

## Rational Choice of Establishment: Case Study at Muhammadiyah University of Madiun, Indonesia

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**Abstract:** *Pendirian Universitas Muhammadiyah Madiun (UMMAD) merupakan jawaban atas kebutuhan masyarakat, khususnya di Karesidenan Madiun untuk memiliki pilihan atas ilmu pengetahuan dan teknologi yang dapat menjawab kebutuhan di era disrupsi peradaban yang pergeseran dinamikanya sangat cepat dan berbasis adaptif terhadap setiap aspek perubahan sosial. Keberadaan Universitas Muhammadiyah Madiun (UMMAD) ini tentu telah melalui studi kelayakan di beberapa aspek yang urgen untuk level Perguruan Tinggi yang berada tepat di Ibukota Karesidenan Madiun dan merupakan perwujudan dari interaksi sosial antara BPH Pendirian Universitas dan Tim Pelaksana Teknis Pendirian Universitas Muhammadiyah Madiun. Hal ini sesuai dengan teori Tindakan sosial menurut Max Weber, bahwa perilaku manusia yang bermakna tertentu dengan mempertimbangkan keberadaan individu lain dalam lingkungan sosial masyarakat. Dalam penelitian ini, peneliti mendeskripsikan tentang nepsipendidikan yang mampu menerjemahkan dan memberisolasi yang realistis, faktual, dan masih dalam koridor aturan akademis sebagai kebutuhan pengguna atau pengguna (mahasiswa) yang pada saat ini bernama STISIP Muhammadiyah Madiun mayoritas adalah para pekerja birokrasi dan swasta lainnya yang harus membagi waktu antara jam kerja dengan menepuh kewajiban akademik di kampus. Dari aspek praktis, mereka tidak dapat mengabaikan kewajiban akademik, tetapi dari aspek teoritis, inilah sebenarnya substansi yang menjadikan hal ini layak diteliti. Penelitian ini menemukan solusi yang realistis, faktual, dan masih dalam koridor aturan akademis atas kebutuhan sekaligus situasi pengguna atau pengguna (mahasiswa) yang pada saat ini bernama STISIP Muhammadiyah Madiun mayoritas adalah para pekerja birokrasi dan swasta lainnya yang harus membagi waktu antara jam kerja dengan menepuh kewajiban akademik di kampus.*

**Keywords:** *Rational Choice, Establishment, Case Study, Muhammadiyah University of Madiun, Indonesia*

### 1. INTRODUCTION

The increasing demands and public interest in education, in this case higher education, is a distinct opportunity for tertiary institutions, especially private universities (PTS) to compete in attracting public interest in choosing their institutions (Widjajanti, 2015). However, campus competition in fighting for the student market is quite heavy in the midst of competition, quality improvement is inevitable in order to compete to gain public trust and continue to exist. Higher Education is required to be able to provide the best possible service to the community and be oriented to the needs of the community (Evaluandia, 2020). Academic services and their supporting facilities are one of the considerations for prospective students in choosing tertiary institutions to continue their education, so that service quality is an indicator of the success of educational institutions as a public organization (Zaky, 2019).

Throughout 2018, proposals for the establishment and changes to private tertiary institutions have been processed, as well as the opening of study programs at tertiary institutions. Experience has shown the completeness and accuracy of the applied instruments and procedures that have been able to increase the efficiency of the proposal processing. Of course there are still many things that can be further developed in order to shorten the processing time for submitted proposals. In order to facilitate

and improve the efficiency of processing submitted proposals, the book "Requirements and Procedures for the Establishment and Change of Private Higher Education and the Opening of Study Programs at Higher Education" has been published, intended to guide parties who will propose the establishment and change of private tertiary institutions as well as the opening of study programs at private universities. College. The administrative process of establishing and changing private tertiary institutions, as well as opening study programs at tertiary institutions which have been carried out online since January 2015 is still continuing, so that in addition to reducing time, cost and manpower, it is also hoped to improve clean and efficient services, as well as providing opportunities for tertiary institutions that have the intention of merging or merging, with the aim of increasing economic growth and community participation, so that the capacity of tertiary institutions is not only as a creator and dissemination of knowledge, but also that tertiary institutions are an organization capable of recruiting people talented people, generate new innovations, enrich the quality of life and culture, as well as agents of change.

