

Decision Making In a Higher Educational Organization: a Literature Review

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ABSTRACT

A manager's position requires him or her to make decisions. This is a critical task, particularly for managers who are in charge of planning. Educational institutions, whether in Kindergarten, Elementary School, Junior High School, Senior High School or even High School or University, are organized institutions which also need a manager as the leader. The purpose of this article is to explore the decision making in educational organization that can be applied in the higher educational environment. This conceptual article is developed based on several literature review. There are 14 articles were reviewed in order to get the notion of decision making, the elements that influence decision making, and the efficacy of decision making and problem solving so that can be implemented in higher educational institutions. As a conclusion, decision-making in the field of higher education, particularly for educational leaders in higher educational organization, must be able to choose the best option alternatives so that educational institutions' organizational goals of enhancing performance and quality of education can be met ideally.

Keywords: *decision making, higher education, educational organization*

Introduction

Management activities become one of the organizational systems. So that, an organization is a space for management to operate. Management is a process or instrument that helps an organization achieve its objectives. Decision-making is one of the manager's tasks, known as the decisional role, in the context of the manager's work. A manager is obliged to make judgments based on the consideration of persons with their authority as leaders as well as decisions based on the outcomes of deliberation that take into account the views, feelings, or input of members of the organization when selecting executive action.

Making decisions is an important component of a manager's job. This task is very important, especially when managers are in charge of planning. Managers can make critical and long-term decisions through planning. Managers decide on the organizational goals to be reached, the resources to be employed, and who will

carry out each required activity during the planning process. Managers are involved in a range of decision-making situations during the planning process. The efficiency of the plans will be determined by the quality of the manager's decisions.

Making decisions is difficult. Because: (1) the leader does not take or obtain entire information, and (2) even though the information is complete or cannot process the information, decision-making does not always solve problems but often creates new ones. As a result, having complete information and processing it systematically in decision-making is crucial. As a result, management information systems play a crucial part in decision-making, particularly in educational institutions, the majority of which are in the service sector, which is critical to students' growth.

Educational institutions, whether in Kindergarten, Elementary School, Junior High School, Senior High School or even High School or University, are organized institutions. Because decisions and management cannot be separated, decision-making is a routine job in management. An executive, manager, chief, chairman, director, chancellor, regent, governor, minister, commander, president, or other official's everyday life is filled with decisions. They are, after all, the decision-makers. Their hands will shape the life of the organization.

Higher educational institutions must play an essential role in society's progress by providing the necessary human capital in all fields, and the only way to accomplish this goal is through a stable environment and continuous sustainable academic instruments with sound decision-making and systems to influence curriculum, content, programs, and how teaching and learning can be realized (Kaweesi & Miiro, 2016).

The rector's function as the university's chief executive officer is crucial to the institution's success. The qualities required for a university leader are then determined by this function. Decision making is one of the functions that a leader cannot avoid because the leadership function cannot be applied and the management function cannot operate to achieve corporate goals without decisions

and policies. According to Tamiang (2022), uncertainty about a decision can lead to a weak leadership function, which is detrimental to organizational stability.

One component of decision-making that is influenced by organizational culture is decision-making. Making meaningful decisions entails selecting the greatest option from a variety of options. Organizational culture serves as a guide and direction in decision-making. Each choice is evaluated from the perspective of the organization's organizational culture. Based on Anco (2017) statement, it is possible that if a decision is made that is not in line with the organization's spirit, the decision will lead to the organization's failure.

Individuals must be able to think critically and improve themselves in order to make effective decisions. According to this explanation, the rector, as a leader in higher education, must comprehend the theory and implementation of decision making because it is one of the most significant aspects in increasing educational quality. In order to promote his institution, the rector must be able to make various decisions (Tamiang, 2022).

Methodology

This study is a literature review. A literature review is an examination of scholarly articles, books, and other materials relating to a given subject, research area, or theory, which includes a description, summary, and critical evaluation of these works (Ramdhani et al., 2014). According to (Suwastini et al., 2021), conducting a literature review will contribute to the emergence of a new knowledge that can only be grasped once all relevant information on the topic has been gathered. According to (Snyder, 2019), the process of conducting the literature review is using four phases: (1) Designing the review, (2) Conducting the review, (3) Analysis, (4) Writing up the review.

Finding and Discussion

Managing the education system's process is thus a crucial and urgent issue for decision-makers in order to improve their performance or competitiveness of their school or institution. According to (Hayati et al., 2021), the process of deciding alternative answers from a variety of formed options is known as

decision making. A decision must be logical, adaptable, and able to be implemented using current infrastructure and facilities. Decisions are at the base of almost all cognitive processing and problem solving in humans (Jonassen, 2012).

