

Readiness to Change State Islamic Institute Status to Become State Islamic University from the Aspect of Lecturer Human Resources and Education Staff

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Abstract

This study aims to investigate the readiness to change the status of the State Islamic Institute (IAIN) to become a State Islamic University (UIN) from the aspect of Lecturer Human Resources (HR) and Education Personnel. The research location is IAIN KHAS Jember, now transformed into the State Islamic University of Kiai Achmad Siddiq Jember, East Java, Indonesia. We used the qualitative research method to examine the condition of natural objects where the researcher was the critical instrument; data source collection was based on observations, interviews, and documentation studies. Participants in the study comprised 25 people, including 15 lecturers and ten education staff. The findings reveal three main points. (1) The urgent need for studying the readiness to change the status of IAIN to UIN from the aspect of human resources for lecturers and education staff. It can be seen from many institutions experiencing the same obstacles and challenges that require providing motivation and major changes from a multidimensional perspective, strengthening vision, mission, and goals. (2) The relationship between the two, both theoretically and empirically, is related to HR management. (3) The design framework involves planning, human resource mapping, evaluation stages, and implications for IAIN progress toward UIN as reference material in human resource development. As a supervisor and policyholder, the Ministry of Religion of the Republic of Indonesia (RI) is expected to support the development of human resources in higher education per the needs fairly and wisely.

Keywords: *State Islamic Institute, State Islamic University, human resources for lecturers, education staff*

Introduction

Human resources are the most important for an educational institution. Human resources with the competence and professional advantages are able to utilize institutional resources effectively to achieve the vision, mission, and goals of higher education institutions. In the era of digitalization due to the Covid-19 pandemic, various studies on HR investigated cultural development, human behavior, organizational effectiveness, legal issues involving HR, and relevant federal laws and actions on personnel management processes (Pennington et al., 2022). Effective human resource development is able to create sustainable and ethical institutions/organizations. Sustainability is understood as a balance between economic, environmental, and social factors of society (Kuzior et al., 2022). The role of IT-based technology, artificial intelligence, and character education

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support HR management in the pandemic era (Vahdat, 2021; Tyas & Naibaho, 2020; Tambe et al., 2019).

Previous research has stated that sound human resource development provides both individual and public benefits to higher education institutions in the form of productivity, work efficiency, stability, and morale (Yunus, 2021; Wang et al., 2020; Dollinger et al., 2018). Without the support of qualified human resources, lecturers, and education staff, it is challenging to encourage students to become better people in the future. An interesting study revealed that the human resources of lecturers and education staff positively influence readiness to transfer to higher education (Zulham, 2022). Unfortunately, the study also reveals that the human resources at PTKI in Indonesia are still limited in quantity and quality. Most potential human resources are in the capital city area, in contrast to areas far from the capital (Shaturaev, 2021). Additionally, the high need for human resources for lecturers and education staff suggests that institutions recruit human resources without a fine and correct selection (Sayidah et al., 2019).

In Indonesia, Islamic educational institutions have started using their full potential and transformed into a State Islamic University (UIN). In 2021, six IAINs becoming official UINs based on the State Islamic Religious Higher Regulations (PTKIN) were as follows: (1) UIN Sayyid Ali Rahmatullah Tulungagung based on Presidential Decree No. 40 of 2021; (2) UIN Professor KIAI Saifuddin Zuhri Purwokerto based on Presidential Decree No. 41 of 2021; (3) UIN Raden Mas Said Surakarta based on Presidential Decree No. 43 of 2021; (4) UIN Sultan Aji Muhammad Idris Samarinda based on Presidential Decree No. 42 of 2021; (5) UIN KIAI Haji Achmad Siddiq Jember based on Presidential Decree No. 44 of 2021; (6) UIN Fatmawati Sukarno Bengkulu based on Presidential Decree No. 45 of 2021 (Kemenag, 2021). The increasing trend in this transformation is allegedly to meet the demands of the development of science and technology and the process of integrating Islamic religious knowledge with other sciences. The government also supports efforts to realize quality human resources through transforming the UIN. Unfortunately, several studies have identified that several problems arise during transitioning from an educational institution to a university. They relate to facilities and infrastructure; land; and human resources as they are not able optimally to support institutional readiness. Therefore the program to improve the quality of human resources and low-quality management requires that the transition process will last for years (Marin & Pereschica, 2018; Dennison, 2006; McRoy & Gibbs, 2003).

Based on preliminary observations made by researchers, IAIN KHAS Jember was revealed to have been inaugurated and changed its status to UIN K.H. Ahamd Siddiq Jember based on Presidential Regulation of the Republic of Indonesia Number 44 of 2021. UIN KHAS Jember is one of the leading Islamic Religious Universities (PTIN) in the Tapalkuda area. Recently, UIN KHAS Jember has been transformed into the first State Islamic University in the Tapalkuda area. Various educational facilities and infrastructure, the Mahad and the magnificent Lecturer Building, were inaugurated by the Minister of Religion of the Republic of Indonesia in early 2017. To become a university, the journey taken is undoubtedly not easy. The lack of human resources for lecturers and education personnel is a challenge. For approximately five years before becoming a university, the quantity and quality of human resources for lecturers and teaching staff were not optimal. The institutional structure as a process toward UIN underwent a substantial change, demanding that these two crucial aspects increase by more than 100%. Learning from the experience of UIN KHAS Jember and the latest supporting literature, hopefully, the existing and the potential at UIN KHAS Jember can be mapped in a readiness design framework used by future researchers and institutions in the process of heading to the University. UIN Typical Jember is able to get an excellent opportunity to become UIN Typical Jember considering the real support demographically, good facilities and infrastructure, and the considerably large land.