Changes in face and trademark (brain image) of course must be accompanied by changes in character, mental attitude, management and management strategy in order to have a reliable distinction to find out possible solutions that can be taken in overcoming obstacles or problems that occur in the implementation of the governance system. Higher Education (Quyen, 2014). Facing this condition, the main thing that must be prioritized by tertiary institutions is how the governance has been implemented by these tertiary institutions, so that they can carry out maximum service and gain the trust of students, so that quality assurance is a top priority for every tertiary institution which is currently being used as a starting point. measure the competitive advantage of Higher Education (Rudiawie et al., 2018). The first step that should be taken is to improve the performance of Higher Education, one of which is by merging.

Business combinations through mergers and acquisitions are one of the strategies to gain synergies, strategic opportunities and increase effectiveness. Business combination activities can overcome the business environment and intense competition (Foster in Payamta, 2004). Business mergers also occur in educational institutions.

Based on the Regulation of the Minister of Research, Technology and Higher Education number 51 of 2018 concerning Establishment, Change, Dissolution of State Universities, and Establishment, Change, Revocation of Permits of Private Higher Education, the Directorate General of Science and Technology Institutions and Higher Education opens the opportunity for proposals for the Establishment and Change of Private Universities as well as the Opening of Study Programs at Higher Education in 2019. If PTS changes to become a tertiary institution in the form of a university, the study programs that can be proposed as a result of these changes are STEM study programs and still follow the composition of at least 3 (three) study programs from the natural sciences, natural sciences formal education, and/or applied sciences and 2 (two) study programs from the humanities, social sciences, and/or applied sciences.

Muhammadiyah Madiun University (UMMAD) as a new university institution in Madiun City whose existence began on February 20 2020 right at the time when the Covid-19 pandemic broke out in Indonesia. University of Muhammadiyah Madiun (UMMAD) was formed from the merger of 2 (two) institutions of PT Muhammadiyah Madiun City, namely the College of Social and Political Sciences (STISIP) Muhammadiyah Madiun City and Midwifery Academy (AKBID) Muhammadiyah Madiun City and the addition of 4 (four) programs new studies based on science, technology, engineering, and mathematics (STEM).

The establishment of the University of Muhammadiyah Madiun (UMMAD) is an answer to the needs of the community, especially in the Madiun Residency to have a choice of science and technology that can answer needs in an era of civilizational disruption where dynamic shifts are very fast and adaptive to every aspect of social change. The existence of the Muhammadiyah Madiun University (UMMAD) has certainly gone through a feasibility study on several aspects that are urgent for the Higher Education level which is right in the Madiun Residency Capital and is a manifestation of social interaction between the University Establishment BPH and the Technical Implementation Team for the Establishment of Muhammadiyah Madiun University. This is in accordance with the theory of social action according to Max Weber, that human behavior has a certain meaning by considering the

existence of other individuals in the social environment of society. The social action is the embodiment of social interaction between individuals. In this interaction, there are various relationships that show the thought process, the goals to be achieved, and the ways to achieve these goals, meaning that social action does not only refer to all activities carried out by humans individually, but also to the practices carried out by a person in the context of a group of actors or actors. social groups that have ideas and logical considerations. In Max Weber's theory, human action can be called a social action when it contains at least 3 elements. First, the action has a subjective meaning. Second, the action influences the behavior of other actors. Third, the behavior is influenced by the behavior of other actors.

In this study, researchers will describe the conception of education that is able to translate and provide solutions that are realistic, factual, and still within the corridors of academic rules for the needs as well as the situation of users or users (students), who at that time were still called STISIP Muhammadiyah Madiun, the majority were bureaucratic workers. and other private parties who have to divide their time between working hours and taking academic obligations on campus. From a practical aspect, they are no less skilled than pure students, but from a theoretical aspect, this is actually the substance that is being studied in this research.

Therefore, STISIP Muhammadiyah Madiun continues to seek creative and innovative breakthroughs and strategies through a number of development programs, one of which is community service (PkM) in the form of Campus Social Service (BSK) with the slogan of this activity is Sharing Attention, Campus and Village Synergy (GIAT SIKADES) which has the role of being an embryo in the implementation of in-class and out-class learning.

