This research is designing only to map the phenomena that occur in the field, in this case how the service paradigm influences organizational behaviour in STT institutions through observation and interview. It is found that the service organizational culture in the STT environment has a significant influence on the performance of its employees.

Keywords: Religious Service Paradigm, Organizational Culture, Higher Education Management

I. INTRODUCTION

Every organization has its own culture in it. This organizational culture is a driving force that drives the organization. Furthermore this organizational culture has an impact and influence on each individual in it (Cameron & Quinn, 2006). This also applies to educational organizations, because educational organizations are essentially an organization. As with other educational organizations the higher education organization must also have an organizational culture that moves it (Indrajit & Djokopranto, 2006). Each organization will have its own organizational culture in accordance with the philosophy it adheres to. The philosophy and ideology that is adhered to certainly is the basis of the formation of culture in educational organizations (Usman, 2009). Theological College -in Indonesia called as STT (Sekolah Tinggi Teologi), further more in this article

it will be mentioned as STT- is one form of higher education organization in Indonesia. STT is under the auspices of the directorate general of Christian education, but is also still connected with the ministry of higher education technology research (Kemristekdikti). This is because STT is one of the formal higher education organizations in Indonesia. STT was built as a place to prepare prospective Christian religious leaders, both pastors and religious teachers with legal diplomas. Based on these objectives, STT has a different understanding and philosophy than other formal universities in Indonesia.

As in the above understanding, the meaning of an organization will influence the organizational culture of the organization. The understanding and philosophy of STT is the basis of the effect of the enactment of organizational culture in the university

Looking at its purpose as a forum for preparing Christian religious leaders, STT has a basic understanding which is also certainly related to that idea. Based on this, STT makes the religious paradigm - in this case Christianity - the driving culture of its organization. The phenomena and reality that researchers have observed, STT has a paradigm of service to God that is in accordance with the Christian faith as the basis for managing its organization.

This paradigm becoming a basic idea for managing this organization, it is deemed appropriate to be implemented at STT in accordance with the aim of the institution to produce leaders of Christianity in the community. The service paradigm that forms the basis of STT management is a differentiator key with other tertiary institutions. This difference paradigm will of course be a differentiator between public universities and STT in terms of the management of the organization and the organizational culture in it. As stated by Cameron & Quinn (2006) organizational culture can influence each individual in the organization. Based on this phenomenon, a research question was revealed which underlies this research, namely: how does the service paradigm affect organizational behaviour in Indonesian's theological Seminary (STT)? This research is expected to reveal how the service paradigm used by STT institutions in Indonesia can influence individual organizational behaviour within it. So when it has been obtained how the influence will be designed according to the appropriate management model and can improve and develop service performance in the organization.

important role as an organizational function and a set of processes for creating, communicating, and delivering value to customers, and for managing customer relationships in ways that benefit the organization and its stakeholders. The traditional view of marketing is that a firm makes something, and then sells it. The smart competitor must design and deliver offerings for well-defined target markets, and companies should see themselves as a value delivering process (Kotler 2011).

II. RESEARCH METHODS

This study uses a qualitative approach, while the type is descriptive research. This research only looks at phenomena that occur in the field and only describes

it (Sugiyono, 2013). This research is designing only to map the phenomena that occur in the field, in this case how the service paradigm influences organizational behaviour in STT institutions.

Data collection techniques used were observation, interviews and documentation studies. Observation is carried out by active participatory techniques, namely researchers as active participants in the organization. With this, researchers are expected to be able to collect as much and as detailed as possible the research material needed. Whereas the interview technique used is semi-structured interviews with in-depth interview methods. Through this technique the interview will be carried out in a semi-structured manner, so that researchers can dig deeper and broader information from the informants. The informants who will be interviewed are from STT leaders, STT lecturers, STT employees and STT students. That way it is expected to get various inputs both from the user's view as external customers and employees as internal customers. The data analysis used is descriptive analysis, which only describes it. The data will first be displayed and then analysed to determine the extent of its effect.

Motivation is one of the driving forces for an individual to carry out his duties in any organization; motivation even determines one's organizational behaviour (George & Jones, 2012). Looking at the notion of motivation as a driver in organizational life for individuals, it can be seen that motivation holds an important role related to one's psychology in organizational behaviour. Furthermore, George & Jones (2012) states that one of the key elements possessed by motivation is a direction of behaviour. Motivation can direct or determine a person's behaviour in organization. Based on his motivation, someone will decide to carry out an action within the organization.

