Readiness of State Islamic University from Lecturer Human Resources and Education Staff Perspective

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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 (HRlecturer) and Education Personnel. The research location is at IAIN KHAS Jember which has now been transformed into the State Islamic University of Kiai Achmad Siddiq Jember, East Java, Indonesia. The qualitative research method used to examine the condition of natural objects where the researcher is the key instrument, data source collection is based on observations, interviews, and documentation studies. Participants in the study consisted of 25 people including 15 lecturer participants and 10 education staff participants. The findings reveal three main points, namely; (1) the urgency of the study on the readiness to change the status of IAIN to UIN from the aspect of human resources for lecturers and education staff can be seen from the many institutions that experience the same obstacles and challenges that require, provide motivation and major changes from a multi-dimensional perspective, strengthen vision, mission, and goals; (2) the relationship between the two, both theoretically and empirically, is related to HR management; (3) the design framework that has been carried out through the stages of planning, human resource mapping, and evaluation. Implications for IAIN which is progressing towards UIN as a reference material in human resource development. The Ministry of Religion of the Republic of Indonesia (RI) as a supervisor and policy holder is expected to support the development of human resources in higher education in accordance with the needs in a fair and wise manner.

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

Introduction

Human resources are the most important part for an educational institution. Human resources who have the competence and professional advantages are able to utilize institutional resources effectively in order to achieve the vision, mission, and goals of higher education institutions. In the era of digitalization as a consequence of the Covid-19 pandemic, various studies on HR investigated focusing on cultural development, human behavior, and 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 is able to support HR management in the pandemic era (Vahdat, 2021; Tyas & Naibaho, 2020; Tambe et al., 2019).

Previous research has stated that good human resource development is not only able to provide individual benefits but also 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 difficult to encourage students to become better people in the future. An interesting study revealed that the human resources of lecturers and education staff have a positive influence on readiness to transfer higher education status. Unfortunately, the study also reveals that the human resources at PTKI in Indonesia are still low in quantity and quality. Most of the potential human resources are in the capital city area, in contrast to areas far from the capital (Shaturaev, 2021). In addition, the high need for human resources for lecturers and education staff so that institutions recruit human resources without a good and correct selection (Sayidah et al., 2019).

In Indonesia, Islamic educational institutions have spread their wings and transformed into a State Islamic University (UIN). In 2021, there are 6 IAINs that become official UINs based on the State Islamic Religious Higher Regulations (PTKIN), namely; (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 increase in this phenomenon is allegedly in order to meet the demands of the development of science and technology as well as the process of integrating Islamic religious knowledge with other sciences. The government also supports efforts to realize quality human resources through the transformation of the UIN. Unfortunately, several studies have identified that during the transition from an educational institution to a university, several problems arise including; facilities and infrastructure; land; and human resources are not able to optimally support institutional readiness because of the program to improve the quality of human resources and low-quality management so that the process is carried out for years (Marin & Pereschica, 2018; Dennison, 2006; McRoy & Gibbs, 2003).

Literature review indicates that IAIN KHAS Jember had just 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 border area. Currently, UIN KHAS Jember has

transformed into the first State Islamic University in the border 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 certainly not easy. The lack of human resources for lecturers and education personnel is one of the challenges faced. For approximately five years before becoming a university, both the quantity and quality of human resources for lecturers and teaching staff were not optimal. The institutional structure as a process towards UIN then underwent a significant change, demanding that these two important aspects increase by more than 100%. Learning from the experience of UIN KHAS Jember and the latest supporting literature, it is hoped that the existing potential and the potential that exists at UIN KHAS Jember can be mapped in a readiness design framework that can be used by future researchers and institutions that are in the process of heading to the University. UIN Typical Jember is able to get a great opportunity to become UIN Typical Jember considering the real support demographically, good facilities and infrastructure, and the land is quite large.

Several studies relevant to this study investigated PTIN, lecturer human resources, and education staff. Maya (2016) conducted an analysis of the public policy of converting IAIN to UIN and found the advantages and disadvantages as well as the impact of the conversion carried out. Human resource development (lecturers/educators and education staff) is carried out to increase work productivity so that the quality of the institution increases. The formulation of basic policies for the transformation of IAIN into UIN occurred in different contexts and situations during three periods, namely the first period consisted of 6 UIN in 2002-2005; the second period consists of 5 UIN 2013-2015; the third period consists of 6 UIN 2017 (Arifin, 2021). HR development is one of the development models 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 carried out optimally so it is necessary to implement new policies both from policy communication, increasing numbers, resources (human, financing, and infrastructure), and expanding the bureaucracy. Previous studies have become material for studies related to the development of human resources and education personnel at PTKIN which generally focuses on analyzing the evaluation of the education system, education curriculum, and performance management. The contribution of the transformation of Islamic education needs to be studied more deeply from the aspect of educational planning, the use of human resources both from the aspect of

character building, spirituality, and militancy (Tolchah & Mu'ammar, 2019). Another interest of future studies is shown in the opportunities and challenges to build a solid strategy for Islamic higher education institutions in the era of globalization.

