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Departemen Sejarah, Fakultas Ilmu Budaya
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Policy Driven Institutional Transformation at FKIP Universitas Sriwijaya (1960–2024): The Confluence of Local Adaptation and National Education Reform in Indonesia

Syafruddin Yusuf, Universitas Sriwijaya, Indonesia
Muhammad Reza Pahlevi*, Universitas Sriwijaya, Indonesia
Tomy Wijaya, Universitas Sriwijaya, Indonesia

ABSTRACT

This research examines the institutional evolution of FKIP Universitas Sriwijaya (1960-2024) within the conflict between centralized national education policy and local reactions. This research improves the study of Indonesian higher education by explaining how government actions, political factors, and local efforts have shaped the development of FKIPs. Historical methodology was systematically employed through four stages: heuristics, source criticism, interpretation, and historiography. Primary sources included institutional archives, governmental decrees, and interviews with pivotal figures. The results indicate that FKIP's structural modifications were not solely administrative but stemmed from a complex process of negotiation and contestation. This research enhances the comprehension of institutional dynamics in postcolonial higher education by emphasizing the interplay between central policies and local adaptations. FKIP Universitas Sriwijaya exemplifies the evolution of teacher education institutions in response to regulatory pressures while preserving their societal significance.

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***CORRESPONDENCE AUTHOR**

mrpahlevi@fkip.unsri.ac.id

INTRODUCTION

Education is pivotal in shaping the trajectory of national development, functioning not merely as a conduit for knowledge dissemination but also as a cornerstone for character formation and a catalyst for enduring social transformation. It serves as an essential social tool in cultivating critical consciousness, reinforcing national identity, and comprehensively enhancing human resource potential to compete globally (Setyawan, 2025). Amid globalization and the dynamics of a swiftly evolving society, education is a pivotal catalyst for transformation across social, cultural, economic, and political spheres by imparting a framework of values and competencies pertinent to addressing contemporary challenges. An adaptive and inclusive education system is essential for cultivating a resilient, progressive, and highly competitive nation.

Higher education, particularly teacher education institutions, occupies a pivotal role in the national education system, as it is the primary foundation for cultivating a generation of professional and visionary educators. The caliber of graduates from these institutions influences the efficacy and success of the educational process across all levels, from primary to secondary, directly impacting the quality of Indonesia's future human resources. Institutions specializing in teacher training are obligated to develop an education system that is adaptable, innovative, and attuned to contemporary demands (Suardi et al., 2023). In this context, the Fakultas Keguruan dan Ilmu Pendidikan (FKIP) or *Faculty of Teacher Training and Education* functions as both an academic institution and a character-building entity, adept at addressing the increasingly intricate demands of the educational landscape. FKIP is essential for cultivating prospective teachers who excel academically and possess robust pedagogical skills, social awareness, and moral integrity relevant to the complexities and challenges of modern education (Aziz et al., 2022).

In South Sumatra Province, the demand for qualified educators has markedly risen, coinciding with the proliferation of formal educational institutions across various tiers, from primary to secondary levels. This growth signifies educational advancement and presents significant challenges in securing qualified educators, particularly in remote regions with geographical obstacles, restricted transportation access, and distinct socio-cultural intricacies

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(Badan Pusat Statistik Provinsi Sumatera Selatan, 2013). These challenges require an approach that is not solely reliant on national policies but also attuned to local needs and characteristics. Universitas Sriwijaya, the premier public higher education institution in South Sumatra, has assumed a strategic role in human resource development, particularly by enhancing the education sector. The creation of the FKIP Universitas Sriwijaya addresses the issue of teacher shortages. It embodies a national strategy aimed at promoting equitable education beyond Java. FKIP Universitas Sriwijaya excels in cultivating professional educators who comprehend and adeptly address the local context, thereby directly enhancing the quality of education in the South Sumatra region and its vicinity.

Nonetheless, despite the strategic significance and tangible contributions of FKIP Universitas Sriwijaya to educational development in South Sumatra, academic research that systematically and critically examines its institutional history remains exceedingly scarce. The institution's record is primarily in administrative documents or succinct chronologies that neglect conceptual and analytical dimensions. Examining FKIP's institutional history is crucial, as it facilitates the chronological reconstruction of the institution's development and the assessment of the internal and external dynamics that shape its trajectory. A critical historiographical approach is essential to elucidate how FKIP reacted to national policy pressures, including curriculum modifications, university autonomy, and requirements for teacher certification, while also examining the active role of local actors-lecturers and regional stakeholders in shaping stakeholders' identity and orientation. Without a thorough study, an understanding of FKIP's strategic role within the national education system will remain incomplete and disjointed.

Historical research on institutional change in higher education in Indonesia is still relatively limited, especially in the relationship between national education policy and local dynamics. Prabowo (2024) highlights the institutionalization of remote sensing technology institutions during the New Order era as part of a national modernization project. While it helps clarify the role of state policy and ideology in shaping scientific institutions, the study focuses more on technological institutions rather than higher teacher education. On the other hand, Ristiawan et al. (2019) examined the evolution of Universitas Syiah Kuala Library in response to academic needs and technological developments. However, this descriptive study does not delve deeply into the interaction between macro policy changes and the local institutional context. Neither study directly explored the institutional dynamics of FKIP at a public university or explained how structural change, leadership, and policy adaptation occurred over a long period. Thus, there is still a gap in the literature regarding how national policies on teacher education are translated, negotiated, and modified in the context of local institutions such as FKIP Universitas Sriwijaya.

