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Analysis of Policy on Changing Higher Education to University (Case Study at University of Muhammadiyah Sampit)

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Abstract

Analysis of change policies is carried out to improve systems that are running less effectively in an organization. The aim of this research is to describe the management process of changing a college into a case study university at University of Muhammadiyah Sampit. Qualitative research methods using case studies, data collection techniques using interviews, observation and documentation, data processing techniques using data reduction, data presentation and drawing conclusions, as well as data validity techniques using source triangulation. The research results show that; The termination stage is the stage of abandoning changing old policies in the organization. The change initiation stage is the stage of assessing organizational performance and determining the aspects of change that will be carried out. The stage of initiating change is the stage of planning, establishing and implementing new policies as a result of the change. The conclusion is that the policy analysis of changing universities into universities at Muhammadiyah Sampit University can work well if it is carried out effectively, organized and planned.

Keywords: Analysis, Policy, Changes in Higher Education, Universities

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INTRODUCTION

The change from a college to a university has many positive impacts on the sustainability of higher education, but also raises complex challenges. The success of this transition depends on the institution's readiness to comply with regulations, improve academic quality and good human resource management. Changing the status of universities to universities is a strategic policy in improving the quality of education, but in its implementation there are various challenges that must be met, such as; regulatory and administrative requirements, human resource (HR) readiness, infrastructure and facilities, adjustments to curriculum and academic programs, challenges to accreditation and educational quality, financial empowerment and sustainability, competitiveness and reputation, internal resistance and change management (Dowling-Hetherington, 2016; Ho & Tran, 2018; Maimon & Schneider, 2023).

Universities that want to transform into universities must meet the requirements of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) such as; universities must have lecturers with minimum qualifications of Masters and Doctoral degrees; has complete facilities and infrastructure (laboratories, libraries and adequate classrooms); should offer more interdisciplinary study programs; improving academic quality to remain competitive; infrastructure development; seeking sustainable sources of funding (grants, industrial and research collaboration); and building reputation and competitiveness at the national and international level (Arifudin & Rosyad, 2021; Demissie & Egziabher, 2022).

The Indonesian government through the Ministry of Education and Culture has issued a policy regarding the merger of universities into universities. As in the Decree of the Director General of Higher Education Number 63/E/KPT/2020 concerning Requirements and Procedures for Changes to Private Universities Providing Academic Education. The Ministry of Education and Culture provides incentives in the form of easing requirements in the process of merging two or more private universities (PTS) to become a university. The policy of merging universities into universities is a strategic step by the government in improving the quality and efficiency of education in Indonesia (Atoum et al., 2024; Kemendikbudristek, 2024; Sedarmayanti & Augustinah, 2020).

Based on the 2023 higher education database, it is stated that there are 2,982 private universities (PTS) in Indonesia and 1,000 private universities are not yet accredited or have a Good/C accreditation rating and have less than 1,000 students. From the data above, the

government is trying to rationalize it with various programs, one of which is through the PTS merger and unification program. This PTS merger program has been carried out from 2015 to 2023 and 360 universities have been successfully merged. In 2021 to 2023, the Ministry of Education and Culture will organize an accelerated program for merging and unifying PTS (APPP PTS) by providing funding assistance (Ho & Tran, 2018; Hurria, 2021; Kemendikbudristek, 2024).

University of Muhammadiyah Sampit or known as UMSA is a tertiary institution resulting from the merger of the Sampit College of Teacher Training and Education (STKIP) with the Muhammadiyah Kotim Midwifery Academy (AKBID). Based on history, STKIP Muhammadiyah Sampit was founded on April 28 1986 and AKBID Muhammadiyah Kotim was founded on October 1 2007, these two universities officially became Muhammadiyah Sampit University in accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 12/E/O/2023 dated January 10 2023 (*Universitas Muhammadiyah Sampit*, 2024).

It is hoped that the presence of Sampit Muhammadiyah University will improve the quality of service and quality of education in East Kotawaringin. General Chairperson of the Muhammadiyah Central Leadership, Haedar Nashir, stated that the establishment of UMSA was not for the benefit of Muhammadiyah alone, but rather for the progress of the Indonesian nation in general. The Regent of East Kotawaringin, represented by Mrs. Irawati, expressed great hope for UMSA to be able to build competitive human resources and produce young intellectuals who are superior, professional and will make East Kotawaringin proud on the national and international stage (Rosalia, 2019; *Universitas Muhammadiyah Sampit*, 2024).

