"PIKIR" for the Students of Universitas Pembangunan Nasional "Veteran" Jakarta: Understanding, Implementation, and Integration with the Learning Process and University Living Behavior

Angela Efianda; Abdul Ghofur

Social and Politic Faculty, Universitas Pembangunan Nasional Veteran, Jakarta, Indonesia

Abstract

"PIKIR" is a value campaign built in order to encourage the realisation of bureaucratic reform in UPN "Veteran" Jakarta. The essence of the campaign is to answer the need for an effective, efficient, and clean governance for the employees of UPN "Veteran" Jakarta. In the following development "PIKIR" can also be applied to the students of UPN "Veteran" Jakarta. Considering the students are also an integral part in the realisation of bureaucratic reform in campus. The essence of "PIKIR" is highly relevant to be applied to both the lecturers along with the teaching staff and the students as well. This is because the essence of "PIKIR" is a binding guidance for the entire member of the organization.

Keywords: *PIKIR; Bureaucratic Reform; Clean Governance; Work Ethics*

1. Introduction

"PIKIR" *(campaign)* is a value system that is made in order to facilitate bureaucratic reform in UPN "Veteran" Jakarta. In essence, it is the reaction of the need for change in order to build the paradigm and bureaucratic management within the academic seat that is effective, efficient, free of corruption, collusion, and nepotism as the standard code of ethics for every member of the UPNVJ body.

"P" in the word "PIKIR" stands for *profesionalisme* (professionalism) that is based on the Standard Operating Procedure (SOP). *Integritas* (integrity) is represented by the "I" which can be described as a value that is shown through the consistency between the action at work and the norm, value, responsibility, appropriateness, and the applicable procedure. "K" is *kejuangan* (endeavor) which can have described practically as a behaviour in which the act of working is seen as something much more than a living as an individual but also taking into accounts the interest of the nation, the willingness for sacrifice, strong will, unyielding, the love for nation, and care for others.

The second "I" is *inovatif* (innovative) means that at any given time in work the individual strives to perfect and create new things with continuously developing new ways of work, openness to new experience and knowledge, creativity, flexibility, and the willingness to take risks. The last "R" is *responsif* (responsive) is the value that is shown through work behavior that consistently develops

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proactive, cooperative, supportive, critical, and the sensitivity towards the work environment that enables the behavior in which the individual could take full advantage of the available challenges and opportunities in the service of related parties.

The creation of this "PIKIR" is initiated from the bureaucratic reform policy. As its reasonable practical the policy is then enacted in a several stages, beginning with: Grand Design (referring to Peraturan Presiden No. 81/2010 in accordance to Bureaucratic Reform Grand Design 2010-2025), Road Map (referring to Peraturan Menteri Pendayaan Aparatur Negara dan Reformasi Birokrasi No. 20/2010 in accordance to Bureaucratic Reform Road Map 2010-2014), and Guidance (referring to Peraturan Menteri Pendayaan Aparatur Negara dan Reformasi Birokrasi No. 7-15/2011). In the organizational level the formation of "PIKIR" is meant to enable the system-wide reform that is in accordance with the bureaucratic reform goal: a clean, effective, and efficient government which will result in better policy making and better public service quality.

On an individual level the formation of "PIKIR" is aimed as a behavioral management of every individual in their respective roles. The management is aimed at ensuring the creation of a respectable work environment, good team work, improving personal responsibilities, and encouraging organizational accountability. Aforementioned aims are then translated into eight reforms which covers management reform, supervision, accountability, human resource, governing quality, and public service quality improvement, as well as the enactment of organization and policy regulations.

The framing of "PIKIR" itself stems from the bureaucratic reform program (a clean, professional, accountable, efficient, and effective governance with integrity), university identity (patriotic, nationalistic, and the Pancasila as the national ideology), universal academic value (knowledge for knowledge sake, critical thinking, exhaustive inquiry, spesialised knowledge, diputation, openness, skepticism, tolerance, reflection, honesty, respect for intellectual property, collegiality, critique, and academic freedom), recent changes and developments in information technology (adaptive, innovative, flexibility, tolerance, synergy, sharing, responsive, instantaneous, and openness), and other practical values. Said sources are then compiled as the basis in forming "PIKIR" through the process of focus group discussion, print survey, online survey, workshops, and final draft writing. After going through the process of group discussion, survey, and workshops, the value of "PIKIR" is then applied as the formal value for the entire UPN "Veteran" Jakarta be it lecturers or regular employees as the rule and guidance in work and behavior.

In the following development, "PIKIR" can be applied to the entire body of UPN "Veteran" Jakarta which already covers the lecturers but also the active students in the university. Given that the active students are also contributing in the realisation of bureaucratic reform being done in the university as well as any other related progress.

Nevertheless, there are needs of reevaluations and reconstructions of "PIKIR" in the implementation level that is targeted for students. In order to better suit the student's traits and needs in encouraging the growth and progress of UPN "Veteran" Jakarta. Also in addition there is also the need to integrate the learning process and the living behavior in the campus environment so that there will be a synergy between the learning pattern and the value that is being taught.