This research addresses the deficiency in examining the history of higher education in Indonesia, particularly concerning the dynamics of institutional transformation of national education policy and local influences. The primary inquiry is: How did the interplay between national education policies and local factors influence the institutional transformation at FKIP Universitas Sriwijaya from 1960 to 2024? This research examines the institutional transition, the participation of local stakeholders, and the adaptive strategies employed by the institution in response to multiple waves of national education reform spanning over six decades. This study uses a policy historiography approach to analyze the sequence of changes and elucidate the historical rationale for each transformation, connecting state policy with the local socio-political context that shapes the trajectory and nature of institutional change. This study seeks to enhance the comprehension of educational reform and institutional dynamics in Indonesia while offering a comprehensive historical narrative of the complex development of FKIP Universitas Sriwijaya amidst evolving social, political, and policy contexts.

METHOD

This research utilizes the historical method to analyze and reconstruct the institutional dynamics of FKIP Universitas Sriwijaya from 1960 to 2024. We selected this method due to its ability to chart institutions' evolution of national education policies and local dynamics over time. The national education policy and regional dynamics form the context. The historical approach facilitates the examination of the interplay between institutional structure, the function of local actors, and the socio-political elements that affect the course of institutional transformation. Gilbert J. Garraghan's framework delineates four fundamental stages of the historical method. The methodology consists of four essential stages: heuristics, source criticism, interpretation, and historiography (Herlina, 2020).

Heuristics pertains to gathering pertinent historical sources in printed, written, and oral formats. Historical sources are classified into two categories: primary sources, originating from direct records or testimonies about specific contemporary events, and secondary sources, derived from processed second-hand information (Padiatra,

2020). Primary sources encompass official documents, including the Decree of the Director General of Higher Education and the Rector of Universitas Sriwijaya, about the establishment, merger, and development of FKIP. Moreover, comprehensive interviews were carried out with seven key informants, including former deans, senior lecturers, veteran administrative personnel, and FKIP alums who participated in the institutional transition. The selection of informants was predicated on the following criteria: (1) direct engagement in the institutional process during a specified timeframe, (2) strategic placement within the institutional framework, and (3) ongoing affiliation with FKIP. The interviews employed a semi-structured format, facilitating the exploration of individual narratives and experiences while focusing on historical and policy contexts. The interview process was executed both in person and via online platforms. All interviews were recorded (with consent), transcribed verbatim, and subsequently analyzed employing thematic analysis techniques, which discerned patterns, conflicts, and narrative coherence in the context of institutional change.

Source criticism was conducted thoroughly on all written documents and interview transcripts using a two-pronged approach: external and internal criticism (Irwanto & Sair, 2014). External criticism focused on assessing the authenticity and genuineness of the sources by ensuring that the documents came from official institutions and that the informants had direct involvement in the institutional processes of FKIP. Meanwhile, internal criticism was conducted to evaluate the source content's credibility, including the data's consistency, the informants' possible subjective biases, and the narrative's appropriateness to the broader historical context. This analysis is vital to ensure that the information used in writing the institution's history is factual and valid in building an academically accountable understanding. Furthermore, the interpretation stage is carried out to understand the dynamics of institutional change in FKIP Universitas Sriwijaya, national policies, and local contexts.

Historical data was organized chronologically to identify critical phases of institutional development. We then analyzed institutional patterns and policy narratives by comparing official documents and interviews to investigate how local actors responded to central policies. Interpretations also considered the socio-political context of each period, such as the New Order and Reform eras. Finally, the researcher assembled the findings into an analytical, historical narrative to show FKIP's contribution as a representation of higher education dynamics in Indonesia (Sukmana, 2021). The historiography stage in this research aims to compile a historical narrative of FKIP Universitas Sriwijaya systematically and analytically, emphasizing the relationship between national policies and local dynamics. The resulting narrative is reconstructive and reflective, thus illustrating institutional change due to the interaction between national policy structures and local agencies.

DISCUSSION

Establishment of FKIP Universitas Sriwijaya

Before the establishment of FKIP in Palembang, an educational institution named the B.1 English Course was already operational, founded on 1 October 1958. Mrs. Djuariah Akib directed this course, with Amran Halim, M.A., acting as her secretary. This course persisted until 1961. The desire to create educational institutions in various fields is growing stronger. In 1960, a preparatory committee was formed to establish FKIP, chaired by R.A. Rani, the head representative of the Department of P.P. and K. for the South Sumatra Region. The committee for the establishment of FKIP comprised the chairman and Secretary of the B.1 English Course, Mrs. Djuariah Akib, and Amran Halim, M.A., both English lecturers.