Human resource development (lecturers/educators and education staff) increases work productivity and improves the institution's quality. Several studies relevant to this study investigated PTIN, lecturer human resources, and education staff. Maya (2016) analyzed the public policy of converting IAIN to UIN and found the advantages and disadvantages as well as the impact of the conducted conversion. The formulation of basic policies for transforming IAIN into UIN occurred in different contexts and situations during three periods: the first period comprised 6 UIN from 2002 to 2005; the second period had from 5 UIN from 2013 to 2015; the third period included 6 UIN from 2017 (Arifin, 2021). HR development is one development model to change the status of IAIN to UIN (Kamal, 2017). The literature reveals the need to develop indicators to measure the achievement of higher education governance processes by strengthening and implementing Islamic aspects and qualified human resources (Muksin, 2019).

The change in the institutional status of IAIN to UIN has not been conducted optimally. Therefore, it is necessary to implement new policies in policy communication, increase numbers, resources (human, financing, and infrastructure), and expand the bureaucracy. Previous studies have become

material for studies related to the development of human resources and education personnel at PTKIN, generally focusing on analyzing the evaluation of the education system, education curriculum, and performance management. The contribution of the transformation of Islamic education must be studied more deeply from the aspect of educational planning and the use of human resources, both from the aspect of character building, spirituality, and militancy (Tolchah & Mu'ammam, 2019). Another interest of future studies is in the opportunities and challenges of building a solid strategy for Islamic higher education institutions in the era of globalization.

The novelty of the research is depicted in the research objective and the scope investigated by the researcher, describing the process of readiness to change the status of IAIN to become UIN from the aspect of Human Resources for Lecturers and Education Personnel. Previous research has not in-depth developed the preparedness design framework until the institution is able to transform into a UIN. In a study on human resource development in the case of developing human resources at IAIN Bengkulu to UIN Bengkulu, they explained the importance of studies investigating the actual conditions presented in the research as benchmarks and guidelines in fostering the careers of lecturers and education staff (Asnaini et al., 2020). In addition, the aspect of human resources for lecturers and education staff has not been investigated regarding the readiness to change the status of IAIN to UIN Typical Jember.

Three main problems are investigated based on the background of the problem regarding readiness to change the status of IAIN to become UIN from the aspect of Human Resources for Lecturers and Education Personnel. . The first is about the challenges and obstacles occurring during the readiness process of Islamic Education Institutions and changing the status of IAIN to UIN from the aspect of Lecturer and Education Personnel HR. The second involves the lack of literacy in human resources for lecturers and education personnel about the importance of readiness to change the status of IAIN to become UIN. The third covers the deficiency of a clear framework for the readiness design conducted by Islamic Education Institutions to transfer the status of IAIN to UIN. It needs to be investigated more profoundly, considering the importance of developing human resources for lecturers and education staff toward UIN in the future. However, previous studies have not revealed in-depth investigations on the readiness of developing human resources and education personnel.

Research Questions

Thus, the researcher formulates the problem as follows:

1. What is the urgency of the study on readiness to change the status of IAIN into UIN from the aspect of human resources for lecturers and education personnel?
2. What is an explanation of the relationship between readiness to change IAIN status to become a UIN with the human resource aspect of Lecturers and Education Personnel?
3. What is the Draft Framework for readiness to transfer the status of IAIN Typical Jember to UIN from the aspect of Human Resources for Lecturers and Education Personnel?

Literature Review

Islamic Educational Institutions

Education essentially develops according to needs with three main concepts: the transfer of knowledge, transfer of value, and transfer of skills (Daulay & Pasa, 2016). Education as an institution has a curriculum to guide the learning process. The curriculum in question is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for implementing learning activities to achieve specific educational goals (Meyer, 1977). An Islamic educational institution is an institutional body organizing educational activities, teaching, learning, and/or training guided by the basics of Islam as its main goal. They include skills such as reading the Koran, observing worship, reading prayers, practicing Islamic morals, the science of jurisprudence, and Islamic history (Subandi, 2012).

The literature explains that educational institutions are critical for life because education is a major benchmark to continue one's life. If no education is available, a person will have minimal value in society. Islamic education institutions also have community social functions, such as places for deliberation, collecting and distributing zakat, and establishing peace in a dispute (Salleh, 2013). The relevant national education authority or equivalent authority generally accredits or approves such Islamic educational institutions. Private organizations, such as religious bodies, Islamic education companies, and non-profit private training, may also operate Islamic educational institutions. However, formal educational institutions include Madrasah, Islamic boarding schools, Dayah, Meunasah, and Islamic universities (Nata, 2012).

Three factors, the rulers, the kyai, and local factors, influence the development of Islamic educational institutions. More profoundly, Islamic educational institutions are about individuals and the public channeling ideas in society (Mohamed et al., 2016). Islamic educational institutions are also parts of social and cultural institutions and have the following issues. They (1) have implications for the formation of a religious atmosphere with various types of existing institutions; (2) serve in the formation of existing tolerance due to differences occurring, which is one of the advantages of a country; (3) prove that the role of the community is substantive in the education of Islamic institutions; (4) cannot be separated from the influence of the understanding of its founder on the students; (5) suggest that educational institutions in a country cannot be separated from the influence of the rulers at that time (Kraince, 2007).

Human Resource Development

Human resources (HR) are individuals and members of specific companies or institutions. HR is the main factor for the sustainability of the institution/organization. Human resource development is a series of planned and systematic activities designed by institutions/organizations to provide opportunities for each member to learn skills and improve abilities to achieve institutional effectiveness (McMahon, 2009). The key to human resource development is performance. The higher the performance of human resources is, the more crucial the development of human resources is and vice versa (Swanson, 1995). HR plays a primary role in organizational innovation in developing communities and the public. The literature confirms that HR development is an integrated part of HR management. It means that HR management activities must be conducted properly to increase the potential of human resources. HR management comprises planning, organizing, leading, and controlling all aspects of the workforce, policies, and provisions of the law (Werner & Desimone, 2011).