The novelty of the research is shown in the object of research and the scope investigated by the researcher, namely 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 that has been carried out 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, he explained the importance of studies investigating the real 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 in relation to the readiness to change the status of IAIN to UIN Typical Jember.

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, there are three main problems investigated. The first is about the challenges and obstacles that occur during the readiness process of Islamic Education Institutions during the process of changing the status of IAIN to UIN from the aspect of Lecturer and Education Personnel HR. Second, 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. Third, there is no clear framework for the readiness design carried out by Islamic Education Institutions in the readiness to transfer the status of IAIN to UIN. This needs to be investigated more deeply considering the importance of developing human resources for lecturers and education staff towards UIN in the future, but previous studies have not revealed in-depth studies 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 to become 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, namely the transfer of knowledge, transfer of value, and transfer of skills (Daulay & Pasa, 2016). Education as an institution has a curriculum as a guide in the learning process. The curriculum in question is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals (Meyer, 1977). An Islamic educational institution is an institutional body that organizes educational activities, teaching and learning, and/or training guided by the basics of Islam as its main goal. Islamic basics such as skills to read the Koran, skills to carry out worship, skills to read prayers, practice Islamic morals, science of jurisprudence, and Islamic history (Subandi, 2012).

The literature explains that educational institutions are very important for life because education is a major benchmark in life in order to carry on life because if there is no education then a person will be of no value in society. Islamic education institutions also have community social functions such as places for deliberation, collecting and distributing zakat, and making peace in the event of a dispute (Salleh, 2013). Such Islamic educational institutions are generally accredited or approved by the relevant national education authority or equivalent authority. Islamic educational institutions may also be operated by private organizations, such as religious bodies, Islamic education companies, and non-profit private training. While formal educational institutions include Madrasah, Islamic boarding school, Dayah, Meunasah, and Islamic University (Nata, 2012).

The development of Islamic educational institutions is influenced by three factors, namely the rulers, the kyai, and local factors. More deeply, Islamic educational institutions are actually not only about individuals but also the public, namely by channeling ideas in society (Mohamed et al., 2016). Islamic educational institutions are also part of social and cultural institutions, including; (1) has implications for the formation of a religious atmosphere with various types of existing institutions; (2) the formation of existing tolerance due to differences that occur which is one of the advantages of a country; (3) prove that the role of the community is very large in the education of Islamic institutions; (4) cannot be separated from the influence of the understanding of its founder on the students; (5) 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 who are members of certain 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 with the aim of providing opportunities for each member to learn skills and improve abilities in order to achieve institutional effectiveness (McMahon, 2009). The key to human resource development is performance. The higher the performance of human resources, the development of human resources is said to be effective and vice versa (Swanson, 1995). HR plays a major role in organizational innovation in developing communities and the public. The literature confirms that HR development is an integrated part of HR management. This means that in order to increase the potential of human resources, HR management activities must be carried out properly. HR management consists of planning, organizing, leading, and controlling all aspects of the workforce, policies, and provisions of the law (Werner & Desimone, 2011).

Human resource development requires research approaches that have added value both conceptually and theoretically to achieve general goals. In determining the direction of HR development in the short, medium, and long term, it is necessary to analyze the framework of a strategic HR planning framework. 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 that need to be considered are individual human capital including workability, performance, and career development. And the scope of the organization includes investment, ownership, skills, and knowledge (Garavan et al., 2001). Sylvia & Wilfred (2012) explained that HR development is not a function that stands alone in an institution but involves stakeholders. The changing environment recognizes that competition is highly dependent on the skills and knowledge of human resources. The findings reveal that the achievement of organizational goals is only if the performance of its human resources is assessed. Because institutions have multiple demands, on the one hand, to improve quality services to students, and on the other hand the obligation to create an economy for knowledge transfer.

Education Personnel

The teaching profession is closely related to the education system. This is because educators are members of the community who perpetuate themselves and are appointed to support the implementation of education and contribute to the implementation of education. The educational staff consists of principals, representatives/heads of fields, administrative staff, and other staff within an educational institution. Educational staff needs to be developed optimally in order to be able to support the vision, mission, and goals of education (Bachtiar, 2016). In the context of developing education personnel, it is necessary to pay attention to the planning method used as the first step in implementing the development function. There are two planning methods commonly used by educational institutions. First, the traditional method is by paying attention to the number of workers as well as the types and levels of skills in the organization. Second, an integrated planning method whose planning is centered on a strategic vision and is used as a standard for organizational achievement (Simpson et al., 1993).