Leaders must be able to adapt to the problems at hand when making decisions. A decision can be made based on emotions, but it must also take into account the proportion. Furthermore, decision-making is influenced by the individual making the decision. There are numerous sorts of decision-making, according to Qodariah in (Hayati et al., 2021), decision-making based on (1) intuition, (2) rationale, (3) facts, (4) experience, and (5) authority.

Several studies about the decision making had been done for knowing the urgency of the leader in making decision in any level of education. The goal of this study is to investigate how decisions are made and how that knowledge might help leaders of educational organizations develop their decision-making abilities and strategies specifically in higher educational organization.

A study conducted by Mohune & Tola (2019) stated if the stages of decision-making are carried out in the school principal's decision-making process, especially in analyzing internal and external conditions as well as the risks that arise from each of the available alternative decision choices, the school's vision and mission will be realized and will always exist in the face of various future challenges. The purpose of this study is to determine the principal's decision-making process in attaining SMP Cokroaminoto Salongo's educational vision and goal. This is a quantitative study that employs an explanatory descriptive technique. The participants in this study were 17 people, and data was collected through questionnaires, observations, interviews, and documentation. The findings revealed that the decision-making process at SMP Cokroaminoto Salongo for achieving the school's vision and mission was divided into six stages, with principals focusing on three of them: determining problem-solving criteria, selecting the best alternative, and making decisions or implementing the chosen alternative.

Based on the result of study above, the principal's function as a decision-maker in the framework of school principals are required to improve the quality of their schools. Principal decision-making by allowing subordinates to engage in decision-making in order to implement school programs that are in line with school goals that refer to the school's vision and mission (Agoustin & Roesminingsih, 2021).

In the study of Decision Making and Education Quality Improvement at SMK Negeri 2 Medan by Tamiang (2022) showed that principals play a critical role in increasing educational quality in schools. Leadership is directly linked to decision-making, which indicates that the leader has the authority to make decisions. As a result of the principle's function being applied, the principal is expected to be professional, stressing innovation and being able to make appropriate decisions in line with the times. However, in the practice, the principal did not work alone. The principal in doing every policy that is implemented must include instructors and representatives from madrasas in the decision-making process. This indicates that the principal does not make the final choice. Except in circumstances where unanimity is expected and it is urgent, the madrasa's leader makes decisions without consulting his subordinates.

In this case, the leadership of the principal in having the ability to encourage, motivate, and persuade individuals to take actions aimed at accomplishing goals by having the willingness to make decisions regarding activities that must be completed (Syamsul, 2017). Simply put, the ability of a person (leader) to influence others (subordinates) in order to achieve organizational goals is known as leadership. In line with this, Rizalie (2016) stated that this is a kind of participatory decision-making which has been defined as a process of determining and determining various alternative actions that need to be taken with the goal of solving problems or making guidelines and provisions that will be used in the implementation of future work by involving all school members in the assigned field of work, according to the definition of the term.

Policy and decision-making are two factors that are inextricably linked and cannot be separated. Policy is a more theoretical concept, whereas decision-

making is more practical. The scientific worth of a decision can be reduced by non-theoretical decision-making, and policies that are not accompanied by hard decision-making will take shape. According to the theories that should be had by the decision maker, the goal of Sabri (2013) study is to use the paradigm of Islamic education as a tool for analyzing the notion of policy and decision-making. Islam is a universal religion whose teachings encompass all aspects of human life.

Sirojudin (2019) defines decision-making is a necessary action related to something that is planned, programmed, or not programmed according to needs and based on the leadership's and members' considerations, as needed, or in accordance with the organization's or institution's decision-making mechanism. Decisions made in Islamic educational institutions are steps toward resolving difficulties in Islamic education, hence they must be related to a purpose and plan.

Principal leadership is the principal's approach of persuading, motivating, guiding, directing, and mobilizing teachers, students, parents, and other stakeholders in order to achieve the specified goals. The skill of interpersonal communication and the principal's ability to make sound decisions will have a favourable effect on teacher performance. The principal not only directs and supervises teachers, but he can also make decisions and share crucial information in order to foster a positive and dynamic work environment. As a result, such an environment will be able to inspire the spirit of the teacher's job, which will in turn boost their performance.

Murtiningsih & Lian (2017) study showed that Decision-making by State Secondary School Principals 13 Palembang has been doing well, as evidenced by the principal's method and phases in making decisions based on observation, data, planning, and registry connected to education at school. Then, to take a policy, conduct deliberation with teachers, approach teachers individually to plan events, give ideas, engage teachers in training, and supervise as supervisory activities. It is beneficial to develop the potential and performance of teachers, as well as the quality of teaching and learning success at State Secondary School 13 Palembang, as indicated in the teacher's work assessment.