Human resource development requires added-value research approaches conceptually and theoretically to achieve general goals. Analyzing the framework of a strategic HR planning framework is necessary to determine the direction of HR development in the short, medium, and long term. The development of HR competencies is an indicator of the success of the goals to be achieved by the institution because, in its development, HR is able to make a positive contribution to the organization/institution. Dimensions needing consideration are individual human capital, including workability, performance, and career development. The organization's scope includes investment, ownership, skills, and knowledge (Garavan et al., 2001). Sylvia and Wilfred (2012)

explained that HR development is not a standing-alone function in an institution and involves stakeholders. The changing environment recognizes that competition highly depends on human resources skills and knowledge. The findings reveal that the achievement of organizational goals is only possible if the performance of its human resources is assessed. Because institutions have multiple demands, on the one hand, to improve quality services to students, on the other hand, the obligation to create an economy for knowledge transfer.

Education Personnel

The teaching profession closely relates to the education system. It is because educators are members of the community perpetuating themselves and are appointed to support implementing education. The educational staff comprises principals, representatives/heads of fields, administrative staff, and other staff within an educational institution. It needs to be developed optimally to support education's vision, mission, and goals (Bachtiar, 2016). In developing education personnel, it is necessary to focus on the planning method used as the first step in implementing the development function. Educational institutions commonly use two planning methods. First, the traditional method concentrates on the number of workers and the types and levels of skills in the organization. Second, an integrated planning method centers on a strategic vision and is used as a standard for organizational achievement (Simpson et al., 1993).

Previous research revealed that the development of education personnel should be conducted comprehensively and continuously by executing human resource planning processes, recruitment, selection, placement, compensation, awards, coaching, training/development, and termination (Leko et al., 2015). Educational staff development engineers the work behavior of educators in such a way that they can exhibit optimal performance in their work. It requires specific assessment standards to ensure the quality of education (Stufflebeam, 1991). The study revealed that advances in science and technology require that education personnel play a strategic role in building the nation's character and improving the quality of human resources (Pilotti & Almubarak, 2021). The development of educational staff is influential in supporting student learning. Therefore, management is needed, including a managerial system, coaching, and educational staff development (Farmer, 2009). Educational staff are individuals meeting the requirements of the applicable laws and regulations, appointed by authorized officials, and assigned specific duties and responsibilities. Its development can be conducted through the education and training pathway (continuing education, upgrading, seminars, and workshops) (Harun, 2013).

Methods

Research Design

The research was conducted using a qualitative method to investigate the natural condition of readiness to transfer the status of IAIN to UIN from the aspect of human resources for lecturers and education personnel. Sugiyono (2009) suggests that qualitative research methods are those used to examine the condition of objects naturally, where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive, and the research results accentuate meaning. The natural object in question is the object, not manipulated by the researcher so that the conditions when the researcher enters the object, after being in the object, and after leaving the object are relatively unchanged. While conducting research on the meaning of life for people with disabilities who are entrepreneurs, the researcher does not regulate readiness to change the status of IAIN to UIN occurring or manipulating variables.

The main characteristic of qualitative research is the meaning. In this case, qualitative research does not concentrate on the similarities of the research object but instead reveals views centering on phenomena from different people. This thinking is also based on the fact that the meaning existing in each person is different. Therefore, it is impossible to reveal the reality of this unique person using any other tool except humans as an instrument. The reality or phenomenon regarding the meaning of life in the aspect of human resources for lecturers and educational personnel will be seen due to the construction of dynamic and meaningful thinking using this qualitative method. It aligns with the theory of Creswell (2009), stating that reality in qualitative research methods is a construction of understanding all data and their meaning. So by using a phenomenological approach, researchers seek to explore values in the experience and life of a lecturer and education staff at UIN KHAS Jember related to the search for the meaning of his life. The research location is UIN KHAS Jember, at Jalan Mataram, Jember, postal code 68136, East Java, Indonesia. The research was conducted for approximately two semesters or one year, from January 2021 to January 2022. This research has followed the IAIN readiness process to become UIN.

Participants

Research participants were determined using the purposive sampling technique, selected with specific considerations and objectives. The research participants are devoted to the human

resources of lecturers and education staff who have worked at UIN KHAS Jember for at least two years following the objectives of this research. Participants in this study comprised 25 people, including 15 human resources lecturers and ten education staff. Table 1 depicts detailed information.

Table 1

Participant Description

Classification	Total
Gender	
Female	13
Male	12
HR	
Lecturer/educator	15
Educational staff	10
Age	
25 years – 35 years	9
>35 year	16
Total	25

Research Instruments

In qualitative research, the researcher himself is the research instrument or tool. Researchers become human instruments functioning to determine the focus of research, select informants as resources, collect data, assess data quality, analyze data, interpret data, and draw conclusions. Researchers as instruments need to be "validated" on how far they are ready to conduct research in the related field. This validation process is conducted through self-evaluation of the extent of understanding of qualitative methods, mastery of theory, insight into the field to be studied, readiness, and provision to enter the field. Moleong (2013) asserts that the role of researchers in qualitative research methods is quite complicated, namely as instruments in qualitative research methods that are planners, implementers of data collection, analysis of data interpretation, and in the end, become a reporter for research results. Therefore, in this study, the researcher will go into the field himself for data collection, analysis, and conclusion. According to the research problem formulation, the research instrument focuses on two or three themes. First, the theme of Islamic educational institutions comprises Al-Quran reading skills, worship skills, prayer reading skills, Islamic moral practice, jurisprudence, and Islamic history. Second, the development of human resources for lecturers includes planning, organizing, leading, and controlling all aspects of the

workforce, policies, and provisions of the Act. Third, the education staff contains aspects of the synergy of the performance of education personnel in creating reliable human resources and the implementation of effective education; aspects of sustainability in adapting educational programs to the needs of students; aspects of leadership and a harmonious work climate creating a human organization at every level.