The concept of this activity is the application of various scientific disciplines applied normatively through various activities including identification of social problems, observation and feasibility studies, discussion of social problems, and finding solutions to solving social problems. All activities carried out are a reflection of link and match, namely the linkage and equivalence between the application of knowledge from campus institutions and efforts to develop social welfare from government institutions, both the central government and local governments.

Based on the book "Requirements and Procedures for the Establishment and Change of Private Higher Education and the Opening of Study Programs at Higher Education", various reasons for merging private tertiary institutions include: a. In the event that there is a need and/or to fulfill the requirements for the number of study programs in the science cluster for a form of private tertiary institution; b. The Organizing Body (for PTS) who wants to change the form of 1 (one) PTS that they manage by adding non-STEM (Science, Technology, Engineering, Mathematics) study programs, but is constrained because the opening of non-STEM study programs is currently on a moratorium, can take over other PTS that have a non-STEM study program to be combined with PTS which will change its shape; c. There is a similarity in the vision of higher education in several private tertiary institutions, so that the merging of several private tertiary institutions into 1 (one) new private tertiary institution will increase the acceleration of the realization of the vision of the new private tertiary institution; d. Several PTS managed by each Organizing Body no longer have the ability, both academically.

## **2. LITERATURE REVIEW**

Globalization has triggered a shift in the world of education from conventional face-to-face education towards more open education. Internet technology has become a popular medium in developing global education. The internet network is a combined network of two or more computers around the world so that the role of information technology in all types and forms of information can be communicated between parts of the world globally and instantly.

The role of information technology which is increasing rapidly in the current era of globalization cannot be avoided, its influence on the world of education is inevitable. Global demands require the world of education to always and continuously adapt technological developments to efforts to improve the quality of education, especially adjusting the use of information and communication technology for the world of education, especially in the learning process According to (H. Hamzah B. Uno and Hj. Nina Lamatenggo, 2011: 61 ). Says that the trend of education in Indonesia in the future is the development of open education with a distance learning mode. Then to organize open and distance education it is necessary to have an information system as the main strategy for implementing the use of information technology in education.

As we know that economic development is part of national development which is expected to provide and make Indonesian society just and prosperous based on Pancasila and the 1945 Constitution of the Republic of Indonesia. In Article 28H paragraph (4) of the Constitution of the Republic of Indonesia 1945 which reads, Everyone has the right to have private property rights and these property rights may not be taken over arbitrarily by anyone. This can be seen in the last decade which has become increasingly evident in industry-based development and the creative economy which will generate added value for the people of Indonesia. Indonesia's agreement to realize the idea of the ASEAN Free Trade Area (AFTA) as well as Indonesia's participation as a member of the World Trade Organization (WTO) and the Asia-Pacific Economic Corporation (APEC), this shows the government's seriousness in supporting an open economic system, so that it will indirectly encourage people to be more creative and have high competitiveness in the field of copyrighted works. Intellectual Property is the right to a creation in the field of science, art and literature which has a strategic role in supporting national development and promoting public welfare as mandated by the 1945 Constitution of the Republic of Indonesia. To provide protection and guarantee legal certainty in the development of science, technology, and literature for creators, copyright holders, and related rights owners. The development of the creative economy which is one of the mainstays of Indonesia and various countries and the rapid development of information and communication technology requires the renewal of the Copyright Law, bearing in mind that Copyright is the most important basis of the creative economy and development based on national industries. With the Copyright Law that fulfills the elements of protection and development of the creative economy, it is hoped that the contribution of the Copyright and Related Rights sectors to the country's economy can be more optimal. The development of information and communication technology has become one of the variables in this Law on Copyright, considering that information and communication technology on the one hand has a strategic role in the development of Copyright, but on the other hand it is also a tool for law violations in this field. Proportional arrangements are necessary, so that positive functions can be optimized and negative impacts can be minimized. Technological progress must be accompanied by a moral understanding of the environment that there are still generations who will live after us. Such a business paradigm is based on moral responsibility for future generations.