2. Essence of "PIKIR"

Essentially, bureaucratic reform in UPN "Veteran" Jakarta is a monumental change in order to create a better college governance and paradigm. Including the essential value that is effective, efficient, clean, and adherence to both the "PIKIR" values and ethical codes for the UPN "Veteran" Jakarta body.

In order to manifest the said goal there are eight different important areas of bureaucratic management that need to be actually and continuously changed. One of the areas is mindset and work ethos. The change in mindset and work ethos are meant to the improvement of a better bureaucratic integrity and performance.

Relation Between 8 Area of Changes and Bureaucratic Reform
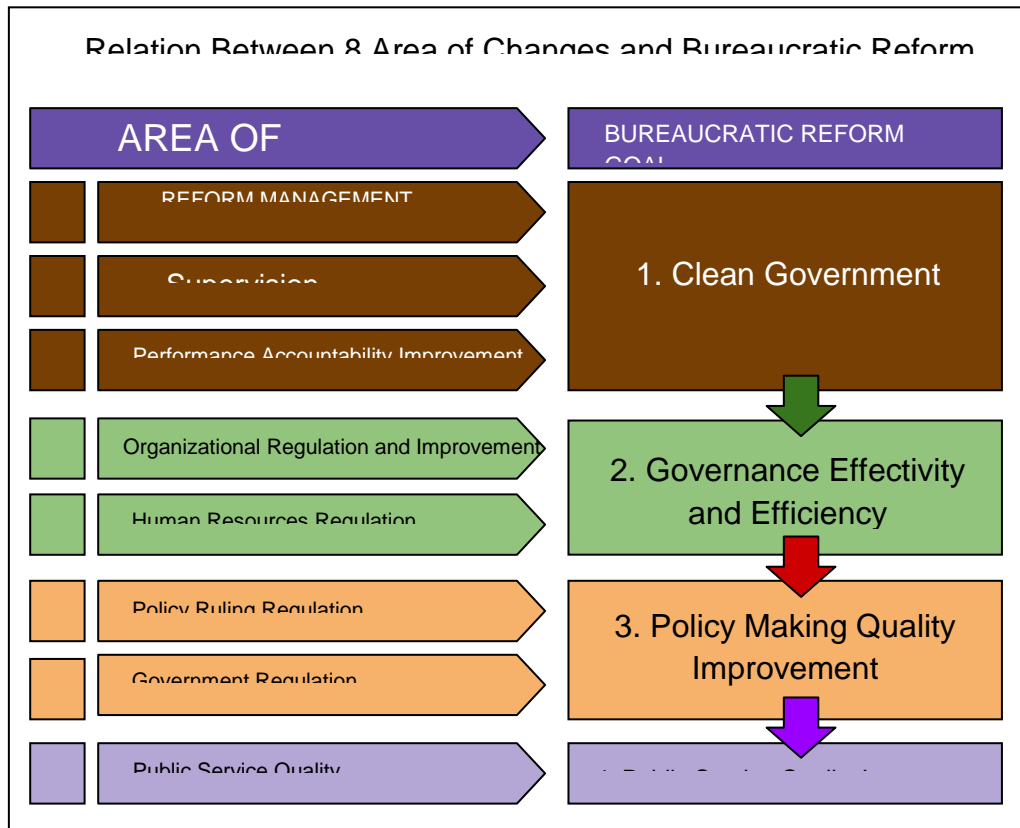
3. "PIKIR" Implementation Strategy in UPN "Veteran" Jakarta

The important factor in transforming the mind set and work ethics in the UPN "Veteran" Jakarta environment is a genuine example from its leaders. A good example from the leaders befitting the value embraced by the organization will facilitate an easy transformation of its following subordinates. Aside from the leaders, in order to hasten the transformation of the entire body member it is also important for each individual to act as the primary agent of change that can also give an example for other members of UPN "Veteran" Jakarta.

Based on that it can be told that there is a need for every member of the organization from its leading members to each individual employee to facilitate changes in the working environment by acting as role models for every other member of the organization that's in line with the values embraced by the organization. In this role every individual or group of individuals can be called as the agent of change. The creation of an agent of change is a strategy in order to accelerate the implementation of "PIKIR" in the UPN "Veteran" Jakarta. The task for the agent of change culminates on the value that is represented on: 1. Profesionalisme (professionalism). 2. Integritas (integrity), 3. Kejuangan (endeavour), 4. Inovatif (innovative), 5. Responsif (responsive). Therefore in order to form the agent of change in UPN "Veteran" Jakarta there will be a need of guidance.

The first aim in creating the agent of change is supporting the task force and its subsidiaries in creating a specific agent of change in its respective environment. Second, to give guidance for the task force, its subsidiaries, and managing unit in effectively and efficiently implementing bureaucratic reform programs to its designated purposes. To be specific said programs cover the creation of agents, action planning, execution, and supervision as well as evaluation. Thirdly, to give ease of access for the task force and its subsidiaries in managing the creation of agents in its respective environment with comprehensive understanding for each agent of changes concerning the consistency and continuity of the program.

Furthermore, the other aim in creating the agent of change for the task forces and its subsidiaries in UPN "Veteran" Jakarta can also be expanded to several additional points. Beginning with finding mutual understanding and comprehension in the creation of agents. Following that it is the expected cohesive execution of agents creation with other aspects in line with the bureaucratic reform program. Ease of access for the execution and better commitment for every member of the task force and its subsidiaries as well as each agent of change are to be expected by the end of it.