Data Collection Technique

Sugiyono (2009) mentions that qualitative research data collection is executed in natural conditions, primary data sources, and data collection techniques are mainly instrumental observation, interviews, and documentation. Based on this theory, the researcher performed the data collection techniques. First, he conducted interviews that were unrestricted compared to structured interviews. This type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas according to the research theme. Second, thanks to observations, researchers can learn about behavior and the meaning of that behavior. The type of observation conducted in this study is passive participatory observation, meaning that the researcher came while he was still a Jember Specialist IAIN and after becoming Jember KHAS UIN but was not involved in activities in the context of readiness for transformation to UIN. In this study, the documents used to support the interview data were articles in the mass media on subjects one and two and public documents on subjects three. Mass media such as newspapers, magazines, and television have covered subjects one and two several times, so researchers use the documentation to collect research data after interviews.

Data Analysis

The content analysis technique used in this study is based on the theory from Creswell (2009): First, it describes personal experiences with the phenomenon of readiness to transfer IAIN status to UIN. The researcher begins with a thorough description of his experience related to the phenomenon. It is an attempt to isolate the researcher's personal experience so that the focus on analyzing this data will be directly on the subject of this research. Second, it develops a list of important statements from the subject. The researcher then finds statements from the collected data sources about how the subject experiences a topic and lists these critical statements. This process is called horizontalizing the data, and the researcher develops a list of statements without repeating

or overlapping statements. Third, it combines crucial statements from this process into meaningful units, called "meaning units." The researcher then describes "what" the research subject experiences about the phenomenon. Next, the researcher describes the "how" of the participants' experiences. This stage is called "structural description." The researcher reflects on the background and circumstances in which the subject experiences the phenomenon. In the last stage, the researcher writes a combined description combining the data in the previous stage, namely the textural and structural descriptions. This section is the essence of the experience and describes the pinnacle aspect of phenomenological research. It is a long paragraph telling the reader "what" the subject's experience with the phenomenon and "how" they experienced it so that conclusions and research suggestions are obtained.

Result and Discussion

The Urgency of the Study on Readiness to Change the Status of IAIN to Become UIN from the Aspect of Human Resources for Lecturers and Education Personnel

The first findings reveal that four main reasons exist for the urgency of investigating the readiness to transfer the status of IAIN Typical Jember to UIN from the aspect of human resources for lecturers and education personnel. It relates to the change in institutional status having consequences for UIN Typical Jember. The transformation process requires campus readiness not only for facilities and infrastructure but also for improving the human resources of lecturers and the workforce ready to support. First, several higher education institutions moving toward universities have the same obstacles and challenges. They need actual examples of successful institutions in building a university readiness design framework. Previous research has revealed the importance of studies investigating the factual conditions presented in research on the readiness of UIN transformation as benchmarks and guidelines in fostering the careers of lecturers and education staff (Asnaini et al., 2020). Meeting the demands of the development of science and technology and integrating Islamic religious knowledge with other sciences are also relevant (Kemenag, 2021). Of course, when higher education institutions have actual examples, the study programs prepared are hoped to collaborate with other Islamic study programs. Therefore, it sets an example for others. Moreover, it is able to strengthen the integration of Islamic scholarship and general science.

Interviews have revealed that IAIN KHAS Jember tries to be optimistic about the direction of change toward UIN. This enthusiasm and optimism were depicted by holding a logo contest for the UIN Typical Jember addressed to a broad audience with the theme “The Spring of Science: Realizing the Depth of Knowledge based on Local Wisdom.” This competition’s purpose is to provide a symbolic meaning for UIN Jember so that it becomes easy to recognize its vision, mission, and goals to educate the nation. Second, major changes from a multidimensional perspective in institutions can become one of the best teachers in motivating IAIN KHAS Jember to be more advanced. This major change is described in the three fundamental pillars/tri dharma of Higher Education: providing education and teaching, conducting research, and doing community service. Human resources for lecturers and education staff are vital, namely focusing on efforts to improve their competence in their respective fields to conduct these three dimensions. Maya (2016) explains that the development of human resources (lecturers/educators and education staff) is executed to increase work productivity so that the institution’s quality increases. The eight dimensions of institutional management measurement include the dimensions of accountability, responsibility, independence, fairness, effectiveness, efficiency, and non-profit (Apriyanti, 2020). Knowledge of this change has substantially contributed to changing the perspective of human resources for lecturers and education staff while contributing to institutions' readiness and solving various community problems. Therefore, efforts to prepare adequate human resources are critical because they are responsible for producing a smart generation. Consider data 1.

“UIN Jember was named K.H Achmad Siquid (KHAS), a scholar who had served as Rais 'Aam Syuriah Nadhatul Ulama and pioneered the establishment of UIN Jember. Before changing the status of UIN Typical Jember, human resources were prepared to be adequate. Changes were made starting from the increased number of students, the ratio of additional human resources for lecturers, sufficient education staff, and the scientific fields of study programs and faculties that were opened. The impact of increasing the number of lecturers, students, and education staff will help move the economic wheels of the community around the campus with the growth of shopping centers, culinary centers, boarding houses, and various businesses that provide campus needs.”