The Preparatory Committee for establishing FKIP Palembang was officially formed on 7 June 1960. This committee comprises seven members, including representatives from the Education Office, faculty, and administrators of PGRI South Sumatra. It was created to assist in developing a faculty that would be integrated into Universitas Sriwijaya, which was concurrently established by a team responsible for founding Universitas Sriwijaya (Universitas Sriwijaya, 1962). The preparatory committee for FKIP Palembang included the following individuals:

Table 1. Establishment Committee of FKIP Palembang

Position	Name	Affiliation
Head	R.A Rani	Chief Representative of the Department of P.P. & K., South Sumatra
Vice Chairman	Ny. Djuariah Akib	Leader B. 1 English State Palembang
Secretary	Amran Halim, M.A.	English Lecturer B. 1 Palembang
Treasurer	Madian	Chairperson of the South Sumatra Regional Board of PGRI
Member	M. Azwar	Director of Regional Educational Oversight, Department of Education and Culture South Sumatra
	R.M. Akil	Principal of SMA Negeri I/B Palembang
	Nuzuar St. Alamsyah	Director of the Student Government Association Palembang State

The committee tasked with establishing FKIP coordinates all elements of the FKIP's formation plan in Palembang. The preliminary strategy involves the establishment of a private FKIP, which will subsequently undergo nationalization. The previously private Sjakhjakirti University underwent nationalization following its establishment as Universitas Sriwijaya. One responsibility of the FKIP Establishment Committee (Private) is identifying the departments to be created and obtaining ratification of the Private FKIP's formation from the Ministry of Education, Teaching, and Culture (P. P. and K.). The FKIP Preparatory Committee effectively assembled three academic disciplines for submission to the Department of P. P. and K.: Indonesian Language, Economics, and Law.

Concurrently, the establishment of Universitas Sriwijaya obtained governmental endorsement as articulated in Government Regulation 42 of 1960 regarding its founding. Article 1 of the PP delineates three faculties under the aegis of Universitas Sriwijaya: the Faculty of Law, the Faculty of Economics, and the Faculty of Engineering. Simultaneously, the Minister of Education and Culture mandates the establishment of new faculties. Nevertheless, the prospect of incorporating FKIP as one of the faculties within Universitas Sriwijaya remains viable. Consequently, the Department of P. P. and K. delegated the initiative to establish a private FKIP to secure statehood recognition. This initiative ultimately culminated in the promulgation of Ministerial Decree No. 6/1961, dated 13 June 1961, by the Minister of Higher Education and Science. The Minister of Higher Education and Science, Mr. Iwa Kusumasumantri, endorsed the decision. The decree mandated that, effective 1 July 1961, FKIP be nationalized in Palembang and incorporated into Universitas Sriwijaya. Initially, FKIP Universitas Sriwijaya comprised three departments: Indonesian Language, Economics, and Law (Peraturan Pemerintah RI, 1960).

The formation of FKIP Universitas Sriwijaya is closely connected to the widespread trend of institutional isomorphism during the early Old Order when the central government wanted to make the structure and function of higher education institutions uniform through a national model. The transformation of the B.1 Course into FKIP and the subsequent establishment of FKIP as a component of Universitas Sriwijaya in 1961 via Ministerial Decree No. 6/1961 demonstrated a significant impetus for structural convergence that standardized institutional frameworks throughout the region. This exemplifies coercive isomorphism, as described by Dimaggio and Powell (1983), wherein state regulatory pressure compels local institutions to align with centrally established models to attain political and administrative legitimacy. This process is not exclusively top-down. Local educational committees in South Sumatra demonstrate that regional agencies play a significant role in mediating and guiding institutionalization. The evidence suggests that the isomorphic pattern is not wholly coercive but rather intertwined with normative and mimetic influences from local ambitions to attain the status and resources linked to formal state institutions.

The longitudinal analysis of FKIP Universitas Sriwijaya reveals a synthesis of top-down structural pressures and bottom-up adaptive initiatives. This study confirms the main idea of historical institutionalism, which is that institutional changes happen not just because of logical choices made by people but also because of the influence of history, local individuals, and rules. The FKIP case helps explain the theory of institutional isomorphism by showing how institutional change is not straightforward and can vary depending on the power relationships at both local and national levels. FKIP Universitas Sriwijaya stands out from similar institutions in Indonesia, such as the FKIP at Universitas Andalas or Universitas Sam Ratulangi. FKIP Universitas Sriwijaya demonstrates a comparatively heightened capacity for adaptation to political and administrative alterations. Nonetheless, akin to numerous other FKIPs, it exhibits constraints in structural innovation owing to its reliance on the central government, both regarding academic policies and organizational frameworks. This research confirms that we cannot reduce the institutional history of higher education to a mere administrative timeline. Interpret it as the result of the interplay between structure and

agency, state regulation and local dynamics, and stability and conflict. This framework places FKIP Universitas Sriwijaya in its proper context. This study contributes to the revitalization of institutional historiography.

Conversion into the Palembang Branch of IKIP Bandung

On 3 January 1963, President Soekarno promulgated Presidential Decree Number 1 of 1963, which consolidated FKIP and IPG (Institute of Teacher Education) into the Institute of Teacher Training and Education (IKIP), establishing it as the sole higher education institution for teacher education. This Presidential Decree affects current educational institutions. If the institution is involved in teacher education, it must be cohesive. The legislation subsequently affected FKIP Universitas Padjadjaran and the Institute of Teacher Education in Bandung. The two were merged into the IKIP Bandung.

Teacher education institutions outside of Bandung must also adhere to the presidential decree. FKIP in South Sumatra, previously associated with Universitas Sriwijaya, has severed its ties. In light of the lack of a Teacher Education Institute in Palembang, FKIP Universitas Sriwijaya ultimately relocated to the Bandung Institute of Teacher Education, Palembang Branch. Similar events occurred in Aceh, Palangkaraya, and Banjarmasin. All were rebranded as IKIP Bandung Banda Aceh Branch, IKIP Bandung Palangkaraya Branch, and IKIP Bandung Banjarmasin Branch. Presidential Decree No. 1 of 1963 was later succeeded by Ministerial Decree No. 34/1964 issued by the Minister of Education and Culture, as well as Ministerial Decree No. 32/1964 from the Minister of Higher Education and Science. The two decrees fundamentally transformed the status of FKIP Universitas Sriwijaya, incorporating it into the Bandung Palembang Branch of IKIP. His tenure at the IKIP Bandung Palembang Branch extended from 1964 to 1969.