University of Muhammadiyah Sampit has three faculties and eight study programs. The Faculty of Teacher Training and Education has four study programs, namely Economic Education, Guidance and Counseling, English Language Education, Mathematics Education. The Faculty of Engineering and Agriculture has two study programs, namely Informatics and Agribusiness, while the Faculty of Health Sciences has two study programs, namely D3 Midwifery and Bachelor of Nutrition. With the presence of UMSA in East Kotawaringin, it is hoped that it can have a significant impact on the development of the quality of education and produce graduates who are professional, competent, and efficient according to their field of knowledge and expertise.

In a study, it is stated that change is an effort to transform current conditions into better conditions in the future. The aim of change is to make the organization more dynamic and less rigid in facing all forms of changes or developments that occur. Apart from that, the changes are expected to improve the quality of education both in terms of human resources, facilities, curriculum and the merger, it is also hoped that higher education management will become more efficient (Demissie & Egziabher, 2022; Dowling-Hetherington, 2016; Rosalia, 2019).

Changes in educational organizations do not just happen, it is necessary to carry out good management and regulation of the changes that will be made with the aim that the changes that will be made can be accepted and implemented well and regularly so that the essence of the change itself is achieved. The process of change in educational institutions is not as easy as turning the palm of your hand, because the essence of change is to make something better. Therefore, changes must of course be careful in analyzing the existing conditions in the organization so that the changes that will be made can be planned well. Benchmarks for the changes that will be carried out must be based on the process of identifying or analyzing the problems that occur so that the change implementer can determine the content of the changes they will initiate (Al-Mahdy & Emam, 2023; Leikuma-Rimicane et al., 2022).

Based on the explanation above, this research aims to describe how the management of STKIP Muhammadiyah Sampit Islamic universities and East Kotawaringin Muhammadiyah Islamic Colleges changed so that they became Sampit Muhammadiyah University. With this change management process, errors and mistakes can be corrected and the organization's existence can be maintained in a better direction.

METHODS

This research approach uses a qualitative case study type where the research goes directly into the field to find out in depth how the process of merging STKIP Muhammadiyah Sampit and AKBID Muhammadiyah Kotim became Muhammadiyah Sampit University. This research was conducted for twelve months, namely from January to December 2022.

Data collection techniques are carried out in three ways, namely: *First,* interview technique, namely by asking several questions related to the merger process to become a university to the Chancellor, BPH, Chair of Mergers, lecturers at Muhammadiyah University

of Sampit; *second,* observation techniques, namely by paying attention to the change process carried out by the foundation and lecturers; And *third,* documentation technique, namely by collecting documents related to the process of changing universities carried out by University of Muhammadiyah Sampit (Creswell, 2014).

The data management process is carried out in three stages, namely: data condensation, data presentation, and drawing conclusions. And the data validity technique used in this research is to test the credibility of the data or the correctness of the data which is carried out by means of source triangulation and technical triangulation. Source triangulation is a test of the truth of data which is carried out by finding out the truth of data from research sources or informants such as the chancellor, vice chancellor, lecturers and employees University of Muhammadiyah Sampit (Creswell, 2014).

RESULTS

The merger of STKIP Muhammadiyah Sampit and AKBID Muhammadiyah Kotim into University of Muhammadiyah Sampit is a strategic step in improving the services and quality of education in East Kotawaringin. Regarding this, the Chancellor University of Muhammadiyah Sampit stated in an interview: "..."*The presence of Sampit Muhammadiyah University is expected to bring changes to education in East Kotawaringin, increasing human resources and professional graduates is a future goal of UMSA so that it supports regional government work programs, especially in improving the quality of human resources."*

Concurring with this, the Chair of STKIP Muhammadiyah Sampit added that this merger could bring changes in improving the quality of education, especially in tertiary institutions. As he said in an interview: "…*STKIP Muhammadiyah Sampit was founded in 1986, at the age of 36 years its development is slow, with this merger it is hoped that it can bring changes, especially in improving the quality of higher education.*"