This phenomenon is expected to be able to strengthen good communication relations between the campus and the community. Previous studies explained that campuses conduct training, workshops, and seminars to realize professionalism and present Islamic values to improve human resources (Harun, 2013). One of the advantages of human resources for IAIN KHAS Jember lecturers is their research activities. The knowledge and research possessed by human resources of

lecturers and education staff become a substantial capital for campus readiness and solutions that the community needs. Lecturers are challenged to make a major contribution to handling the problems faced by society, such as unemployment, morality, corruption, and juvenile delinquency. It makes the human resources of lecturers have competencies supporting the campus toward the university. Consider data 2.

“Changes in UIN Typical Jember will try to answer the challenges in dealing with the problems faced by the community along with the increasing quantity of campus resources. Competitive research can be done by participating in national and international research competitions that can be synergized with other campuses. As stated in the scientific philosophy of UIN KHAS Jember, namely “Mata Air Ilmu,” then service is the implementation of science that can provide and find solutions for the community.”

The contribution of the campus in moving together with the campus is conducted through community service activities. This activity emphasizes three aspects: 1) aspects of performance synergy in creating reliable human resources and the implementation of effective education; 2) aspects of sustainability in adapting educational programs to the needs of the community; and 3) aspects of leadership and a harmonious work climate that is able to create a human organization at every level (Wigle & Wilcox, 1996). The third service includes mobilizing the community to solve problems together. The experience gained by human resource lecturers in community service activities can provide valuable lessons usable to support campus readiness. Consider data 3.

“In 2020, it was recorded that IAIN KHAS Jember had Lecturer HR as many as 344 permanent lecturers and 30 non-permanent lecturers and 18,185 students. If, in 2019, there are 29 religious study programs and six general study programs, it is projected that in 2024, there will be 42 and 16 general study programs set at the S1, S2, and S3 levels. Community service is expected to be stronger with the current composition of lecturer positions which include ten professors, 46 head lecturers, 99 lecturers, 66 expert assistants, and 123 prospective lecturers, which will continue to be improved.”

This finding is identified from the results of observations and observations conducted by researchers. Previous cases revealed that human resources for lecturers and education staff were not considered in supporting the readiness to transfer status to university. The campus has difficulty determining the required readiness framework, so it ignores such an important aspect, human resources. Facilities and infrastructure alone are not enough to support the institution toward a university that must have the appropriate human resources.

Fourth is about strengthening vision, mission, and goals. In this context, the urgency to strengthen Islamic educational institutions' vision, mission, and goals is equally important. Although in

different scopes, human resources for lecturers and education staff have the same vision, mission, and goals as a unit in supporting campus readiness toward the university. Based on the results of interviews conducted regarding this vision, mission, and goals, the urgency of investigating more deeply the campus readiness from the aspect of human resources and education personnel becomes a necessity and extraordinary mandate. Because regulatory changes in institutions regulated in the Decree of the Minister of Religion (KMA) No. 15 of 2014 explained that Islamic higher education institutions meeting the requirements to become universities are able to make Islam a center of civilization in solving various social problems.

The Relationship Between Readiness to Change Status of IAIN to Become UIN With Aspects of Human Resources for Lecturers and Education Personnel

The second finding found the relationship between readiness to change IAIN status to UIN from the aspect of human resources for lecturers and education personnel. First, the relationship theoretically means that PTIN readiness helps determine the direction of existing HR development. Institutions can identify obstacles and challenges to make these two aspects useful to reach UIN. The second is a practical relationship meaning that the development of human resources for lecturers and education staff is conducted carefully and well-planned. Institutional guidance is conducted to strengthen the relationship between these two aspects. Coaching is executed to maintain the number of lecturers and staff in the institutional environment, strive for dynamic skills and knowledge, and maintain the quality of work. It is expected to support the readiness to change the status of IAIN Typical Jember to become a UIN from the aspect of human resources for lecturers and education personnel. Observations reveal that the Institute organizes various development programs for lecturers' human resources by holding national seminars, workshops, symposia, and promotion systems. Meanwhile, the education staff development program is conducted by implementing a work performance and a promotion system. The institution also supports independent coaching by recommending supporting courses and training, reading scientific articles, and using the internet as a medium to broaden knowledge.

Human resource development forms human beings with a noble character, always worship Allah who spreads mercy to the universe, and they fear Allah. As creatures created by Allah SWT, humans are equipped with free will, rationality, and moral awareness. If implemented, humans have Islamic traits that can provide goodness to themselves, society, and their environment. The

first Islamic trait is *siddiq*, meaning being honest or not telling lies. What one says aligns with reality; it does not add or subtract from the existing reality. Second, *amanah*, being trusted by others, and when working or being entrusted by others. Third, *Tabligh*, namely conveying, includes tasks as well as possible to their superiors. Fourth, *fatanah* means being wise in solving problems arising from oneself and others (Kurniawan, 2018).

The development of these two aspects has a broad reach to support the readiness to transfer the status of IAIN Typical Jember to become UIN through a work design framework. That is to say, development focuses on capacity building through formal channels for a long time, providing learning opportunities, and required performance analysis. It has been described by Garavan et al. (2001); that human resource development requires research approaches having added value both conceptually and theoretically to achieve general goals. However, theoretically refers to the theory of HR Management comprising planning, organizing, leadership, and controlling all aspects of the workforce, policies, and provisions of the Act (Werner & Desimone, 2011).