Several important principles to be observed in order for the creation of agents can be done effectively are: firstly, commitment from the leaders. In which through said principle the creation of agents can be done successfully. Active commitment from the highest leader is a must in order to ensure the creation of an agent of change. Second, participation, in which it is necessary that every involved component be actively participant in the process of creation. Thirdly, sense of belonging in order to maintain the momentum of creation. Fourth, the availability of resources necessary for the process which includes: finance, personnel, time, and any other means and infrastructure. Lastly the fifth principle is a conducive environment for the agent of change, especially regarding its leader's policy to enact change consistently and continuously according to plan.

As for the objectives of the agent of change itself can be divided into several separate roles. Essentially one of the objectives is to be the catalyst who ensures the employee in their respective workplace about the importance of progressing into a better work condition. The agents are also expected to be the solution giver to push and move the employee to participate in the better change. In addition, the agents are expected to participate in the movement as well. As well as taking the role as the mediator in resolving conflicts that may appear in the implementation of bureaucratic reform and to develop a good relationship be it internally or externally through a proper socialization. Lastly, in accordance to the previous role, is to act as the liaison between each resource and to resolve any problems that require direct involvement from the leaders.

The prerequisite needed for the agent of change in the implementation of "PIKIR" are as follows, appointed as an employee based on the UPN "Veteran" Jakarta President's decree and not currently in a disciplinary action. Having an integrity which is shown through consistency between actions and deeds, a harmony between sayings, thoughts, conscience, and action, as well as commitment and loyalty to the institution along with adherence to the regulations in action. Professionalism according to each respective field by working in high spirit, objective, earnest, obedient, punctual, discipline, and free of sentiment.

The parties involved in the creation of the agent of change are as follows, Faculty of Economy and Business, Faculty of Engineering, Faculty of Computer Science, Medical School, Faculty of Social and Political Science, Law School, and Faculty of Health Science. Other bodies which constituting of Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) and Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu (LP3M). Along with several bureaus such as the Academic Bureau, Student Affairs Planning and Cooperation, and Financing Bureau. In addition to any technical implementation unit (Unit Pelaksana Teknis) which includes Library Unit, Information Technology and Communication Unit, Language Unit, Integrated Laboratory Unit, and Career Building and Entrepreneurship Unit.

AGENT OF CHANGE: TASK FORCE LEVEL	AGENT OF FORCE: TASK FORCE SUBSIDIARY LEVEL	AGENT OF CHANGE: MANAGING UNIT LEVEL
● The University President establishes a bureaucratic reform team. ● Vice President II getting responsibility over the execution of bureaucratic reform. ● University bureaucratic reform team compiles the guidance for the creation of agent of change on task force level. ● University bureaucratic reform team compiles the work description for the agent of change on task force level. ● University bureaucratic reform team compiles campaign necessities (mascot, slogan, and tagline). ● University bureaucratic reform team carries training for the agent of change on the university wide level. ● University bureaucratic reform team monitors the evaluation over the planning and results of the work done by the agents of change on subsidiary level.	● Dean, Head of Bodies, Head of Bureaus, and Head of UPT forms and recommends agents of change in their respective field to the University President. ● Dean, Head of Bodies, Head of Bureaus, and Head of UPT gives guidance and support for the action plans that will be enacted by their respective agents of change. ● Dean, Head of Bodies, Head of Bureaus, and Head of UPT forms supervises the process and the results of the action plan in their respective fields. ● Dean, Head of Bodies, Head of Bureaus, and Head of UPT reports any achievement or obstacles faced by the managing team to university task force level.	● Vice Dean II, Body Secretary, Bureau Section Head, UPT Secretary responsible over the execution of the agents of change action plans on every subsidiary task force level. ● Agents of change compiles action plans by consulting with their respective subsidiary task force head. ● Agents of change along with other members execute the action plans according to the agreed plan. ● Agents of change reports any achievements and obstacles faced in the implementation of the action plan to their respective head of subsidiary task force.

Parties that can apply as an agent of change categorized by its organizations are as follows: firstly, on the faculty side consists of Vice Dean II, Head of Department, Secretary, Head of Majors, Major Secretary, 2 lecturers representing 10 lecturers in each majors, and 3 teaching staffs for each faculty. Second, the secretary and 2 employees from each body. Third, from the bureau consists of the head of each bureau as well as section head and 2 employees. Lastly the fourth from the UPT each of its secretary and 2 employees as well.

As for the work description for each agent of change is coordinated by the following technical descriptions:

a. Work description with the head of the subsidiary task force (7 faculties, 2 bodies, 2 bureaus, and 5 UPTs).

b. On the managing unit level (agent of change on 7 faculties, 2 bodies, 2 bureaus, and 5 UPTs).

c. Work description with every other agent of change.

Based on what have been explained beforehand it can be seen that the implementation of "PIKIR" that is enacted with the creation of an agent of change has yet to reach the students that enrolled in UPN "Veteran" Jakarta. The lack of reach consists both of comprehension and behavioral aspect for every student. This is to be addressed considering the students are also part of the essential assets in bolstering changes and progresses in the institution of UPN "Veteran" Jakarta.