The purpose of Marzuki (2015) study is to determine the mechanism, consideration, execution, and distribution of school principal decision-making at SMPN 1 Bandar Baru through strategic management. This research employs a descriptive strategy in conjunction with a qualitative approach. Interviews, observation, and documentation are all methods for gathering data. Principals, vice principals, and teachers were the focus of the study. The findings revealed that identifying problems, creating goals, considering alternatives, choosing solutions, and making decisions were all part of the decision-making process. Then, with the flow of deliberation between teachers and employees, the consideration in decision-making is carried out. Legalization of decisions, operational design, socialization and communication, acts and actions, supervision, review, and evaluation are all used to carry out decision-making. Finally, decision socialization is accomplished through an open explanation.

Another study that also has the same result with the previous study was conducted by Torlak et al.(2022). The study was proposed that school leaders might democratize their goals, influence, and character in decision-making and contact with followers, resulting in improved Leader Performances. Through assessing numerous recommendations in the decision-making process, K12 school leaders could encourage participation from all units, levels, and layers in a debate. As a result, the leaders may be able to secure fair treatment, judgment, honesty, inventiveness, shared vision, lenience, modesty, and graciousness among the participants in a conversation, facilitating conciliation and consensus. Leaders will respect organizational members' right to oversee their work and support their involvement and autonomy in this way.

The next study was conducted by Qamar & Rashid (2020) was to investigate the various decision-making styles used by secondary school heads in Punjab, as well as the effects of gender on decision-making styles used by secondary school head teachers in the Sahiwal division's districts of Sahiwal, Okara, and Pakpattan. A survey of 960 teachers was done using a rating system created specifically for the purpose and based on the opinions of teachers operating under various decision-making approaches. The heads were found to

use all decision-making modes, including rational, intuitive, reliant, avoidant, and spontaneous, with slight differences, regardless of gender discrimination. There was no discernible gender difference in decision-making styles. The usage of decision-making style by the head teachers did not differ much.

In the other hand, the study of Minasyan & Tovmasyan (2020) reveals that in Armenia, men and women make different decisions, and that women have fewer prospects for advancement in their careers. Women make decisions in groups, whereas males make decisions alone, according to the survey. Analytical thinking, consultation, honesty, and intuitive thinking are the major traits of women during the decision-making process. The survey also reveals the most common reasons why males are appointed to leadership roles, as well as the most common misconceptions that prevent women from progressing in their careers. Based on this study, it much more must be done to consider different approaches to the different gender in the usage of decision-making style.

Leadership and decision-making go hand in hand. To achieve effective change in our organizations, innovative leadership necessitates making the best decision possible. Leaders that are adept at making decisions can ensure quality and make decisions from a variety of options. The findings of Diallo & Sukkar (2021) show that professors, particularly student leaders in various faculties, are not always consulted when decisions are made. Delegating decision-making to subordinates fosters empowerment and ownership. Employees have a sense of belonging when a reasonable level of democratic leadership is used, and they are ready to defend the university's aims and goals. Even though he or she solicits input from subordinates before making a choice, the leader retains final decision-making authority.

In line with the study above, Dacholfany (2016) in his study stated that the duty of a leader or staff member in education is to be able to understand and discover high-quality information in order to solve problems and help others in making decisions. It has the potential to make new educational innovations in order to shift the paradigm toward betterment and development. Its goals are to reform and fix that worry in attitude and rule, and it includes knowledge to help. It

might be an opportunity to provide information on how to implement human resources in the workplace, to believe in regulations that provide stability, and to have an attitude that will serve as the foundation for educational innovation.

Conclusion

Decision-making is the most crucial aspect of planning activities in an organizational environment. A decision has an impact on whether the problem is solved or exacerbated. A higher educational institution is a part of a well-organized institutional unit, with decision-making activities carried out by an educational institution's head, also known as a manager. Decision-making is critical in its implementation since it allows for the realization of strategic steps in the execution of plans and activities. As a conclusion, decision-making in the field of education, particularly for educational leaders in higher educational organization, must be able to choose the best option alternatives so that educational institutions' organizational goals of enhancing performance and quality of education can be met ideally.

The process of selecting a set of activities to tackle a specific problem is referred to as decision making. Making decisions is not easy, and sometimes making decisions does not solve problems but creates new ones, maybe because: (1) the leader does not take or obtain complete information, and (2) even if the information is complete, the leader is unable to digest it. Therefore, having complete information and processing it in a related (systematic) manner is critical in decision making, and management information systems play a critical role in decision making, particularly in educational institutions, the majority of which are in the service sector, which is critical in the development of students.

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