The performance approach includes three dimensions. The first dimension is procedural performance analysis by comparing the actual performance with the performance standards set. If there is a discrepancy, a further investigation is conducted on the challenges and obstacles affecting it. This process ends with finding a solution to address the problems faced in supporting the readiness to transfer the status of IAIN Typical Jember to become UIN. The second dimension is the analysis of development needs through the identification of performance standards, identification of the performance of human resources for lecturers and education staff, and identification of development needs. The third dimension is an analysis of the resources needed to support development, including costs, facilities, and the number of human resources needed. Learning facilities include libraries, laboratories, media, practice tools, and books. Supporting facilities contain adequate transportation, printing equipment, ICT, and the internet.

Design Framework Readiness to Transfer the Status of IAIN Typical Jember to UIN from the Aspect of Human Resources for Lecturers and Education Personnel

The third finding states that the design framework conducted at the time of readiness to transfer the status of IAIN Typical Jember to UIN from the aspect of human resources for lecturers and education staff includes three stages: the planning stage, the mapping stage, and the evaluation stage. The planning stage is to execute six steps in problem-based HR development decision-

making. First is problem identification, namely analyzing or diagnosing human resource problems for lecturers and education staff so they can focus on problems actually occurring and find solutions. The leader of UIN, Khas Jember, formed a research team to investigate the barriers and challenges to developing these two aspects before taking additional policies. Second is the collection of various alternatives to obtain complex information. Identifying HR problems is conducted satisfactorily to select an implicit solution early in this process. The third is to choose an alternative from the data obtained. In this step, a solution is sought from the alternatives proposed by the research. The quality of problem-solving becomes more effective and efficient by choosing a solution to the identified problem. Fourth is to evaluate alternatives carefully, especially in assessing the advantages and disadvantages of the alternatives taken. The team focuses on three indicators not to get caught in the error of determining the solution to the draft framework. These indicators are the level of alternative possibilities to solve problems without causing problems, the level of acceptance of the stakeholders involved, and the level of possible implementation carried out later. The fifth is to decide what action to take. At this stage, the head of the policy-making team for readiness to go to the University is sensitive to conditions that may arise from the solution being implemented.

The team leader has a central role in decision-making, the act of choosing the strategy or action and the best solution. Errors in decision-making can fail to implement the framework (Resky & Kuncoro, 2012). Sixth is effective decision-making with rational selection. Decisions taken together with a team comprising lecturers and education staff cooperate in following up on decisions taken by the team leader. These decisions are made carefully, and they can be accounted for.

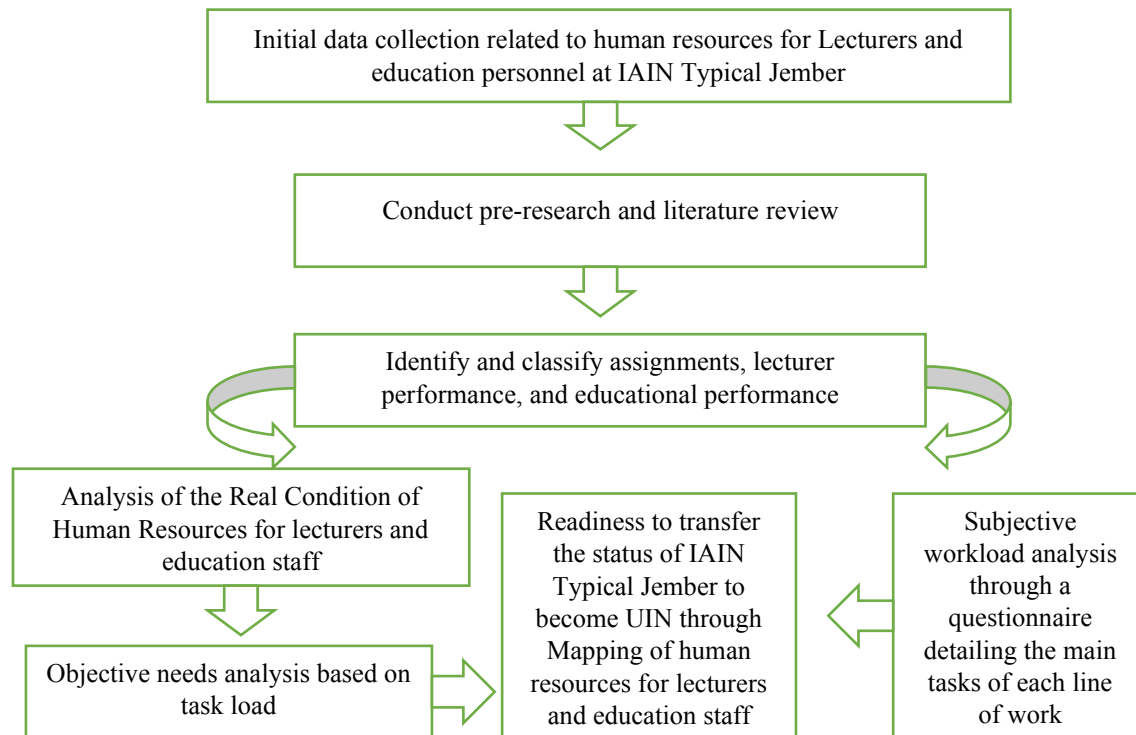
The second stage is mapping human resources for lecturers and education staff. HR mapping activities are conducted by positioning HR rationally and logically per the required measurement dimensions. Consider data 6.

“UIN KHAS Jember did the mapping with three main contributions, namely; (1) by mapping, it is hoped that a descriptive picture will emerge regarding the distribution and distribution of possible problems arising from the aspect of human resources for lecturers and education staff, (2) the existence of mapping is expected to provide a predictive aspect of the distribution of the identified problems, and (3) providing an interactive model determining the intervention and its impact on the sustainability of the institution after the transformation later.”