The national political landscape following the G30S/PKI incident in 1965 also influenced the development of Universitas Sriwijaya during that period. The escalating student movement advocating for campus reforms led to the dismissal of the rector of Universitas Sriwijaya, whom Kombes Pol succeeded. Amir Datuk Palindih (19 April–21 August 1966), followed by Colonel Dr. Noesmir until 1968. The two rectors were not affiliated with the academic community but were appointed by the New Order government of that era.

A movement advocating change also occurred at the IKIP Bandung Palembang Branch campus. The movement culminated in the seizure of the Palembang Branch of IKIP Bandung by the Indonesian Student Action Unit (KAMI) on 1 April 1966. The takeover resulted in the suspension of the coordinator position at the IKIP Bandung Palembang Branch, previously held by R.A. Rani. Additionally, the Director General of Higher Education (Dirjen Dikti) of the Republic of Indonesia promulgated Decree No. 6310/Sekret/BUB/66 on 4 October 1966, designating Drs. Usman Gani will be the interim Coordinating Dean of the IKIP Bandung Palembang Branch. The Director General of Higher Education, Madhuri Saleh S.H., signed the decree, which has been in effect since 2 August 1966. On 20 November 1967, the Director General of Higher Education reissued Decree No. 214/I-SP/KT/67, appointing Drs. Usman Gani as the Coordinating Dean of the IKIP Bandung Palembang Branch. This decree was executed by the Director General of Higher Education, Madhuri Saleh S.H., effective from 1 September 1966 to 31 December 1968.

Conversion to the Faculty of Education

The reintegration of the IKIP Bandung Palembang Branch in Universitas Sriwijaya is underway. On Saturday, 28 September 1968, Dr. Usman Gani, the coordinating Dean of IKIP Bandung Palembang Branch, officially transferred the institution to the rector of Universitas Sriwijaya in Palembang. Dr. Usman Gani, the submitting party, executed the transfer manuscript, while H. Djuaini Mukti, M.A., served as the receiving party. The IKIP Bandung Palembang Branch transfer to Universitas Sriwijaya garnered a favorable response from the Minister of Education and Culture of the Republic of Indonesia. Decree No. 1266/KT/I/SP/69, issued on 2 September 1969, appointed Drs. Usman Gani as the Special Vice Chancellor for IKIP Affairs at Universitas Sriwijaya. The Minister of Education and Culture of the Republic of Indonesia retroactively implemented this decision on 1 January 1969. This decree grants legal recognition of Dr. Usman Gani's actions by the Ministry of Education and Culture of the Republic of Indonesia.

The Director General of Higher Education ultimately sanctioned the initiative to reintegrate the IKIP Bandung Palembang Branch into Universitas Sriwijaya via Decree No. 716/KT/I/SP/69, dated 20 April 1969. The decree was executed by Mashuri Saleh, S.H. (Director General of Higher Education). The decree specifies that the former IKIP Bandung Palembang Branch has been bifurcated into the Fakultas Keguruan (FKg) or Faculty of Teacher Training and

the Fakultas Ilmu Pendidikan (FIP) or Faculty of Education. These two faculties are part of the Universitas Sriwijaya ecosystem. Each faculty is led by a dean and three assistant deans.

Consequently, the Palembang Branch of IKIP Bandung has ceased operations. The four faculties of IKIP Bandung Palembang Branch, specifically the Fakultas Keguruan, Sastra, dan Seni (FKSS) or Faculty of Teacher Training in Literature and Arts, Fakultas Keguruan dan Ilmu Sosial (FKIS) or Faculty of Teacher Training and Social Sciences, Fakultas Keguruan dan Ilmu Eksakta (FKIE) or Faculty of Teacher Training in Exact Sciences, and Fakultas Ilmu Keguruan (FIP) or Faculty of Education, have been dissolved. The FKg and FIP, each comprising several departments, consolidated the four faculties.

1) Fakultas Keguruan (FKg) 1969-1983

Decree No. 716/KT/I/SP/69, issued on 20 April 1969, established two faculties and designated their leaders: Dr. Kiagus Hadji Oedjang (K.H.O.) Gadjahnata as the Dean of the FKg, and Drs. Usman Gani as the Dean of the FIP. This decree, enacted on 20 April 1969, has been retroactively effective from 1 January 19699 (Universitas Sriwijaya, 1969). The FKg comprises eight departments: English Education, Indonesian Language Education, Economic Education, Legal Civic Education, Mathematics Education, Biology Education, Chemistry Education, and Mechanical Engineering Education. Five individuals held the position of Dean of FKg from its establishment in 1969 until its dissolution and subsequent merger with FIP to create FKIP in 1983.