The Director of AKBID Muhammadiyah Kotim also added that by becoming Sampit Muhammadiyah University, it would develop more quickly and increase the confidence of the people of East Kotawaringin and Central Kalimantan in general to enroll their sons and daughters at University of Muhammadiyah Sampit. As he said in the interview: "…*Since its founding in 2007 to 2021, AKBID Muhammadiyah Kotim has had below standard students (500-600 students). Since UMSA was officially launched for the 2023-2024 academic year, there has been an increase in new student admissions, this shows the high level of public trust in Sampit Muhammadiyah University.*"

Based on the results of researchers' observations and reinforced by data on students who entered UMSA in the first year (2023-2024) and second year (2024-2025), there was an increase of 50% from the number of students who entered before becoming a university. As the Chairman of PMB UMSA stated in an interview: "...*The increase in the number of students entering Sampit Muhammadiyah University has experienced significant development. In the first year it increased by 25% from last year's number of students entering, and in the second year it increased to 50% of the number of students entering UMSA. This increase shows more public confidence in the change to becoming a university.*"

The stages in the merger of STKIP Muhammadiyah Sampit and AKBID Muhammadiyah Kotim started with the initiation and planning of the university merger. As the Chair of the UMSA Merger Committee stated: "…*The idea of this merger was a response to the condition of Muhammadiyah universities in East Kotawaringin which had not developed in terms of the number of students, teaching staff and inadequate infrastructure. With the presence of Sampit Muhammadiyah University, it is hoped that there will be an increase in both the number of students registering and the quality of human resources and infrastructure.*"

In line with this, the UMSA lecturer stated that this merger plan is expected to be an effort to provide a more diverse and relevant choice of study programs for high school graduates in East Kotawaringin. As he said in an interview: "…*University of Muhammadiyah Sampit currently has three faculties and eight study programs. Faculty of Health Sciences (Bachelor of Nutrition and D3 of Science), Faculty of Teacher Training and Education (Bachelor of Guidance and Counseling, Bachelor of Economics Education, Bachelor of English Education, Bachelor of Mathematics Education), and Faculty of Engineering and Agriculture (Bachelor of Informatics and Bachelor of Agribusiness).*"

The proposal submission process was carried out by the chairman of the merger committee along with members and also BPH from both STKIP Muhammadiyah Sampit and AKBID Muhammadiyah Kotim. After careful planning, the merger proposal is submitted to the Indonesian Ministry of Education, Culture, Research and Technology to obtain official approval. The Chancellor of UMSA stated in an interview: "… *Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number: 13/E/O/2023 on January 10 2023, it officially established the establishment of Muhammadiyah University of Sampit.*"

BPH STKIP Muhammadiyah Sampit, emphasized that with the issuance of the Muhammadiyah Sampit University Decree, it could bring changes to education in East Kotawaringin, it could improve the services and quality of education even better. As he expressed in an interview: "…*UMSA is a tertiary institution resulting from the merger of STKIP Muhammadiyah Sampit and AKBID Muhammadiyah Kotim. Established based on the Decree of the Minister of Education and Culture of the Republic of Indonesia number: 12/E/O/2023 or to be precise on January 10 2023. The aim of this merger is to improve services and quality of education in East Kotawaringin.*"

University of Muhammadiyah Sampit was officially launched on Tuesday 16 May 2023 at the Aquarius Boutique Hotel Sampit. This activity was combined with the inauguration of Ramadansyah as Chancellor of the University of Muhammadiyah Sampit. The launching process was attended by the General Chairperson of the Muhammadiyah Central Leadership, Mr. Prof. Haedar Nashir, Chairman of the PP Muhammadiyah Diktilitbang Council Bambang Setiadji, Deputy Regent of East Kotawaringin Mrs. Irawati, Head of LLDIKTI Region Mr Haedar revealed in an interview: "…*The establishment of UMSA is not only in the interests of Muhammadiyah, but is in the interests of the Indonesian nation in general. Since its inception, Muhammadiyah has been an Islamic organization with a mission of da'wah and tajdid. It is hoped that the presence of UMSA will bring change and progress to education in East Kotawaringin.*"

In line with this, the Deputy Regent of East Kotawaringin, Mrs. Irawati, revealed that the establishment of the Muhammadiyah University in East Kotawaringin could help the regional government in building superior human resources. As he emphasized in the interview: "…*Sampit Muhammadiyah University is the first university in the city of Sampit, the government places great expectations on UMSA being able to build human resources and improve the quality of education.*"