From data 6, one can understand that the mapping at UIN KHAS Jember, in principle, aims to improve the quality of campus quality. It is hoped that the institution will be better prepared to transform into a university by improving the quality of the campus. In developing human resources, UIN KHAS Jember has prepared a program of HR development activities and human resources that will be developed as well as possible. The problem previously identified by the research team related to HR development, namely the lack of HR aspects for Lecturers and Education Personnel, has found the ideal solution by opening job vacancies for lecturers and education staff according to standards. The quantity and quality of human resources for lecturers and teaching staff are still not optimal and continue to be improved after the HR mapping is conducted. They obtain facilities to improve skills and creativity qualified in their respective fields. Conducting HR mapping to support campus readiness for the university requires implementing HR workload analysis. According to Asnaini et al. (2020), a workload analysis is conducted to create the effectiveness and professionalism of human resources owned by the campus so that the tasks given can be completed correctly and professionally. The campus is very concerned about factors affecting their HR workload, especially internal factors from the body due to reactions to external workloads. Concerns arise if the workload of HR is not evenly distributed subjectively and objectively, decreasing performance. It is because the Covid-19 pandemic phenomenon with an impact on the health of human resources marks the situation leading to the University. Meanwhile, external factors such as physical tasks, work organization, and work environment have been made as good as possible. The main obstacle faced lies in government policies conducting social distancing so that campuses with all face-to-face limitations must work extra to remotely develop human resources for lecturers and education staff. The measures would include holding limited face-to-face meetings for the urgency of readiness to go to university, collaborating with the government in vaccinating, providing health assistance and quota replacement, and so on. A mapping flow for Lecturers and Education Personnel was composed to conduct the readiness of IAIN Khas Jember to change the status of IAIN KHAS Jember to become UIN.

Figure 1

The Flow of Mapping Human Resources for Lecturers and Education Personnel



Judging from the readiness design framework through the HR mapping strategy, the institution compiles a map of real (objective) conditions, namely a portrait of the existing conditions of lecturers' HR based on educational qualifications, field expertise, and rank. The map of the real condition of human resources for IAIN KHAS Jember lecturers comprises three indicators. The first is based on the ratio of lecturers to students. For example, the Sharia Faculty has x lecturers with details; x_1 lecturers of PNS, x_2 permanent non-PNS lecturers, and x_3 Lecturer Ordinary Areas (DLB). Hence, teaching and learning activities (KBM) assign x lecturers. If the lecturer's HR exceeds the maximum limit, then an excess of students exists per lecturer, and vice versa. If the lecturer's HR does not reach the maximum limit, then a shortage of students occurs per lecturer. (1:30). The second covers qualifications of education level and type of lecturer. It means that lecturers' human resources must meet the minimum educational qualifications of a lecturer, namely Masters (S2), Doctor/Ph.D. (S3), and Professor (Professor) degrees. If the BAN-PT form assessment instrument requires a minimum of 50% of lecturers with a doctoral degree, then the faculty must increase its human resources for lecturers with doctoral degrees to meet the

requirements of the existing study programs. The third includes the functional position of the lecturer (academic positions). It refers to the "Decree of the Coordinating Minister for the Supervision, Development, and Utilization of State Apparatus No. 38/KEP/MK.WASPAN/8/1999 concerning Lecturer Functional Positions and Credit Scores, Jo. Menpan Regulation Number PER/60/M.PAN/2006, dated June 1, 2005, comprises Expert Assistants for Group III/b 150 AK, Lector for Group III/c 200 AK and Group III/d 300 AK, Head Lector for Group IV/a 400 AK, Class IV/b 550 AK, and Group IV/c 700 AK, and Teachers Group IV/d is 850 AK and Group IV/e is 1050 AK." Consider data 7.

“These four levels of position and class of rank space are obtained with the condition that the fulfillment of Credit Scores according to the predetermined level. Institutions through faculties plan strategies to add lecturers with the rank of Professor and Head Lector by supporting lecturers for doctoral schools, must be IT literate, contribute to international journals, and assist in managing the fulfillment of Credit Scores (AK), which includes four elements, namely; education and teaching, research, community service, and support. Lecturers who have met the requirements for credit numbers and the required time can propose an increase in their functional position to the PAK IAIN KHAS Jember Team and then propose a promotion to the Chancellor or Diktis of the Ministry of Religion of the Republic of Indonesia for the position of Head Lector (IV/a) and above.”

In addition to these three aspects, identification of the scientific relevance of lecturers in learning is also executed. First, the courses taught by looking at the educational background of Masters and Doctoral Degrees, the higher the percentage of irrelevant lecturers in the courses being taught, the more critical it is for the faculty to conduct a process of increasing relevance because it will disrupt the quality of alumni. Therefore, the direction of lecturer development starts from the formation proposal stage, and the recruitment system assesses the educational qualifications required following the science or courses in each faculty's curriculum. Currently, the institution has five undergraduate faculties: Faculty of Islamic Economics and Business; Da'wah Faculty; Sharia Faculty; Faculty of Tarbiyah and Teacher Training; and the Faculties of Ushuluddin, Adab, and Humanities. Postgraduate programs include Masters Program (S2), Islamic Studies and Doctoral Programs (S3), and Islamic Religious Education. Second, the phenomenon of dual teaching lecturers is identified. Due to the shortage of lecturers' human resources, lecturers often teach more than a course, which is more concerning if they are too far away from their field of knowledge. This habit started to be abandoned by institutions so that the competence of lecturers is genuinely effective and optimal in the teaching and learning process.