Table 2. Dean FKg 1969-1983

No.	Name	Term of Office
1	dr. K.H.O Gadjahnata	1 January 1969 - 30 April 1970
2	Drs. Jahja Kemadja	1 May 1970 - 8 May 1972
3	Drs. Fachrurrozi Cholif	8 May 1972 - 7 May 1975
4	Drs. Mahjuddin K.R.	May 1975–1977 & 1977–1980
5	Drs. Zainal Abidin Gaffar	1980-1983

In 1970, a leadership transition occurred at FKg; Drs. succeeded Dr. K.H.O. Gadjahnata, with Jahja Kemadja assuming the position on 1 May 1970. Dr. Jahja Kemadja abolished the assistant dean position and replaced it with a faculty secretary during his tenure. The amendment is based on the Minister of Education and Culture Decree No. 14976/C/Dop k-I/70, dated 8 October 1970. The decree was sanctioned by the Minister of Education and Culture, Madhuri Saleh, S.H. Dr. Jahja Kemadja was designated as Dean, and Dr. Mas'ud Jusuf was assigned as Secretary of the FKg, effective 1 May 1970 (Universitas Sriwijaya, 1970). The dean and faculty secretary positions were retained until 8 May 1972. The political climate that began stabilizing in 1970 enabled the emergence of FKg. In 1970, Dr. Lipurnaim and associates founded the Department of Mechanical Engineering. In 1971, Dr. Makmoen Abdullah and Dr. Wenny Makmoen, among other historians, established the Department of History.

The reintegration of IKIP Palembang into Universitas Sriwijaya in 1969, via the creation of the FKSS, signified a phase of institutional reconstruction. The reorganization of these two faculties structurally integrated previously distinct academic and pedagogical functions. This event illustrates the concept of path dependency in historical institutionalism, wherein established institutional trajectories delineate the constraints and opportunities for potential changes. The advancement of FKg transpires not only in Palembang but also beyond its borders. In 1969, the FKg and FIP Universitas Sriwijaya (Lahat Branch) were established to fulfill the desires of the Lahat Regency populace. FKg and FIP Universitas Sriwijaya Lahat Branch consolidate an existing educational institution in the Lahat Regency, specifically IKIP Dempo. Furthermore, under the Decree of the Rector of Universitas Sriwijaya, number 722/A/II/1970, dated 31 March 1970, IKIP Muara Enim was also established as FKg and FIP Universitas Sriwijaya Muara Enim Branch The Department of Corporate Economics was established for FKg. In contrast, the Department of Social Education was established for FIP. Dr. Waspodo was appointed as the supervisor of the FKg-FIP Universitas Sriwijaya Muara Enim Branch for a five-year term, commencing on 1 October 1970 and concluding on 31 December 1975 (Universitas Sriwijaya, 1970).

The introduction of new majors and expansion into areas such as Lahat and Muara Enim indicate that FKIP functions not merely as a teacher training institution but also as a catalyst for regional development. Nonetheless, it

is essential to acknowledge that this reconstruction process occurs within the parameters of state control. The Dean's structure, curriculum, and appointment rely significantly on central decisions. Consequently, local flexibility persists within a bureaucratic structure governed by a higher authority. The change of FKIP Universitas Sriwijaya into the Bandung Palembang Branch of IKIP (1964-1969) showed how politics influenced decisions, where the goals of the national government overshadowed the desires and identities of local groups. This alteration was both structural and symbolic: it detaches FKIP's local association from Universitas Sriwijaya and aligns it with the educational authority in Bandung. This case exemplifies a critical juncture in historical institutionalism (Thelen, 2003), a pivotal moment that fundamentally transforms an institution's trajectory and establishes a legacy that shapes future institutional arrangements.

This phase also exhibited dynamics of contestation. Tension and opposition invariably accompanied institutional transformation, as demonstrated by student movements such as KAMI's seizure of the Palembang branch of IKIP in 1966. The appointment of military rectors demonstrated the New Order regime's attempts to stabilize universities by subjecting them to state political control. Bureaucratic narratives in the FKIP documents have regrettably overlooked the conflict dimension despite the long-term implications of such interventions for academic culture and power dynamics on campus.

2) Fakultas Ilmu Pendidikan (FIP) 1969-1983

The FIP was founded on 1 January 1969 under Decree No. 716/KT/I/SP/69, issued on 20 April 1969. Four individuals held the position of Dean of FIP from its inception in 1969 until its dissolution and subsequent amalgamation with FKg to form FKIP in 1983. Drs. Usman Gani served as the inaugural Dean of FIP until April 1970. FIP comprises three departments: the Departemen Pendidikan Umum (PU), Departemen Bimbingan dan Konseling (BK), and Departemen Pendidikan Luar Sekolah (PLS). Every department is led by a Head of Department and a Department Secretary (Universitas Sriwijaya, 1969).

Table 3. Dean FIP 1969-1983

No.	Name	Term of Office
1	Drs. Usman Gani	1969-1970
2	Drs. Musa Uzer	1970
3	Drs. Djakfar Murod	Period I (1970 - 1972) Period II (1974 – 1978)
4	Drs. Ichtiar, H.K, M.Ed	Period I (1972 – 1974) Period II (1978 - 1983)

Following the conclusion of Dr. Usman Gani's tenure, Dr. Musa Uzer assumed the role of Dean of FIP on 1 May 1970. He resigned in October 1970 and formally terminated his position on 1 November 1970. The Senate and the Rector of Universitas Sriwijaya approved this resignation. Drs. Djakfar Murod was appointed Dean of FIP from 1 November 1970 to 1 June 1972, with Drs. Ichtiar H.K., M.Ed., serving as Secretary. Additionally, Drs. Ichtiar H.K., M.Ed., held the position of Dean of FIP from 1972 to 1974, as per the Decree of the Rector of Universitas Sriwijaya. From 1974 to 1978, Dr. Djakfar Murod held the position of Dean, supported by Secretary Dr. Pakorullah Yazid. In 1978, the leadership framework of FIP was restructured with the establishment of a dean and three assistant deans. Dr. Ichtiar H.K. resumed his role as Dean of FIP from 1978 to 1983, with Dr. A. Muis serving as Assistant Dean I, Dr. Achyat Mustofa as Assistant Dean II, and Dr. Rohi Sinangun as Assistant Dean III.