Based on the explanation above, it can be concluded that the merger of STKIP Muhammadiyah Sampit and AKBID Muhammadiyah Kotim is expected to improve the quality of education and make a significant contribution to the development of human resources in East Kotawaringin. Based on data obtained by researchers, UMSA has two campuses, namely campus one on Jalan Ki Hajar Dewantara No. 3 and campus two on Jalan Pramuka No. 100. The increase in the number of students is a benchmark for UMSA success after becoming a university. Apart from that, UMSA also offers three faculties and eight study programs, such as the Faculty of Teacher Training and Education (FKIP) which has

four study programs in Guidance and Counseling Education, Mathematics Education, Economic Education and English Language Education. The Faculty of Health Sciences (FIKES) has two study programs, namely Midwifery and Nutrition, while the Faculty of Engineering and Agriculture (FTP) has two study programs, namely Informatics and Agribusiness.

DISCUSSION

The stages in the merger of STKIP Muhammadiyah Sampit and AKBID Muhammadiyah Kotim can be seen from the three change management processes as follows: *First,* the final stage where at this stage changes/replaces the old policy from becoming a new policy that has been jointly determined by the two universities. Chairman of STKIP Muhammadiyah Sampit, Director of AKBID Muhammadiyah Kotim, BPH STKIP and AKBID, Regional Leadership of East Kotawaringin Muhammadiyah and Regional Leadership of Muhammadiyah Central Kalimantan as mediators agreed to merge two Muhammadiyah universities into Sampit Muhammadiyah University. After that, a merger chairman, secretary and treasurer were formed consisting of permanent lecturers from the Muhammadiyah Foundation from two Muhammadiyah universities.

Second, the change initiation stage where UMSA carries out two steps of change, namely from the organizational performance evaluation aspect (UMSA carries out evaluation and assessment of the organization's performance as a whole) and the aspect of determining change, meaning that UMSA determines what aspects will be changed. Based on the data the researchers obtained, the UMSA merger team determined four main aspects of the changes to be made, namely: first, changes to the vision, mission and educational goals; secondly, changes to classroom management; third, learning management, and fourth, learning assessment management.

UMSA vision is to become a university that excels in developing science and technology based on Islamic values in Kalimantan in 2042. Meanwhile, UMSA mission is; providing superior education and teaching based on science and technology and research results; carry out research that is useful for the development of science and technology and improving the quality of life; carry out community service based on research to improve the quality of life of the community; carry out cooperation with other parties that provide mutual benefits; carry out guidance and development of the academic community based on Islamic and Muhammadiyah values; carry out professional university institutional governance based

on Islamic values; and carry out university management based on the principles of planning, management, leadership and control.

UMSA educational goals are in accordance with its vision, namely; produce graduates who excel in mastering and developing science and technology; produce research products that are useful for the development of science and technology; produce community service research products based on research to improve the quality of life of the community; produce various collaborations in the field of science and technology at regional and national levels; produce academics who have attitudes and behavior in accordance with the values of Islam and Muhammadiyah; realizing the professionalism of university institutions in a professional manner; and realizing university management based on the principles of planning, management, leadership and control.

In the aspects of classroom management, learning and learning assessment, UMSA carries out in-depth studies to ensure that it complies with university standards. This change aims to improve the quality of education, competitiveness of graduates and effectiveness in the teaching and learning process. In the management of changing universities into universities, there are three main aspects carried out by UMSA, namely; classroom management through digitalization, collaboration-based classes and using a learning management system (LMS); The strategy carried out by UMSA is by implementing Outcome-Based Education (OBI) and Student Centered Learning (SCL); and learning assessment, namely UMSA implementing technology-based evaluation, competency assessment and soft skills assessment.

Third, There are three steps taken by UMSA to start from scratch, namely; 1) planning new programs/policies based on the four main aspects of change that have been determined; 2) create new policies regarding four aspects of education whose management will be changed; and 3) implementing new policies where managers and existing human resources jointly apply new policies that have been determined within a certain period of time. This is in line with the views of Kotter (1996) who suggests that a systematic approach to managing the status of universities becoming universities is by; creating internal and external readiness; building support from all stakeholders; overcoming challenges in the change process; and achieving sustainability in the new university staruity.