The map of the real condition of the education staff of PTIN KHAS Jember comprises five types. The first is about personnel who have expertise in the laboratory field. Given the demand for a curriculum based on the KKNi for this workforce, the institute has opened job vacancies for educational staff in the field of laboratory assistants. Ideally, the target is one for each study program, so the institution requires at least seven experts. Second, sufficient librarians exist for each department and study program. It is the same with educational staff in laboratory assistants; ideally, every faculty and study program has at least one librarian. Third, the education staff remains in the technician section. It is one of the focuses of the institution's attention in developing ICT and toward a moderate international standard university. Ideally, five technicians are needed in electricity, electronics, and buildings. Fourth, education staff in the administration field starts from structural officials from the highest, namely the Head of the Bureau, to the General Functional Position (JFU). One study program ideally has three administrative staff. The fifth is about other supporting staff, such as outsourcing security guards and office assistants to meet the standards. Both support staff uses a third party as the person in charge.

Within the framework of the Readiness Design for transferring the status of IAIN Typical Jember to UIN from the aspect of Human Resources for Lecturers and Education Personnel, the institution has three main targets. The first target is to increase the availability of high-quality and competent human resources for lecturers. The programs executed are (1) improving lecturer HR management, (2) appointment and recruitment of lecturers' human resources, (3) improving the qualifications and competence of lecturers' human resources based on study programs and majors, (4) nominating professors and head lecturers based on academic qualifications, professional competence, and study program needs, and (5) opening the path of professional lecturers. The second target is to increase the availability of qualified and competent education personnel (See Table 2).

Table 2*Availability Framework Between the Ideal Ratio and the Real condition of Education Personnel*

No	Classification	Main tasks
1	Administrative education staff/operators are educational staff who are assisted in every division in the institutional environment, especially in each faculty.	<ol style="list-style-type: none"> 1. Prepare student exam materials; 2. Receive and manage semester grades; 3. Compile and archive semester scores; 4. Manage and calculate student GPA and transcripts based on HSS; 5. Study and review the characteristics of KRS according to the study program; 6. Administer SIAKAD; 7. License letter; 8. Receive and check student final exam files; 9. Check student KKN registration, list of graduations, and files for making certificates;
2	Laboratory education personnel are educational staff seconded in each laboratory unit within the institution. Three laboratories have been running: mini bank laboratory, zakat and waqf laboratory assistant, and investment gallery and sharia cooperative laboratory assistant.	<ol style="list-style-type: none"> 1. Plan and implement laboratory development; 2. Plan and implement quality practicum services for the internal and external environment; 3. Determine and evaluate practicum materials according to the applicable curriculum; 4. Develop and manage the scheduling of practicum activities; 5. Coordinate practicum activities according to interests/fields of knowledge; 6. Conduct technical capacity building; 7. Conduct periodic inventory and maintenance of laboratory facilities and infrastructure; 8. Coordinate with the head of the study program and other heads of the laboratory.
3	IT education staff are educational staff who are seconded to institutions in the IT field	<ol style="list-style-type: none"> 1. Control the campus internet network; 2. Prepare all application/software devices needed by the campus.
4	Electronic, electrical, and building technician education personnel	<ol style="list-style-type: none"> 1. Play a role in the maintenance of equipment as assets of institutional infrastructure; 2. Coordinate the proposal, management, distribution, and maintenance of inventory items.
5	Support staff (security/outsourcing & OB)	<ol style="list-style-type: none"> 1. Security plays a role in supporting the smooth process of lectures and security in the campus environment, 2. OB acts as supporting staff to ensure the campus is clean.

In the end, theoretically, strategic management is critical in this transformation, as well as aspects of human resources based on the development of technical capabilities, thinking skills, and managerial abilities encouraging the development and progress of institutions to produce outputs with an effective investment of resources (Odero, 2017; Selvanathan et al., 2019; Yani, 2022). Previous studies found the influence of hard skills, soft skills, organizational learning, and innovation capabilities on lecturer performance (Wibowo et al., 2020). The institution has also developed a quality assurance organization structure and an HR management system referring to planning standards, human resource standards, monitoring and evaluation standards, and standard compliance mechanism. The study revealed that in the implementation standards, HR facilities must be fulfilled, which are guided by written documents regarding the orientation and placement

system of employees; mentoring of human resources for lecturers and education staff; coaching and development (advanced studies, training, participation in scientific activities, and internships). Meanwhile, HR monitoring and evaluation standards include regular performance evaluations and use the evaluation results for continuous improvement and performance improvement. Performance allowances and rewards, as well as strict sanctions, are given in a transparent, fair, and accountable manner per applicable regulations. The direction of institutional HR development is the starting point for getting to UIN and the future and will be central. Therefore, the development of these two aspects is conducted effectively and accompanied by clear legal documents so that the transformation performed does not become a boomerang in the future but is able to make a positive contribution to the nation and state, especially in education.

Conclusion

Based on the findings, one can conclude that the institution has made a draft framework for the readiness to transfer the status of IAIN Typical Jember to UIN from the aspect of human resources for Lecturers and Education Personnel by conducting targeted mapping until finally officially becoming the only UIN in the current Tapalkuda area. The institution has developed an HR quality policy to support an effective framework. It includes recruiting human resources lecturers to meet qualifications such as having integrity and academic competence, recruiting and developing education personnel, and providing opportunities and facilities for human resources lecturers. Furthermore, it implements a system of assessing lecturers' work performance and awards based on the principles of usefulness, feasibility, and legality from education (Dikjar), publications, and community service. First, it will be exceedingly important in the future to seek cooperation with other universities both nationally and internationally. This cooperation will predominantly be in human resources for lecturers and education staff in the IT field to support UIN requiring the availability of professional human resources with competence and noble character. This study contributes to institutions progressing toward UIN as reference material in human resource development. As a coach and policyholder, the government, especially the Ministry of Religion of the Republic of Indonesia, is expected to support human resource facilities and infrastructure at universities per the needs fairly and wisely.

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