The use of ICT for education has become a necessity that cannot be delayed any longer. Various applications of information and communication technology are already available in society and are ready to be used optimally for educational purposes. Utilization of information and communication technology for education can be carried out in various forms according to its function in education. The function of information and communication technology in education can be divided into seven functions (Indrajit, 2004)<sup>2</sup>, namely: 1). as a storehouse of knowledge, 2). as a learning aid, 3). as an educational facility, 4). As a competency standard, 5). as administrative support, 6). as a school management tool, and 7). As educational infrastructure. In terms of the use of ICT for education, Eric Ashby (1972) as quoted by Miarso (2004) states that the world of education has entered its fifth revolution. The first revolution occurred when people handed over their children's education to a teacher. The second revolution occurred when writing was used for learning purposes. The third revolution occurred along with the invention of the printing press so that learning material could be presented through printed media in book form. The fourth revolution occurred when electronic devices such as radio and television were used for equity and to improve the quality of education. The fifth revolution, like today, is the use of the latest information and communication technologies, especially computers and the internet for education. This revolution has an impact on several global and regional trends in the use of ICT for future education.

Today, the world is in the era of information and communication. The information age is marked by the rapid development of ICT, especially radio, television, computers and the internet. The internet is a global network that connects millions of computer networks (local/wide area network) including personal computers (stand alone), which allows every computer connected to the internet to communicate with each other. Internet application facilities are numerous enough to be able to provide support for the needs of the military, the mass media, business circles, and education circles.

In terms of etymology, education comes from the Greek "Paedagogike" which means I guide children. People whose job is guiding children with the intention of taking them to a place of study, in Greek is called "Paedagogos". If this word is interpreted symbolically, then the act of guiding as above is the essence of the act of educating. Education itself is a learning process that previously we could not

understand something, but with education we can understand because in education there is a relationship (interaction) between one individual and another individual, or individual with the educational environment.

Higher education is the level of education after secondary education which includes diploma, undergraduate, masters, specialist and doctoral education programs organized by universities. The global trends are interrelated components, teaching core concepts systematically analyzing case studies, decision-making skills, comparative analysis, participatory skills and Ward heyard virtues through learning activities, use of resource books, knowledge, skills and virtues of citizens, and links between content and processes in teaching and learning knowledge, skills and virtues of citizens (Ananda; 2017)

(Law No. 20 Concerning the National Education System, 2003: 20). In the government regulation of the Republic of Indonesia Number 30 of 1990 concerning tertiary institutions that higher education is education at a higher level than secondary education in the school education pathway. Higher Education is an education that becomes the final terminal for someone who has the opportunity to study at the highest level through school education (Dardjowidjojo, 2012: 45).

Rational choice is the branch of sociology that has been most thoroughly influenced by economic theory. But it is not simply an application of economic theory to the explanation of social phenomena. The sociology of rational choice comprises a diverse set of theories of which only a few originate in the discipline of economics. Rational choice sociologists employ models in which actors are assumed to act rationally, in the broadest sense of the term. Unlike in many other sociological theories, actors are not assumed to be governed by the causal factors operating behind their backs, but are seen as conscious decision makers whose actions are influenced by the costs and benefits of different alternative courses of action. Most rational choice sociologists do not just explain the actions of a single individual. The focus is not on outcomes explaining the macro or aggregate level such as the emergence of norms, patterns of segregation, or various forms of collective action. To understand outcomes like these, however, rational choice sociologists focus on the actions and interactions of individuals. In line with that John Scott in his book *Understanding Contemporary Society: Theories of The Present* (2000:14), put forward the essence of rational choice theory as follows: Rational choice theory adopts a methodological individualist position and attempts to explain all social phenomena in terms of the rational calculations made by self-interested individuals. Rational choice theory sees social interaction as social exchange. modeled on economic action. People are motivated by the rewards and costs of actions and by the profits they can make. Some rational choice theorists have seen rationality as a result of psychological conditioning. Others have adopted the position that it is simply necessary to assume that individuals act as if they were completely rational.

The problem of collective action poses great difficulties for rational choice theory, which cannot explain why individuals join many kinds of groups and associations. The problem of social norms, the other aspect of the Hobbesian problem of order, also poses difficulties. Rational choice theories cannot explain the origins of social norms, especially those of altruism, reciprocity, and trust.,The problem of social structure is a feature of methodological individualism, rather than rational choice theory per se, but it creates difficulties for the theories considered . Solutions to this problem have been in terms of the unintended consequences of individual action.

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The basis of this theoretical thinking is rationality in expressing choices and stating theories that have the nature of parsimony (simple explanation but includes broad discourse) and explanatory power, so that humans are considered to have the freedom to choose and consider something that is chosen based on ratio.