3) The merger involves FKg and FIP into FKIP Universitas Sriwijaya

The Rector of Universitas Sriwijaya enacted the amalgamation of FKg and FIP into FKIP through Decree No. 2922/PT.11.1.1/c.2.a/1983, dated 5 September 1983. This decree primarily addresses the re-merger of FKg and FIP into FKIP (Universitas Sriwijaya, 1983). The establishment of FKIP led to the elimination the Dean and assistant dean positions for both faculties. In response, the two faculties held a joint Senate meeting to discuss the merger. This meeting aimed to determine the leadership of FKIP following the merger. The Senate convened and appointed Dr. Zainal Abidin Gaffar as Dean of FKIP, with his term running from 10 September 1983 to 12 June 1987.



Figure 1. The inauguration of the Dean of FKIP Universitas Sriwijaya, after the merger of FKg and FIP on 10 September 1983, presided over by the Rector of UNIVERSITAS SRIWIJAYA, Drs. Sjafran Sjamsuddin (Source: Universitas Sriwijaya Archives, 1983)

Dr. Sjafran Sjamsuddin, the Rector of Universitas Sriwijaya, formally appointed Dr. Zainal Abidin Gaffar as the first dean of FKIP after the amalgamation of FKG and FIP. The inauguration occurred at the Universitas Sriwijaya Hall in Bukit Besar, Palembang, on 10 September 1983. The inauguration featured physicians endorsing the merger documents of FKg and FIP into FKIP. Drs. Zainal Abidin Gaffar, Dean of FKg, and Drs. Ichtiar, H.K., M.Ed., Dean of FIP, presided over the oath-taking ceremony for the newly appointed Dean of FKIP. The FKIP and academic community participated in the inauguration.

Founded in 1983, FKIP consists of five departments and eleven academic programs. The five departments are Departemen Bahasa dan Pendidikan Seni, Departemen Kajian Sosial, Departemen Pendidikan dan Ilmu Pengetahuan Alam, Departemen Pendidikan, and Departemen Teknik dan Pendidikan Vokasi. Departemen Bahasa dan Pendidikan Seni has two academic programs: the Indonesian Language Education Program and the English Language Education Program. Departemen Pendidikan Ilmu Sosial encompasses history, economics, and PKN (civic education), whereas the Departemen Matematika dan Ilmu Pengetahuan Alam includes mathematics, biology, and chemistry education. Departemen Ilmu Pendidikan provides guidance and counseling, out-of-school programs, and general education. Departemen Teknik dan Pendidikan Vokasi provides a unique Technical and Vocational Education program.

In 1984, by the Decree of the Director General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia No. 57/DIKTI/Kep/1984, the departments and study programs within FKIP Universitas Sriwijaya were reorganized into four departments encompassing ten study programs. The four departments are the Departemen Ilmu Pendidikan, Departemen Bahasa dan Seni, Departemen Matematika dan Ilmu Pengetahuan Alam, and Departemen Ilmu Sosial. The Department of Education consists of two academic programs: the Out-of-School Education Study Program and the Guidance and Counseling Study Program. The Departemen Bahasa dan Pendidikan Seni consists of two academic programs: the English Language Study Program and the Indonesian Language and Literature Education Study Program. The Departemen Matematika dan Ilmu Pengetahuan Alam includes mathematics, biology, and chemistry education. Departemen Ilmu Sosial includes Pancasila and Citizenship Moral Education, Accounting Education, and History Education. The Departemen Teknik dan Pendidikan Volasi and the Engineering and Vocational Study Program are exempt from the decree due to their lack of new student admissions from 1983 to 2005. Therefore, the government has not required the accreditation of departments and academic programs since 1984 (Kebudayaan, 1984).

Evolution of the FKIP Universitas Sriwijaya, 1983-2024

Since the amalgamation of FKg and FIP to establish FKIP in 1983, eight individuals have held the position of Dean of FKIP until 2024:

Table 4. Dean FKIP 1969-1983

No.	Name	Term of Office
1	Drs. Usman Gani	Period 10 September 1983 - 12 June 1987
2	Drs. Nangsari Ahmad, M.A	Period 13 June 1987 - 3 September 1990
3	Drs. Chaidir Hakam	Period 3 September 1990 - 12 February 1994
4	Drs. Lipurnaim	Period 12 February 1994 - 12 January 1998
5	Prof. Dr. M. Djahir Basir, M.Pd	Period I (14 February 1998 - 14 February 2002) Period II (14 February 2002 - 14 February 2005)
6	Prof. Drs. Tatang Suhery, M.A., Ph.D	Period I (14 February 2005 - 26 February 2009) Period II (26 February 2009 - 18 February 2013)
7	Prof. Drs. Sofendi, M.A., Ph.D	Period I (February 19, 2013 - February 2017) Period II (February 19, 2017 - February 2021)
8	Dr. Hartono, M.A	Period February 2021 - February 2025