A study conducted by Rose et al (2016) found that the character of an educational institution is a very important part of the success of the institution. Speaking of character then what controls the character of an organization is of course the individuals in it. For the meaning of organization is a group of people in it. In the final results of his research, Rose et al. (2016) stated that a higher education institution will succeed or not, it all depends on the organizers of the institution. What were meant by the organizers

in this case are the people who manage and become determinants of their attitude or behaviour.

Through the above explanation it was found that motivation contributes an important role in a person's behaviour in the organization (George & Jones, 2012). Furthermore, based on his research, Rose et al. (2016) found that the behaviour of individuals who run higher education organizations is a determining factor in the success of their organizations. When looking at it, it can be said that motivation has something to do with the organization. This can be seen simply from the following description:

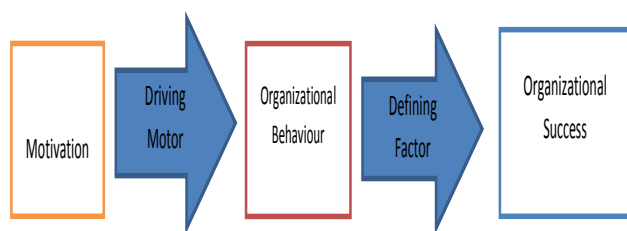


Chart 1.1

Although it does not have a direct connection, but when viewed from the chart above, indirect motivation has a role in the success of an organization.

Cultural Value in Organizational

When talking about motivation, this cannot be separated from one element called value. Values are often referred to as ethics (McLean, 2006), seeing in this regard the value is something that is held firmly and reflected in organizational behaviour in an organization. That way, every organizational behaviour is a result of the value held by the organization.

The value held by each individual in the organization has a close relationship with the culture contained in the organization. Culture in an organization develops very strongly based on values that have been held firmly by every individual in the organization (Robbins & Judge, 2014). This means that the value held by both individuals and organizations is a strong forming element for an organizational culture.

If so, any value held firmly by each individual is the forerunner to the formation of the organization's culture. Good values of humanity, religion, politics, social and culture itself. So it is not surprising if

the religious values or beliefs of individuals will influence or become the basis of the organization.

III. RESULT AND DISCUSSION

In Indonesia there are many religious organizations, ranging from religious community organizations to religious based education organizations. Religious-based education organizations are quite developed in Indonesia. With the aim of educating adherents of the religion according to the prevailing religious norms, various religious-based schools were established, both those that were private (belonging to certain religious institutions) and also the state (government-owned). This religion-based school was established both from the most basic level of education (even pre-school) to higher education. All religions have these educational institutions. Likewise, Christianity, one of the educational institutions under the auspices of the Christian ministry of guidance of the Christian community is the Theology College (STT). Although there are several STTs that are under the Ministry of Higher Education, most STTs in Indonesia are under the Ministry of Religion.

STT in Indonesia all goes by holding the Christian values that are the basis of their organization. These Christian values are the driving force for STT in its management system. One of the Christian values that are characteristic of STT management is the value of service. The value or understanding of the service referred to here is service to God. This value is a description of the Christian faith held by every member of STT. Based on this value, every worker or academic community in STT makes their work as a service and not just ordinary work. Like McLean's (2006) explanation that the existing values are also ethics in the organization, this also applies to STT organizations. The value of service inherent in each individual in the STT is an ethic for them to organize and carry out their duties.

In this study to obtain data on perceptions on the basis of service in the management of STT, interviews and observations were carried out. Interviews were carried out on 7 different people consisting of different work backgrounds. The seven informants were leaders, staff and lecturers of STT from 4 different STTs in Indonesia. With the distribution area there are 2 STTs in Medan, North Sumatra, and 2 STTs from the Central Java region. Interviews are

conducted with in-depth interview techniques in order to obtain in-depth data from perceptions held by informants on existing research problems. The observation was conducted by the researcher with direct observation and participative observation. To reduce subjectivity in this study the results of observations obtained were compared and confirmed against other informants through semi-structured interviews conducted.