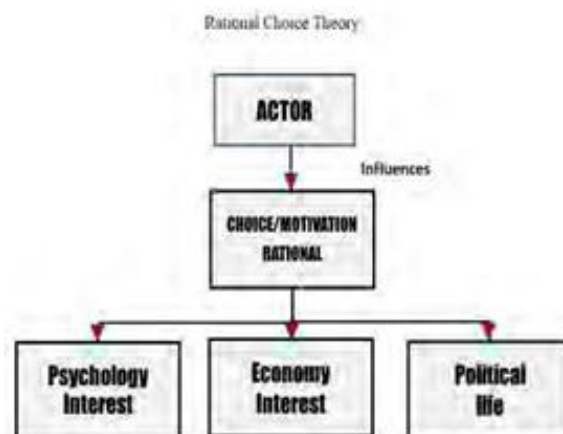
Rational choice theory or Rational choice theory can be defined as an explanation of how or how individuals or groups should make decisions. This definition is taken from the book *Choices: An Introduction to Decision Theory* (Minnesota University Press, 1987) by Michael D. Resnik. Notice how the definition disjunctions 'how' and 'how it should'. Jon Elster, in the introductory part of the book *Rational Choice* (1986), emphasizes the two dimensions of choice theory, the normative dimension and the descriptive dimension.

The normative dimension relates to 'how it should be'. Choice theory as a social science theory, can provide insight into what we have to do to get what we want as much as possible. While the descriptive dimension relates to 'how'. The descriptive dimension provides an explanation to us of how a choice can be said to be rational.

These two dimensions imply that choice theory has a more complex scope than just a matter of decision making. In his study, in the end, choice theory is closely related to other abstract concepts such as rationality (and its shortcomings and limitations), morality, and preferences, where the latter concept is very closely related to the discipline of psychology. The discussion on choice theory will be divided into three discussion sections, namely rationality, preference, and morality, along with an explanation for each section;

A key characteristic of the various forms of rationality is that they all make choices by reasoning about the need to take a particular course of action to solve a policy problem. The forms of rationality according to Diesing (1962) are as follows: 1) Technical rationality. Technical rationality is the characteristic of a reasoned choice which includes a comparison of various alternatives on the basis of their respective abilities to solve problems effectively. 2) Economic rationality. Economic rationality is a rational choice characteristic that compares various alternatives on the basis of the ability to find efficient problem solving. 3) Legal rationality. 4) Legal rationality is the characteristic of a reasoned choice which includes a comparison of alternatives according to their legal suitability against previous regulations and settlement cases. 5) Social rationality. Social rationality is a characteristic of reasoned choices regarding the comparison of alternatives according to their ability to maintain or enhance valuable social institutions. 6) Substantive rationality. Substantive rationality is a characteristic of reasoned choices concerning comparisons of various forms of rationality - technical, economic, legal, social with the intention that the most appropriate choice can be made under existing conditions.

Based on the description above, it can be concluded that the theory of rational choice stated by James Coleman leads to the idea that the social world is formed by the results of rational decisions on actors in order to maximize their satisfaction with the fulfillment of needs and desires. A social norm is formed and maintained by the community because of the circumstances that will benefit from the experience of the norm and the joint losses that will be obtained if the norm is violated. Collective behavior itself arises from the transfer of control unilaterally over the actions of one actor to another. The following is an illustration of the process of rational choice.



### 3. METHODOLOGY

This study uses the social definition paradigm, namely understanding people's understanding of the actions taken based on in-depth interviews and observations made. Therefore, in this social definition

paradigm, besides aiming to understand the prosocial actions of activists in their lives, they are always actively interacting in the social environment of their community. Therefore, in Weber's work (1970), he prefers and focuses on a subjective meaning that is carried out by someone in a social action.

Because this paradigm is a basic principle of belief in conducting research, when mentioning the word paradigm and when given a definition, the paradigm is not simple and something single, but it has various meanings, so that paradigms are widely used in scientific studies in the fields of science, social and is something that dominates the nature of human thought. If defining a paradigm, of course it is very useful to see and distinguish in which position the paradigm is located. Therefore, the following are several definitions of paradigm according to Lincoln and Guba (1994).