After FKg and FIP's merger, FKIP Universitas Sriwijaya's governance was initiated under Drs. Zainal Abidin Gaffar, followed by Dr. Nangsari Ahmad, M.A., from 13 June 1987 to 1990, under the Decree of the Minister of Education and Culture no. 26412/A.1.2/C/1987. He has held the position of functional professor since 2003. A transition in the assistant dean position occurred alongside the commencement of post-merger internal consolidation. Doctors succeeded him. Chaidir Hakam (1990–1994) founded SMA FKg-FIP (currently SMA Srijaya Negara) and advanced educational initiatives to improve teacher qualifications, including the D-II PGSD Program and the Transfer Education Program. During this period, they acquired the SPG building at KM 5.5 and the former SGO building in Palembang.



Figure 2. The Al-Barokah Mosque of FKIP Universitas Sriwijaya Indralaya was inaugurated by Drs. Lipurnaim
(Source: Property of Tomy Wijaya, 2025)

Dr. Lipurnaim held the position of the fourth Dean of the FKIP Universitas Sriwijaya following the amalgamation of FKg and FIP, serving from 12 February 1993 to 1998. Throughout his tenure, he significantly contributed to the advancement of campus infrastructure, particularly at the Indralaya Campus, which was in its nascent construction phase then. He has undertaken diverse initiatives to enhance the comfort and comprehensiveness of educational facilities, including constructing lecture halls and administrative offices. A significant achievement during this period was the inauguration of the Al-Barokah Mosque in 1996, which symbolized FKIP's dedication to instilling religious values and promoting religious activities within the faculty.

Upon completing his term, Dr. M. Djahir Basir, M.P.D., took on the leadership of FKIP, serving two successive terms from 1998 to 2005. Under his leadership, FKIP has elevated its academic standards and broadened educational opportunities for prospective teachers. He initiated the Program Keahlian Mengajar (PKM) or Teaching Ability Program, intended for non-educational bachelor graduates to attain pedagogical competence as a prerequisite for becoming educators. Moreover, he expanded educational accessibility by instituting an Extension Program or Non-Regular Program for educators without bachelor qualifications and several new academic offerings, including the Program Studi Pendidikan Jasmani, Kesehatan, dan Rekreasi (Penjaskes). Dr. M. Djahir Basir, in alignment with the institution's physical advancement, became the first dean to inhabit the newly established FKIP Dean's Building, thus superseding the temporary utilization of Building C. This building became the center of faculty administration and a

symbol of FKIP's infrastructural progress during his tenure. These achievements illustrate his steadfast commitment to improving educational quality and institutional governance.

Prof. Drs. Tatang Suhery, M.A., Ph.D., the sixth Dean of FKIP Universitas Sriwijaya, held office for two terms from 14 February 2005 to February 15, 2013. Throughout his tenure, he was recognized as a progressive and visionary leader who enhanced FKIP's role as an institution, cultivating professional and adaptable educators. A notable strategic accomplishment is initiating several new educational programs, including the Postgraduate Program (Master) in Mathematics Education, which offers opportunities for educators and aspiring lecturers to advance their education to a higher level. Furthermore, he established bachelor programs like Pendidikan Guru Sekolah Dasar (PGSD) in conventional and distance education formats, utilizing Information and Communication Technology (ICT) to target prospective teachers in remote regions and promote equitable access to higher education in the educational sector.

Under his leadership, the government entrusted FKIP Universitas Sriwijaya to serve as one of the organizing institutions for teacher certification, which began in 2007. This certification is conducted via the portfolio and Pendidikan dan Latihan Profesi Guru (PLPG), encompassing educators from diverse educational tiers in South Sumatra Province and the Bangka Belitung Islands. This significant responsibility enhances FKIP's national reputation and reinforces its strategic role in elevating the quality of educators in Indonesia.



Figure 3. Building D, the venue for FKIP Universitas Sriwijaya student lectures
(Source: Property of Tomy Wijaya, 2025)

Prof. Drs. Tatang Suhery significantly contributed to infrastructure development. He oversaw the construction of Lecture Building D on the Indralaya Campus to address the rising student population. He renovated and expanded the once single-story Ogan Learning Building to three stories, adding lecture halls and additional spaces. Additionally, he initiated the construction of the FKIP Laboratory Building on the Ogan Campus to enhance practicum facilities and student scientific endeavors. These efforts demonstrate his dedication to improving educational quality, including academic standards and supporting infrastructure, and they have significantly influenced the advancement of FKIP.

Prof. Drs. Sofendi, Dipl. ELTA, M.A., Ph.D.'s leadership as Dean of FKIP Universitas Sriwijaya from 2013 to 2021 resulted in substantial transformations, particularly in internationalization and institutional enhancement. He effectively forged strategic partnerships with prominent universities across five continents and initiated diverse international programs, including student exchanges, research collaborations, international seminars, and overseas field practices. FKIP was the first faculty member at Universitas Sriwijaya to develop programs systematically oriented towards global engagement. Moreover, Prof. Sofendi emphasized enhancing campus infrastructure, including erecting hall buildings, laboratories, student organization secretariats, educational parks, and student canteens across multiple campuses.