Nevertheless by concept "PIKIR" can also be applied on the student level both on the comprehension and behavioral aspect. With the implementation to be adapted with the student's current contemporary perspective. As such it is necessary for "PIKIR" to be able to accommodate the needs of students in order for them to participate in the change of mindset and culture of UPN "Veteran" Jakarta.

4. Student Understanding

A. Question 1: Have you ever heard or seen the slogan for "PIKIR" within the premise of UPN "Veteran" Jakarta?

Question 1 (in percentage)
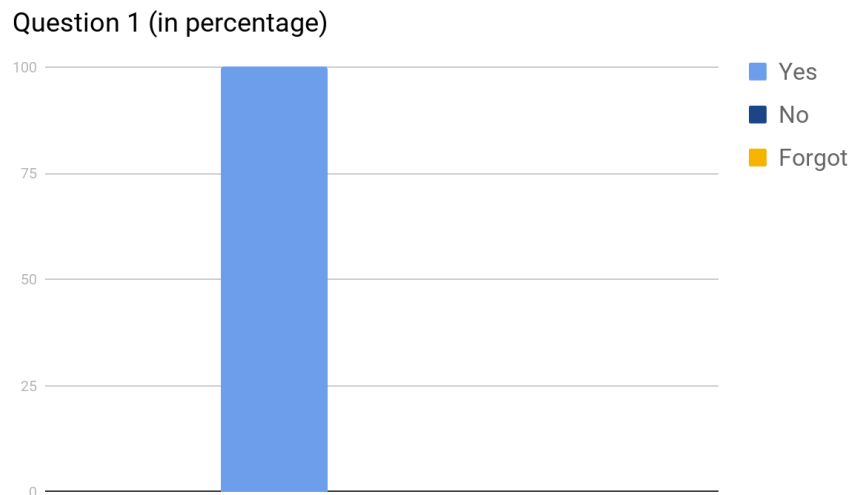
According to this first question given to 350 students spread across 7 faculties in UPN "Veteran" Jakarta, 100% of students stated that they have heard and seen the slogan for "PIKIR" within the premise of UPN "Veteran" Jakarta.

B. Question 2: If answered YES to the previous question, from whom did you hear the slogan? (Answer in the assigned space)
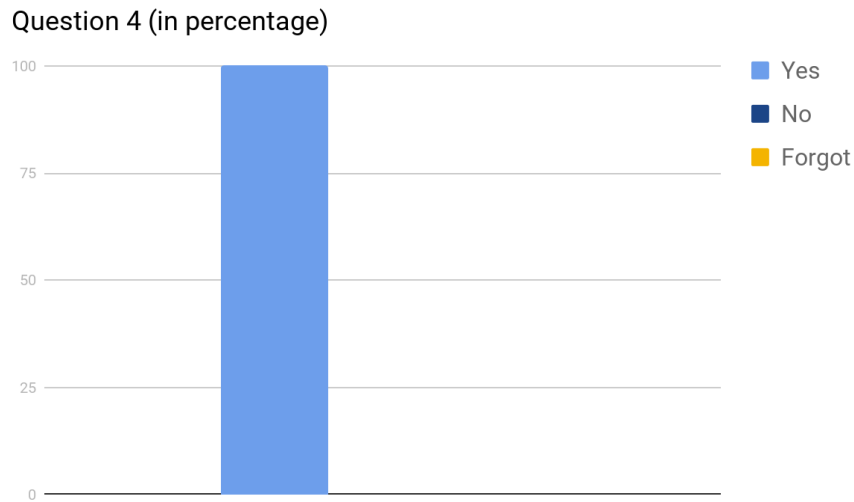
Question 2 (in percentage)
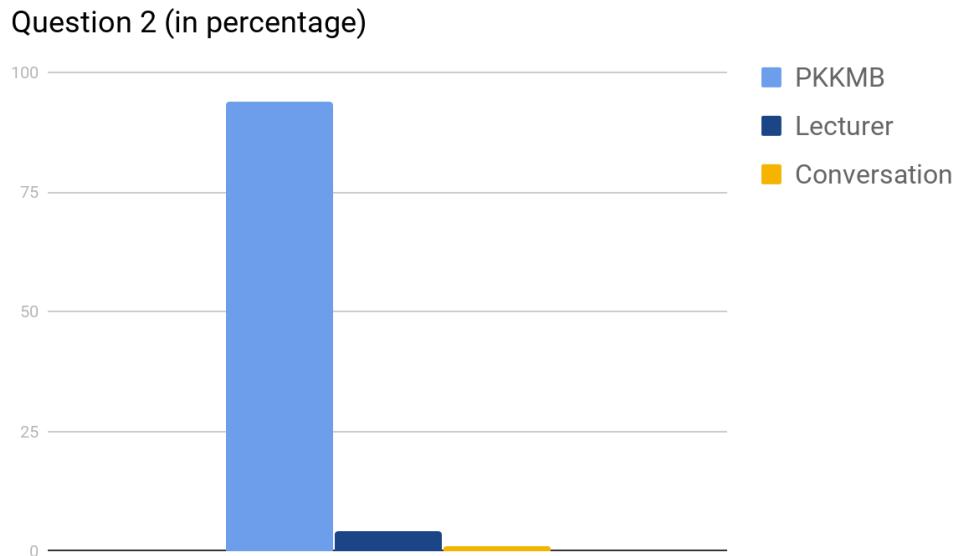
According to the second question, 95% of students stated they heard it during the PKKMB held for the university orientation program for newly enrolled students, 4% of students heard it from lecturers in classes, and 1% of students heard it from conversations among other students.