Paradigm defines as the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways. (A paradigm is defined as a belief system or worldview that guides the researcher, not only in the choice of method but also in ontologically and epistemologically fundamental ways.)

The nature of this research is exploratory by presenting a few informants to reveal the problem by choosing a qualitative approach. Exploratory research emphasizes research by selecting certain themes which, according to the author's knowledge, have not been studied in depth by other researchers.

Bogdan and Taylor (1992) write that qualitative research is a mechanism for obtaining descriptive data both verbally and recorded and observed behavior. In a qualitative approach, it has in-depth results from utterances, notes and observations of the behavior of individuals, groups, communities or certain associations on regulated matters, studies that are carried out in a comprehensive, non-partial and holistic manner. by the term qualitative research we mean a type of research whose findings are not obtained through statistical procedures or other forms of computation (Strauss and Corbin, 2013).

This type of research is a case study. The reason for using case studies is to reveal in detail and depth, behind the basic facts of this research to achieve substantive and holistic results. Yin (2003) states that case studies are empirical inquiries that investigate phenomena in real life, when the boundaries between phenomenon and context are not clearly visible, and where multiple sources can be utilized. Case study research was chosen to examine in detail and in depth the rational choice of establishing UMMAD towards GUG. This case study research is in accordance with its nature which emphasizes the integrity and depth of the object under study.

#### **4. RESULTS AND DISCUSSION**

The discussion in this chapter is an analysis of the data found in the research, so the discussion in this chapter includes, namely 1. Reasons for the Technical Implementation Team for the Establishment of Muhammadiyah Madiun University in the Establishment of Muhammadiyah Madiun University according to the perspective of Rational Choice; and 2. The process of establishing the University of Muhammadiyah Madiun according to the rational choice perspective is described further below

The establishment of Muhammadiyah Madiun University is an answer to the needs of the community, especially in the former Madiun Residency to have a choice of science and technology that can answer needs in an era of civilizational disruption where the dynamics shift very quickly and are adaptive to every aspect of social change. So, the existence of the Muhammadiyah Madiun University has certainly gone through a feasibility study in several aspects that are urgent for the private tertiary level which is right in the Madiun Residency Capital referring to the conception of education that is able to translate and provide realistic, factual solutions, and still within the corridors of academic rules on the needs as well as the situation of users or graduate users.

The condition of STISIP Muhammadiyah Madiun has long been the main goal of lectures for the community, especially civil servants, who at that time were appointed from the SMA/Group II certificate category, so it was necessary to increase their educational status to the strata 1 higher education level in response to their career advancement. With 2 social science study programs, the social welfare study program and communication science study program are part of a study program that obtains legality from the State Civil Service Agency (BKN) as a study program that is legalized for diploma adjustments to class III level and civil servants will automatically receive permission to study from his immediate supervisor in the bureaucracy. This is the PNS students mentioned above as

resources that play a role in the decision-making process in rational choice theory, namely actors and resources. In this case, actors play a role in running and controlling resources for those who seek resources. Based on this explanation, it can be interpreted that control over resources is very dependent on the ability of the actor concerned, based on various considerations that are most beneficial to the actor. Actors in this case can be corporate (groups) or individuals. Related to this, rationality has a different point of view for each actor.

The performance of STISIP Muhammadiyah Madiun is also determined by external factors. Some external factors include government policies, stakeholders (stakeholders), alumni. As an educational institution, High School cannot be separated from several government policies which in their implementation are adapted to the conditions of STISIP Muhammadiyah Madiun. In addition to government policies, the existence of external stakeholders greatly determines the development of STISIP Muhammadiyah Madiun, because it involves input (new students) and the job market for alumni (output). Stakeholders of STISIP Muhammadiyah Madiun who are concerned with input are the general public who come from people with diverse social, economic, educational, occupational, ethnic and even religious conditions. The main problem faced by STISIP Muhammadiyah Madiun in the Madiun Residency area is the lack of understanding from SMA/SMK/MA graduates about the existing Social Welfare and Communication Science Study Programs and the lack of variety/variety of study program choices at STISIP Muhammadiyah Madiun. This lack of understanding and the limited choice of study programs has resulted in low public interest, especially millennials, to know more about STISIP Muhammadiyah Madiun.