Figure 4. Science, Social Studies, Computer, and Micro Teaching Laboratory, FKIP Ogan Palembang Campus
(Source: Property of Tomy Wijaya, 2025)

Under his leadership, the construction of the FKIP Ogan Campus Laboratory Building, initiated during the prior administration, was completed. This building was subsequently inaugurated as a center for practicum activities and student academic advancement. Through enhancing international collaboration, advancing academic infrastructure, and elevating educational service quality, Prof. Drs. Sofendi has successfully transformed FKIP Universitas Sriwijaya into a teacher education institution that excels nationally and competes internationally. His leadership has established a robust foundation for FKIP to advance as a hub for cultivating professional, innovative, and globally competitive educators.

Since 2021, Dr. Hartono, M.A., has been the director of FKIP Universitas Sriwijaya, leveraging extensive leadership experience gained from his previous roles as head of the Mathematics Education Department and vice dean for academic affairs. His leadership focuses on enhancing institutional quality through the comprehensive implementation of the Tridharma of Higher Education, which includes research and community service while striving to elevate academic standards to meet national and international benchmarks. A notable achievement during his tenure is the successful international accreditation of various academic programs, including the Agentur zur Qualitätssicherung an Hochschulen (AQAS) for Language Education and the Agentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften, und der Mathematik (ASIIN) for Mathematics Education. These accomplishments have positioned FKIP as a leader in educational internationalization at Universitas Sriwijaya.

Dr. Hartono began constructing diverse facilities to enhance the educational process and foster students' character development. The Learning Resource Center (LRC) serves as a digital-based learning facility; the Education Park is an academic open space; the Character Development Building incorporates a prayer room on the Ogan Campus; and the Student Entrepreneurship Building (EFKIP Mart) aims to enhance students' entrepreneurial character. Furthermore, FKIP was awarded a ten-hectare land grant by the Ministry of Youth and Sports of the Republic of Indonesia to establish lecture facilities in the Jakabaring Sport City region, specifically for students enrolled in the Health Education Study Program.

Dr. Hartono established the Doctoral Program in Education Studies (S3) at FKIP, broadening the educational offerings from undergraduate to doctoral levels. The number of Teacher Professional Education Study Programs (PPG) has expanded to 15. He advocated for the rapid advancement of academic positions, particularly to the rank of professor, to enhance the quality of educators. During his leadership, FKIP successfully appointed seven new professors across various academic disciplines, increasing the total number of professors at FKIP to 15. Under Dr. Hartono's leadership, FKIP Universitas Sriwijaya has demonstrated significant progress in educational excellence, institutional capacity, and global competitiveness, positioning itself as a leading education faculty in Indonesia.

CONCLUSION

The institutional evolution of FKIP Universitas Sriwijaya from 1960 to 2024 signifies more than merely addressing the demands of educators in South Sumatra. This evolution illustrates a more intricate dynamic: the conflict among centralized state policy, local agency, and the persistence of postcolonial history in Indonesian higher education. The

transformation of FKIP from a B.1 Program to a division of IKIP Bandung and subsequently to its reintegration with Universitas Sriwijaya signifies not only an adaptation to evolving regulations but also illustrates a process of power negotiation and institutional modification in response to the ideological and administrative demands of the state. From the perspective of historical institutionalism, the FKIP Universitas Sriwijaya case illustrates how the trajectory of institutional development (path dependency) is influenced by pivotal events such as the post-1965 takeover, New Order centralization, and post-1998 reform and decentralization. FKIP adheres to a top-down design and exhibits local capacity to influence, enhance, or even dismiss the national institutional framework through the involvement of local stakeholders, including academics and regional bureaucrats. Consequently, FKIP represents a hybrid model of institutional development in higher education governance, balancing central authority and local dynamics.

The theoretical ramifications of these findings contest the linear perspective of institutional modernization within the education sector. FKIP Universitas Sriwijaya demonstrates that change does not invariably adhere to the principles of administrative efficiency or policy rationality; rather, it is frequently influenced by historical contexts, local power dynamics, and symbolic opposition to the standardization of central policies. The study facilitates a more extensive discourse on the role of higher education institutions in the regions as not merely subjects of policy but also as proactive agents in institutional history. This research contributes to the historiographical discourse regarding how Indonesian universities, particularly those outside major power centers like Jakarta and Bandung, navigate the imperative for transformation while maintaining ties to local social and cultural contexts. It also establishes a foundation for expanding the discourse on institutional development within a postcolonial and decentralized context, wherein the interaction between the state and civil society in education is dynamic, multifaceted, and often unpredictable. Therefore, institutional history is not just a documented past but a source of critical reflection for future policy design.

The primary constraints of this research include its temporal scope, which extends only to 2024, and limited access to internal institutional archives, both of which may overlook significant dynamics and alternative narratives in the history of FKIP Universitas Sriwijaya. The inaccessibility of post-2024 developments and insufficient documentation may result in incomplete historical reconstruction and a bias toward official sources. Consequently, it is advisable to conduct additional research by incorporating an oral history methodology to examine the firsthand experiences of institutional actors, employing institutional ethnography to gain an in-depth understanding of organizational practices and culture, and undertaking comparative studies among FKIPs in different regions to discern patterns and local particularities in the process of institutional change. This multifaceted approach aims to enhance comprehension of the dynamics of higher education institutions within Indonesia's intricate and varied socio-political landscape while reinforcing academic contributions to examining national education history.

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