C. Question 3: If answered YES to the first question, through where or what medium did you see the slogan? (Answer in the assigned space)

Question 3 (in percentage)
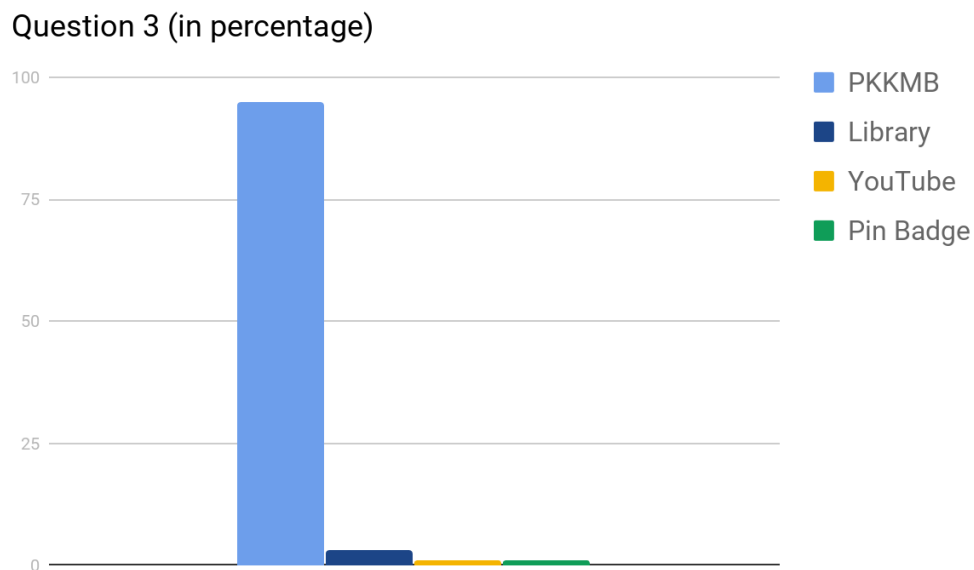
According to the third question, 95% of students seen the slogan during PKKMB, 3% seen it in the library, 1% seen it through social media (i.e. YouTube), and 1% saw it through the "PIKIR" pin badge worn by the lecturers and teaching staff.

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Question 4: Do you know the abbreviation of "PIKIR"?

Question 4 (in percentage)

According to the fourth question, 100% of students stated they know the abbreviation of "PIKIR".

D. Question 5: If answered YES to the previous question, please write what "PIKIR" abbreviation stands for: (Answer in the assigned space)

Question 5 (in percentage)
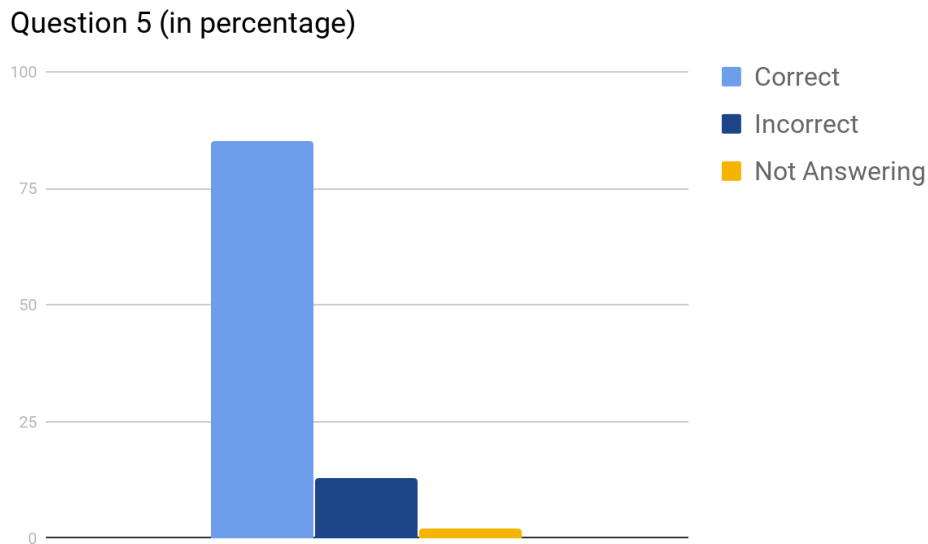
According to the fifth question, 85% answered correctly (Profesional, Integritas, Kejuangan, Inovatif, dan Responsif), 13% answered incorrectly (mistaken abbreviation, incomplete, excessive wording), and 2% did not answer the question.
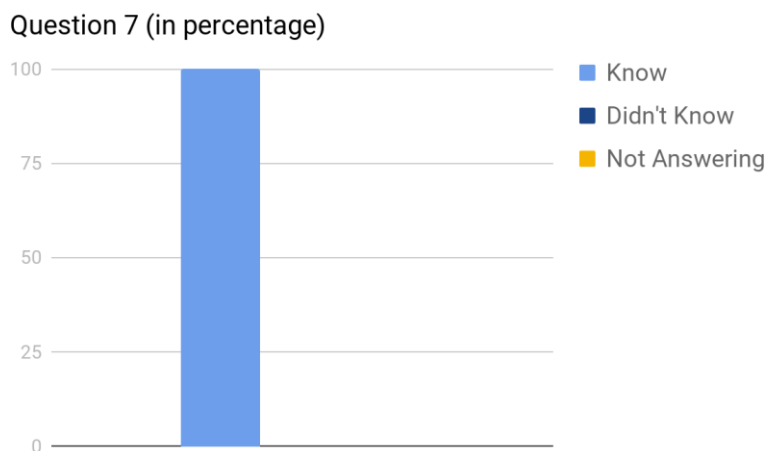
E.　Question 6: Do you understand the goal and the meaning of "PIKIR"?