Through interviews conducted by researchers towards leaders, STT staff and lecturers it was found that they have the same paradigm in carrying out their duties. This paradigm is a service paradigm in its work. The informants stated that they worked at STT by having the main motivation to serve God based on the belief in the Christian faith. In fact, some lecturers are also willing to do work even though the fees obtained are not in accordance with the effort that was issued. This mind-set of service is a driving force for them.

Furthermore, in the interview conducted by the informants stated that this motivation motivated them to work in STT. But even though they have this motivation it is found that the existing work cannot be maximal and professional. Because from several informants stated that for reasons of this service becomes a tolerance in carrying out their daily tasks. The workers in STT consider that what they do in STT is like social work that is not professional; as a result the work carried out tends to be far from the expected standard. As for an example the complaints from several education staff for the delay of some lecturers in collecting grades to school. When checked directly into the lecturer they consider teaching at STT as a casual job and additional services so that they don't consider it to be the focus.

Based on direct observations, it was also found that some of the lecturers and staff working at STT were more concerned with outside work; in this case the church service was compared to the work at STT. For some parties this becomes a separate tolerance for what is done. If there is a discrepancy with the achievements, this service becomes the reason and justification for that.

Through the data obtained, it is found that the service organizational culture in the STT environment has a significant influence on the performance of its employees. Although STT is also a higher education institution, but with this organizational culture, the

existing management is of course also different from other universities. Service-based management is a dilemma, but also a peculiarity of service in the scope of STT.

Furthermore, based on field findings, the STT leaders were also not 100% from pure academics. Some leaders are mostly theological practitioners who are pastors or evangelists. Of course the influence of leadership on the direction of the organization is also quite strong. As in his research (Heuvel, 2016) found that no matter how a practitioner could lead a higher education organization, it still needed time for adjustments.

Through interview findings and observations, it is found that the service paradigm is a paradigm that drives STT organizations in their daily management. One positive thing that can be drawn is that all staff and lecturers have a spiritual motivation that moves them to work. This motivation makes the academics more possessive of existing institutions. As is known, this spiritual motivation encourages the civitas to continue to work even without the appropriate self-respect. The impact obtained is also the practice of applying positive spiritual values in his work.

The negative impact that is generated also exists through this paradigm. With service-based management, it is found that service management in STT has a less professional impression compared to other universities. For example, some employees, both lecturers and education staff, do not see the professionalism in their performance. They are inclined to assume that private matters which also have elements of ecclesiastical activity or service are more important than work in STT.

The leadership element that comes from senior practitioners in the church is also one of the things that deserves attention. On the one hand when this senior leader can be an advisor or protector for its members. But on the other hand the negative is that many members do not dare to rebuke their superiors when they are wrong because of this element of seniority. From the results of interviews, it was also found that not only reprimanding, giving input to the leadership sometimes became a difficult task for members who were actually more junior. The members of the civitas were not afraid because of the threat of being fired, but because they were reluctant with seniority. As in the theory of Cameron & Quinn, (2006) leadership has an important element in organizational culture.

Because the leader will organize the organization. This theory also applies in STT, where leaders hold the main control in running the organization. When leaders in STT have a service paradigm, this is what ultimately becomes the driving paradigm of STT organizations and service-based management.

IV. CONCLUSION

Based on the explanation above, it is found that management in STT institutions has a service base based on Christian faith. This service base starts from the STT leadership and is supported by all academics at STT. Meaningful management of education is a mix between the management of tertiary institutions according to the standards of the Higher Education but also based on services that are in accordance with the Christian faith.

This management has its own advantages and disadvantages. The advantage is that employees have a strong motivation in their work and do not really care about the returns from what they get. But on the other hand, employees tend to underestimate the work in STT by considering it as a side job and seem to be less professional in its management. Like two sides of a coin that goes hand in hand, these advantages and disadvantages run and stick together.

Suggestion for STT leaders, it would be better to include elements of professional management as well as members of the organization. Because the development of the world of higher education which also includes various quality policies implies that a university should have guaranteed quality and have excellent and professional services. This professionalism can be instilled by providing professional work and management paradigms to its members. Although members do not think about the returns on their work, it would be better if it was also thought and given according to their work. For the appropriate yields will give a perception of the management of higher education institutions that are professional and in accordance with the quality standards of the Higher Education.

This study only looks at the perception of service-based management but has not touched on management strategies that are in accordance with the needs of STT. In further research it will be better when an analysis of service-based management needs is carried out in STT.

After that, a development strategy was developed for appropriate service-based STT management.

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