Based on the explanation above, change management is a strategic step taken by UMSA to renew organizational performance. The aim is to improve and perfect the quality of education management in accordance with the established vision and mission. Kotter

(1996) explains that change management is a method used by organizations to help leaders and their subordinates carry out reforms in their organizational performance in order to achieve the desired goals.

From the results above, researchers can provide views on higher education policy analysis which can be seen from the change management steps taken by Sampit Muhammadiyah University in developing educational institutions as referring to Kotter's (1996) theory regarding organizational change management, which are as follows:

First ending stage, At this stage UMSA makes policy changes not to end the change completely, but rather to strengthen and integrate the change in the organizational culture. The key element of this final stage is the transformation of universities into universities, namely; ensuring all elements of the university (lecturers, employees and students) understand and implement changes (institutionalizing changes in campus culture); continuous evaluation and improvement means evaluating the implementation of changes through academic audits and stakeholder satisfaction; ensuring there is no regression to old systems and cultures that are less in line with university standards; Continuous leadership development means training and nurturing a new generation of leaders so they can continue change consistently; Increasing reputation and competitive advantage means that UMSA collaborates with other universities, industry and government in strengthening the university's existence. Kotter (1996) explains that at this stage it is not only about completing the change process but more about cultivating change so that it becomes a sustainable system. Transforming a college into a university means instilling a more advanced academic culture, preventing the return of old patterns that are less effective and carrying out ongoing development evaluations (Kotter, 1996).

Second neutral stage or initiation of change, at this stage UMSA carries out three initial steps in the change process, namely; creating a sense of urgency (building awareness of the urgency of change); form a strong coalition; and developing a vision and strategy for change. This stage is crucial in ensuring that the change from college to university is not just an administrative change but also has a strong foundation academically, structurally and in organizational culture. The key elements of this neutral or initiation stage are; creating a sense of urgency means that UMSA identifies the main reasons for change, for example increasing the competitiveness of graduates, national policy demands or the need to improve the quality of higher education; forming a strong coalition (Developing a Guiding Coalition), namely forming a change leadership team consisting of the chancellor, senior lecturers, industry and

government stakeholders; developing a vision and strategy for change, namely determining a clear vision for the university, developing a roadmap for change, and building alignment with national policies (Kotter, 1996).

Kotter (1996) emphasized that at this stage ensuring that the changes made must be well prepared, have a strong academic foundation and be supported by all key stakeholders. In this stage UMSA carried out two strategic steps, namely; 1) evaluate organizational performance, how to monitor and evaluate the organization as a whole. Monitoring is carried out on the physical (visible) aspect by paying attention to the classroom atmosphere as a means of learning. Meanwhile, evaluation of non-physical (invisible) aspects involves conducting class supervision by assessing the lecturer's ability to teach; 2) determining changes means that UMSA is carrying out four aspects of change, namely changing the vision, mission and educational goals at Muhammadiyah University of Sampit; classroom management aspects; aspects of learning management; learning assessment aspects. This activity is carried out to lead the current condition of the organization to another condition where the organization can run optimally in accordance with the vision that has been set. Organizational change management is the process of redesigning the structure, culture and other resources in an organization so that organizational performance is more efficient and effective.

Third, the starting from scratch stage, at this stage focuses on how the changes made by UMSA can be permanently embedded in the institutional culture. The key elements of the starting from scratch stage in the transformation from college to university carried out by UMSA are; changing the mindset of the academic community means that lecturers, staff and students must understand that the systems, standards and academic expectations at universities are different from previous universities; improving academic culture and strengthening the university's image so that it is better known in society through various activities; adapting new organizational structures and policies such as improving university governance, developing new faculties and study programs according to regional needs analysis, and developing stricter academic guidelines; ensuring the sustainability of change through continuous evaluation and development, in this case UMSA carries out monitoring and evaluation on a scale, builds a culture of innovation (research, community service and MOU with other institutions), and provides continuous training for lecturers and employees. Based on the explanation above, it is in accordance with the concept of Kotter (1996) which states that the starting from scratch stage means embedding change into the organizational

culture through three main steps, namely internalizing a new identity, adapting the organizational structure and ensuring the continuity of change, so that the university does not only change in name but can actually develop as a high quality and highly competitive higher education institution.