Coleman's theory of rational choice is evident in its basic idea that individual action leads to a goal and that goal is an action that is determined by values or preferences (choices). Coleman states that it requires an exact concept of rational actors derived from economics which sees actors choosing actions that maximize their utility or their wants and needs. There are two main elements in Coleman's theory, namely actors and resources. Resources are any potential that exists or even is owned. These resources can be in the form of educational resources, namely resources that have been provided or natural potential owned by both parties of the Institution. According to Heryati & Muhsin (2014) in his book entitled Management of Educational Resources that in the implementation of education a concept is needed to regulate, direct, and coordinate to manage appropriate educational resources. These educational resources are grouped into six aspects, namely: men (humans, students, teachers, personnel, and other educational elements), Methods (methods, curriculum), Materials (infrastructure), Money (funds), Machines (educational technology), and markets (marketing). While the actor is someone who performs an action. In this case are individuals who are able to utilize resources properly.

First, the resources owned by the Muhammadiyah Madiun City College of Social and Political Sciences (STISIP) which has 2 Undergraduate (S-1) Study Programs, namely the Social Welfare Study Program which is accredited by BAN-PT with Good Accreditation Scores and Study Program Communication Studies accredited by BAN-PT with Good Accreditation Scores, the two Study Programs have the potential to include men (humans, students, teachers, staff, and other educational elements) in the form of Lecturers of the Social Welfare Study Program, Lecturers of the Communication Sciences Study Program, staff staff in the field of academic & non-academic employee staff along with security and cleaning officers.

Methods (method, curriculum) in the form of a set of plans and arrangements regarding objectives, content, and teaching materials as well as methods used as guidelines for organizing learning activities in accordance with the Learning Outcomes of the Social Welfare Study Program and the Communication Science Study Program with reference to the National Higher Education Standards includes the development of intellectual intelligence, noble character, and skills. The curriculum of the Social Welfare Study Program and Communication Science Study Program is packaged in a strategic program in the form of GIAT SIKADES as an out-class lecture program for 1 (one) half semester in the target village (village incubator) and in-class lectures for 1 (one) half semester on campus . The GIAT SIKADES program functions as a means of combining theory and practice for all study programs, as well as a place for research and community service for lecturers and students to run and receive increasing attention from relevant stakeholders, especially the Madiun District



Government. The prestige of enthusiasts (prospective students) towards the destination institution also has self-worth that is on par with other campuses. The choice of study program is also increasingly varied and meets market tastes as a preference for prospective students.

Meanwhile Materials Resources (infrastructure) include campus land and buildings strategically located on the edge of the Provincial route on Jalan MayjendPanjaitanMadiun city with an area of approximately 3,000 m<sup>2</sup> which is currently the main campus or central campus of Muhammadiyah University of Madiun with supporting facilities and infrastructure including Room Classes, Libraries, Computer Laboratories, Podcast Studios, Mosques, Campus Buses as a means of Transportation for Lecturers and students in carrying out Research and Community Service in the Assisted Villages. Money (funds) includes all Cash and Receivable assets for students, Machines (educational technology) which includes Learning support tools including LCD Projectors and Podcast Studios, and market (marketing) STISIP Muhammadiyah Maadiun marketing is an adaptive campus for PNS / ASN students in the Madiun Residency there is a close network of bureaucratic relations, print media, NGOs, assisted villages in this case as the pockets of prospective new students.

But from the theoretical aspect they still need a lot of academic understanding and adjustments, therefore STISIP Muhammadiyah Madiun continues to seek creative and innovative breakthroughs and strategies through a number of andragogically oriented learning development programs, from all aspects of teaching and learning activities carried out during five days of lectures starting at 16.00 WIB to 21.30 WIB from Monday to Friday, almost on average students from PNS are active in conducting lectures except for incidental permits together with out of town service assignments. Even then for the size of the staff, outside service activities are rarely carried out. So that face-to-face learning opportunities with lecturers are still sufficient. In addition to PNS / ASN students in the Madiun Residency, the market share for STISIP Muhammadiyah Madiun comes from outside the region and outside the island.