Question 6 (in percentage)
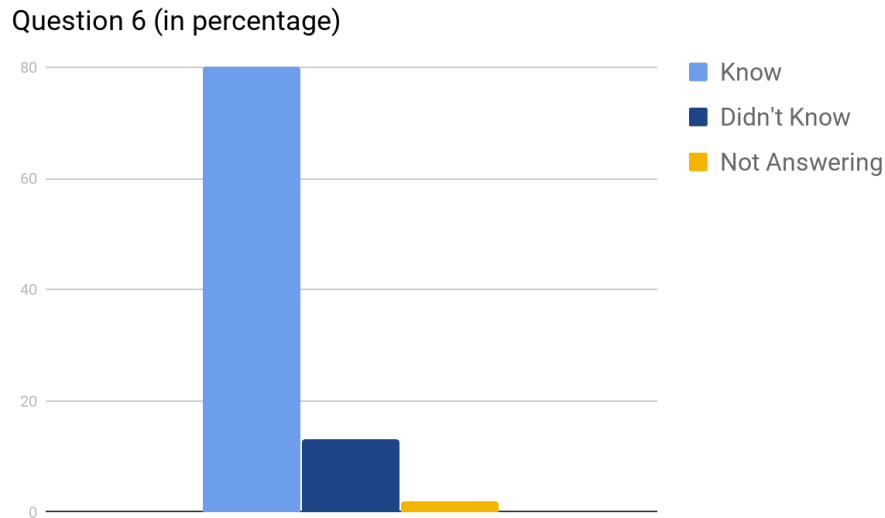
According to the sixth question, 80% of the students stated they know the goal and the meaning of "PIKIR", 13% stated they don't know the goal and the meaning of "PIKIR", and 2% did not answer the question.

F.　Question 7: Do you know the logo of "PIKIR"?

Question 7 (in percentage)

According to the seventh question given to the 350 students, 100% stated they know the logo of "PIKIR", 0% stated they don't know, and 0% did not answer.

Question 8 (in percentage)
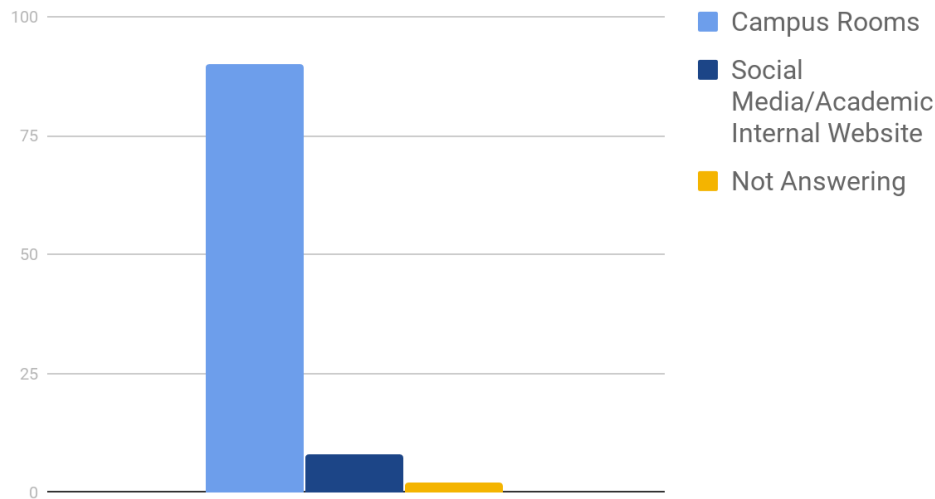
G. Question 8: Where did you see the logo of "PIKIR"?

According to the eighth question, 90% stated they saw the logo in campus (i.e. administration, faculty room, and library), 8% stated they seen the logo of "PIKIR" in social media (i.e. YouTube) or academic internal websites, 2% did not answer.

5. Student Survey Analysis

A. The entirety of UPN "Veteran" Jakarta students already heard and saw the slogan for "PIKIR".

On the survey done to 350 students it is then known that the entirety of UPN "Veteran" Jakarta students has already heard and saw the slogan for "PIKIR". This shows that the introduction of "PIKIR" be it orally, written, or indirectly through any other audio-visual medium can be considered a success.