At the new policy planning stage, UMSA thinks about what policies or regulations will be implemented in accordance with the educational aspects that will be changed. The changes were made with the aim that UMSA has a new educational direction and goals in accordance with what is desired by the vision of the new Sampit Muhammadiyah University in particular and the goals of higher education in general. At this stage the chancellor and vice chancellor gather more information about the changes that will be made and carry out an analysis of the problems that occur precisely and in depth to formulate new change goals well and on target.

At the stage of creating new policies, UMSA decides on new policies or regulations according to the aspects of education that will be changed. At this stage, the chancellor and vice chancellor need to tear down or replace some of the old status quo to create a status quo in new ways. The new policies or regulations that have made changes to four aspects of education are as follows:

First, determine aspects of the vision, mission and educational goals. The vision is the desired ideal or target that must be achieved by the organization within a certain time period, while the mission is the work steps that must be carried out by resources in the organization to achieve the organization's vision. Kotter (1996) explains that a vision is a formulated statement containing the ideals, values and goals of an organization that must be achieved. In this aspect, the policy implemented is to change the vision, mission and educational objectives of Muhammadiyah University of Sampit. The new vision, mission and goals of UMSA are as follows: UMSA vision is to become a university that excels in the development of science and technology based on Islamic values in Kalimantan in 2042. Meanwhile, UMSA mission is; providing superior education and teaching based on science and technology and research results; carry out research that is useful for the development of science and technology and improving the quality of life; carry out community service based on research to improve the quality of life of the community; carry out cooperation with other parties that provide mutual benefits; carry out guidance and development of the academic community based on Islamic and Muhammadiyah values; carry out professional university

institutional governance based on Islamic values; and carry out university management based on the principles of planning, management, leadership and control.

UMSA educational goals are in accordance with its vision, namely; produce graduates who excel in mastering and developing science and technology; produce research products that are useful for the development of science and technology; produce community service research products based on research to improve the quality of life of the community; produce various collaborations in the field of science and technology at regional and national levels; produce academics who have attitudes and behavior in accordance with the values of Islam and Muhammadiyah; realizing the professionalism of university institutions in a professional manner; and realizing university management based on the principles of planning, management, leadership and control.

Second, determining aspects of class management, class management is the process of arranging the composition and position of the class carried out by the lecturer with the aim of ensuring that the learning process runs optimally and the material taught is delivered well. In this aspect, UMSA makes changes to the classroom by arranging and changing the position of classroom equipment such as tables and chairs to create a conducive and safe learning atmosphere as well as ideal classroom conditions for lecturers and students. Class management or classroom management is an effort made by lecturers to maximize all the equipment owned by the class to support the learning process so that learning objectives can be achieved well without obstacles.

Third, determining management aspects, learning management is an arrangement made to create a good learning process so that educational goals are easy to achieve. Based on this, UMSA in managing learning divides classes according to the number of courses and number of students. Apart from that, UMSA makes policies regarding the study of al-Islam and Muhammadiyah and holds regular monthly recitations to provide religious insight to students. The aim of implementing this policy is to shape the character and personality of Islamic students in accordance with religious teachings, this is in accordance with the national education goals and vision of University of Muhammadiyah Sampit which have been formulated.

Fourth, determining the assessment aspect, in the learning assessment aspect, UMSA provides new regulations for lecturers to provide assignments that can be done from home to maximize learning outcomes. Homework is given at least once a week by giving the main

task, namely writing a paper and presenting it during lectures. Assays are activities to measure, process, interpret and consider student learning outcomes on campus in order to achieve predetermined educational goals.

At the new policy stage, the Chancellor University of Muhammadiyah Sampit obliged all leaders, lecturers and employees to implement the policies that had been formulated together. And the Chancellor also motivated all members of the organization to be willing and able to implement policies with full awareness and a high sense of responsibility.

CONCLUSION

Policy analysis of changes to education management carried out by University of Muhammadiyah Sampit was carried out effectively. This is proven by the change management process being carried out in an organized and planned manner. Before making changes in the form of new policies, University of Muhammadiyah Sampit evaluates its overall performance; then determines the four aspects of education that need to be changed, namely aspects of the vision, mission and educational goals, aspects of classroom management, aspects of learning management and aspects of learning assessment. University of Muhammadiyah Sampit is also planning new policies on four aspects of education that need to be changed, then establishing new policies on four aspects of education that need to be changed, and finally the implementation stage of new policies that have been determined by the University of Muhammadiyah Sampit academic community together.

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