Second, the resources owned by AKBID Muhammadiyah Madiun which has a Diploma Three Midwifery Study Program accredited by BAN-PT Study Programs and Institutions with Adequate Accreditation Values which have the potential to include men (humans, students, teachers, staff, and other educational elements) in the form of D3 Midwifery Study Program Lecturers, staff in the academic field & staff of non-academic employees along with security and cleaning officers. Methods (method, curriculum) in the form of a set of plans and arrangements regarding objectives, content, and teaching materials as well as methods used as guidelines for organizing learning activities in accordance with the Learning Outcomes of the D3 Midwifery Study Program. The flagship program is Complementary Midwifery. He explained, Complementary Midwifery is a complementary therapy to midwifery which is a non-medical therapy that is practiced in the process of pregnancy, childbirth, newborns, postpartum and breastfeeding.

Meanwhile, Materials Resources (infrastructure) include campus land and buildings located on Jalan Lumbung Hidup West Ring Road in Madiun City with an area of approximately 5,690 m<sup>2</sup> which is currently the two domicile campuses of the Faculty of Formal Science of Applied Sciences or the central campus of Muhammadiyah University of Madiun with Supporting facilities and infrastructure include classrooms, libraries, computer laboratories, midwifery laboratories, baby spa commercial service rooms and mosques. Money (funds) includes all assets Cash and Receivables to students, Machines (educational technology) which includes Learning support tools including LCD Projectors and midwifery practice tools and market (marketing) AKBID Muhammadiyah Madiun marketing is different from STISIP Muhammadiyah Madiun's market share where students are most of the pure students are in accordance with the stages of compulsory education, the majority of AKBID Muhammadiyah Madiun students come from the Madiun Residency.

Third, according to Coleman in rational choice theory, actors are seen as having choices or values. Rational choice theory focuses on actors, where actors are seen as having goals and having intentions. Actors who have goals, their actions are focused on efforts to achieve their goals. Rational choice theory does not pay attention to what is the choice or what is the source of the actor's choice, what is important is the fact that actions are taken to achieve goals that are in accordance with the actor's level of choice (Upe, 2010).

Actors in this case can be corporate (groups) or individuals. From this view, it can be said that the University Founding Team is an actor who makes decisions for the purposes of the state. As Brian Fay said, that one of the main tasks of interpretive social science is to discover the intention or background of actors in carrying out an action (Gibbons 2002; 91). This is what is historically called *verstehen*. So, to be able to find the rationality of an action taken by the state, an interpretation of the decision is carried out, based on events related to the country concerned. Coleman also explained that in carrying out an action, individuals do it based on the considerations and information obtained. In this regard, it is explained that these considerations are carried out in order to obtain the best decision. Thus, rational choice theory can be applied at the societal level, both in the cultural and political sectors. Furthermore, the opinion that emphasizes the cognitive component in making judgments to make decisions is also supported by the opinion of Philip Mellor (1999) which states that the (cognitive) learning process is not only obtained from the accumulation of collecting information alone but also a phenomenon that is influenced by relationships with friends, family, community and other forces.

## 5. CONCLUSION

Hope in the process of establishing the University of Muhammadiyah Madiun towards Universal Service as the Center for the Community Empowerment Movement. The existence of the Muhammadiyah Madiun University has certainly gone through a feasibility study in several aspects that are urgent for the private tertiary level which is right in the Madiun Residency Capital referring to the conception of education that is able to translate and provide solutions that are realistic, factual, and still within the corridor of academic regulations for the needs at the same time the situation of users or users (students) who at that time was still called STISIP Muhammadiyah Madiun were mostly bureaucratic and other private sector workers who had to divide their time between working hours and carrying out academic obligations on campus. From a practical aspect, PNS/ASN students are no less skilled than pure students, but from a theoretical aspect they still need a lot of academic understanding and adjustments, therefore STISIP Muhammadiyah Madiun continues to seek creative and innovative breakthroughs and strategies through a number of andragogy-oriented learning development program.

Research integration program and community service in the form of Sharing Attention, Campus and Village Synergy (GIAT SIKADES) which will later play the role of becoming an embryo in the implementation of in-class and out-class learning. science, has strategic value in enhancing community development in various aspects of life, through the concept of the Tri Dharma of Higher Education, namely Education and Teaching, Research and Community Service. Empowerment of students in getting to know the surrounding environment and the global environment in the current era is mostly done by implementing community service. The concept of community service carried out by each higher education institution has its own characteristics adapted to the conditions, mission and vision of higher education institutions. Community service serves to hone the soft skills of each learner.

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