This first question is crucial in determining the answers for the following questions. That is how far did the students have heard or seen in relation to the understanding of "PIKIR". As well as from which source did the students get the most about "PIKIR" since its inception in UPN "Veteran" Jakarta in 2018.

B. The students of UPN "Veteran" Jakarta mostly heard and saw the slogan of "PIKIR" through the exposure during PKKMB.

On the survey done to 350 students it is found that PPKMB played the biggest role in introducing "PIKIR". It is concluded this way since most of the students stated that they had heard and seen the slogan for "PIKIR" from the PKKMB activities.

Other aspects to be noticed is that only a small number of students knew the slogan of "PIKIR" outside of the PKKMB activities. Whether it is meant before or after the activities it is to be observed that the introduction of "PIKIR" should not rely solely on PKKMB.

C. The logo for "PIKIR" that is spread in the faculty room and library, as well as pin badges, is not as effective in introducing the slogan for "PIKIR".

The small percentage of students answering that they were introduced to the slogan of "PIKIR" from the logo spread on faculty room and library, including the pin badges worn by lecturers and teaching staffs is considered unstrategic.

The most reasonable explanation is that these places are not accommodating for the students to stand long enough to be exposed to the logo. Considering that in the faculty room it was mostly placed in locations that might disrupt the traffic that it missed a lot of the student's focus. The same applies to pin badges worn by lecturers and teaching staff, as it was expected to be an introductory medium, though in practice it wasn't as effective.

The strategic way to overcome it is to possibly put up several big posters in every classroom. So that the students can, in a longer period of time, observe and tell the slogan of "PIKIR" more effectively.

D. The entirety of UPN "Veteran" Jakarta students knows about the slogan, but not a small amount of it mistakenly states the incorrect abbreviation for "PIKIR".

A number of students gave incorrect answers when asked what "PIKIR" stands for as an abbreviation. Most of the mistakes somes from using incorrect words when listing the abbreviation for "PIKIR".

It can be learned from this that the students are yet to have a deep understanding over the usage of "PIKIR". The lack of socialization process is thought to be the contributing factor of why the students lack comprehensive knowledge of what "PIKIR" stands for. It is important to note that merely knowing is not enough.

E. A significant number of students do not understand the meaning and the goal of "PIKIR".

The number of students who stated that they do not understand the meaning and the goal in the creation of "PIKIR" is still considerably significant. The lack of understanding as mentioned before can be explained by the lack of effective and continuous socialization.

Effective socialization can only be done by fixing the approach pattern. For example, by placing the socialization instruments in better locations. As well as encouraging live mediums such as lecturers to convey stuffs related with the meaning and goals of "PIKIR".

F. All students know the logo for "PIKIR" very well.

It can be recognized that the logo for "PIKIR" serves as a good reminder for the slogan. The characteristic of the logo that comes in the form of an open hand and human face side figure is easily recognized and remembered by the students.

When the hand figure is placed on another medium, with differing colors and writings, everyone can still identify the logo with "PIKIR". This shows that "PIKIR" has been ingrained in people's minds from the logo.

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6. The Analysis for The Implementation of "PIKIR" in The Process of Behavioral Learning According to The Students

A. Mindset and work ethics are considered important by the students in order to build characters and achievements.

The students consider the need to implement the right mindset and work ethics in order to build characters and achievements. It is considered important to ensure the student's behavior and ethos to have the correct guidance.

Furthermore, as a higher education organization, mindset and work ethics has become an important factor against competing organizations. In answering the recent global and regional development, knowledge is no longer the sole factor needed but there's also the need in building a student's mental and character to brace the challenge of a career driven world.

B. "PIKIR" is relevant for the students.

"PIKIR" has been implemented in UPN "Veteran" Jakarta for lecturers and teaching staff. From the implementation it is considered that it also needs to be implemented for the students enrolled as well. It is considered by the students because the value represented within "PIKIR" is full of good guidance in behavior and problem solving opportunities.

Although there needs to be adjustment to accommodate the student's needs and interests. The instrumental value of "PIKIR" should also answer the challenges faced by the students as well their interests.

C. The implementation of "PIKIR" are best done by class lecture (included in the credits) aside from specific activities and trainings i.e. PKKMB.

In order to maximize the results of "PIKIR" implementation to students, incorporating the theory of "PIKIR" into a certain class syllabus can be done. By this method it can be expected that every student can obtain a comprehensive explanation and understanding of "PIKIR" for the students.

The inclusion into regular activities and training can also be considered. As well as the already inclusion into the newly enrolled students orientation program (PKKMB) that's held annually.

D. Both lecturers and students are responsible for socializing "PIKIR" for fellow students.

Lecturers are the crucial part in effectively socializing "PIKIR" to the students. This is due to the nature of interaction between lecturer and students in the classroom. To effectively push even further interaction, the inclusion of "PIKIR" in the class syllabus can be considered.

Aside from lecturers, the students themselves can also contribute by socializing the value to other students. For example the older students to the younger ones.

E. The name "PIKIR MILENIAL" considered to be most suitable as the name for the students' value.

The "PIKIR" value is already considered representative for the lecturers and teaching staff. As such, the addition of "MILENIAL" is considered to be suitable to better suit the value for the students, becoming "PIKIR MILENIAL". The addition is also considered to add differences between the two target demographics as well as to trigger the changes in the students themselves.

The effect of the addition is to also determine the necessary adjustments and explanation over the value of "PIKIR" to better suit the needs and paradigm of the students.

F. Changing the logo of "PIKIR" into "PIKIR MILENIAL" needs to be done.

Changing the logo of "PIKIR" for the students needs to be done. The change is done by adding the word "milenial" and changing the background color as well the text color. This change is expected to give a distinct feel for the students and differ it with the slogan "PIKIR" for the lecturers and teaching staff.

7. Aspects of "PIKIR MILENIAL"

Aspects of "PIKIR MILENIAL" had some differences with those already in the "PIKIR" directed towards the lecturers and teaching staff. Even if both of them are sourced from the same source, that is 1) university identity, 2) universal academic value, 3) changes and developments in information technology, 4) included among them the support of bureaucratic reform run by UPN "Veteran" Jakarta. These aspects are then derived into implemented actions.

Profesional	Integritas	Kejuangan	Inovatif	Responsif
Responsibility as a student.	Uphold the name of the university by refraining from wrongdoings.	Uphold the legacy of the national heroes by exemplifying the actions and sayings.	New innovation based on student's research.	Dare to change the mind set in pushing changes in both academic and non-academic fields.
Academic priority.	Avoiding fraudulence in any academic activities.	To put huge effort in achievement that will uphold the name of the university be it in the national or international stage.	The creation of an environment of learning where it's based on the technological invention made by the students.	Taking opportunities to gain academic achievement.
Understands the substance of the study relevant to the elected study program.	Avoiding the act of verbal and physical violence with other students whether from inside or outside of UPNVJ.	To never give in achieving the best in academic achievement.	Achievement in both academic and non-academic fields.	Creates an environment of change following the change happening in other places.
Participating in the development of the study program.	Respecting lecturers and teaching staff.	Unyielding in facing any academic or non-academic challenges.	Encourages the shift in paradigm of learning in the classroom.	Punching the use of technology as a medium to better student's quality.
Perform class assignments correctly and earnestly. Strip off any non academic attributes.	Adheres to both academic and non-academic guidance and rulings stated by the university, faculty, and/or the study program.	To strive for the maximum achievement and exceeding any expectations.		

8. Agent of Change for "PIKIR MILENIAL"

Agent of change in bolstering "PIKIR MILENIAL" is highly important. In consideration to hasten the understanding and implementation of "PIKIR MILENIAL" in the students. As such the expected goal and target can be achieved in accordance to the plan.

As for the agent of change for "PIKIR MILENIAL" itself comes entirely from the student body themselves. Covering from, 1) head of the university Student Executive Board (BEM Universitas) as well as its entire coordinators, 2) head of the faculty Student Executive Board (BEM Fakultas) along with its entire coordinators, 3) head of the study program community (Himpunan Program Studi) with its entire coordinators, 4) head of the student activity unit (Bidang Kegiatan Mahasiswa) and its entire coordinators, 5) as well as every outstanding students.

The agent of change for "PIKIR MILENIAL" are responsible for the "PIKIR MILENIAL" to be well socialized as well as its implementation. The means to be used can range from gatherings to simply giving an example done by the agents themselves.

9. Closing

The conclusion for this research are as follows:

a. "PIKIR" is relevant not only to be applied to lecturers and teaching staff but also to the students. Considering the value represented by "PIKIR" is a guidance in organizational behavior that applies to every element within it.

b. "PIKIR" in application for the students is expected to form courteous and spirited individuals in facing the challenges of the current industry.

c. "PIKIR" is modified into "PIKIR MILENIAL" when applied to students. This is in consideration to adjust with the desire and idea of the millennial generation that is considerably more progressive and innovative. Also as a differentiation to the "PIKIR" already applied to lecturers and teaching staff.

d. The aspects and implementation of "PIKIR MILENIAL" had several distinction with the "PIKIR" applied for the lecturers and teaching staff. The differences are adjusted with a millennial approach and the developments in both technological and industrial advances that move rapidly.

e. The logo for "PIKIR MILENIAL" are also modified with a much more younger looking color and looks in order to encourage the students to participate in following the value represented within.

10. Recommendations

As for the recommendations that can be derived from this study are as follows:

a. The value of "PIKIR" that is already in effect for the lecturers and teaching staff is considered as not yet sufficient in reaching the student audiences. In consideration that the students as a fellow member of the UPN "Veteran" Jakarta are also playing a big role in realizing the university goals. As such, the implementation of "PIKIR MILENIAL" is expected to help pushes that goal.

b. "PIKIR MILENIAL" as a guidance in both mindset and work ethics for the students supposedly can be done progressively by incorporating it into the class syllabuses. In addition to the routine socialization such as from PKKMB as well as any written or social media based publications. In order to effectively inform the students concerning the comprehensive understanding of the value and as a differentiation with other universities.

c. The application of "PIKIR MILENIAL" should not be separated with the teaching of patriotic defense concept that is unique to UPN "Veteran" Jakarta.

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