Previous research explained that the development of education personnel is very important to be carried out comprehensively and continuously by carrying out human resource planning processes starting from the human resource planning process, recruitment, selection, placement, compensation, awards, coaching, and training/development, and termination (Leko et al., 2015). Educational staff development is a process of engineering the work behavior of educators in such a way that they can show optimal performance in their work. This requires specific assessment standards to ensure quality in education (Stufflebeam, 1991). The study revealed that advances in science and technology require education personnel to play a strategic role in efforts to build the nation's character and improve the quality of human resources. The development of educational staff is influential in supporting student learning, therefore management that includes a managerial system, coaching, and development of educational staff is needed (Farmer, 2009). Educational staff is individuals who meet the requirements of the applicable laws and regulations, are appointed by authorized officials, and are assigned certain duties and responsibilities. The development of educational staff can be done through the education and training pathway (continuing education, upgrading, seminars, workshops, etc.) (Harun, 2013).

Method

Research design

The research was conducted using a qualitative method that aims to investigate the natural condition of the 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 research methods 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 emphasize meaning. The natural object in question is the object as it is, 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. So while conducting research on the meaning of life for people with disabilities who are entrepreneurs, the researcher does not regulate at all about Readiness to change the status of IAIN to UIN takes place or manipulate variables.

The main characteristic of concern in qualitative research is the meaning. In this case, qualitative research does not care about the similarities of the object of research but instead reveals views that focus on phenomena from different people. This thinking is also based on the fact that the meaning that exists in each person is different. Therefore, it is impossible to reveal the reality that is in this unique person using any other tool except humans as an instrument. By using this qualitative method, the reality or phenomenon regarding the meaning of life in the aspect of human resources for lecturers and education personnel will be seen as a result of the construction of dynamic and meaningful thinking. This is in accordance with the theory from Creswell (2009) states 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 which is located at Jalan Mataram, Jember, postal code 68136, East Java, Indonesia. The research was conducted for approximately 2 semesters or 1 year from January 2021 to January 2022. This means that this research has followed the IAIN readiness process to become UIN.

Participants

Determination of research participants was carried out using the purposive sampling technique, which was selected with certain considerations and objectives. In accordance with

the objectives of this research, the research participants are devoted to human resources of lecturers and education staff who have worked at UIN KHAS Jember for at least 2 years. Participants in this study consisted of 25 people including 15 human resources lecturers and 10 education staff. This amount can be seen in detail in table 1 below:

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 research instrument or tool is the researcher himself. Researchers become human instruments that function 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" how far they are ready to conduct research which then goes into the field. This validation process is carried out through self-evaluation of the extent of understanding of qualitative methods, mastery of theory, and insight into the field to be studied, as well as 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 which are planners, implementers of data collection, analysis of data interpretation, and in the end become a reporter for research results. So in this study, the researcher will go into the field himself, from data collection, analysis, to making conclusions. The research instrument focuses on two-three themes according to the formulation of the research problem. First, the theme of Islamic educational institutions consists of: Al-Quran reading skills, worship skills, prayer reading skills, Islamic moral practice, jurisprudence, and Islamic history. Second, the development of human resources for lecturers consists of; the process of planning, organizing, leading, and controlling all aspects of the workforce, policies, and provisions of the Act. Third, the education staff consists of; 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 that is able to create a human organization at every level.

Data collection technique

Sugiyono (2013) mentions that in qualitative research data collection is carried out in natural conditions, primary data sources, and data collection techniques are mostly on instrumental observation, interviews, and documentation. Based on this theory, the data collection techniques used in the study. First, the researcher conducted interviews, which in practice were freer when compared to structured interviews. The purpose of 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, observation so that researchers can learn about behavior and the meaning of that behavior. The type of observation carried out in this study is passive participatory observation, which means 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, as well as public documents on subject three. Subjects one and two in this study have been covered several times by mass media such as newspapers, magazines, and television so that 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), as follows: First, describe 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. This is an attempt to put aside the personal experience of the researcher so that the focus on analyzing this data will be directly on the subject of this research. Second, develop a list of important statements from the subject. The researcher then finds statements that come from the data sources of data that have been collected about how the subject experiences a topic, makes a list of these important statements. This process is called horizontalizing the data and then the researcher develops a list of statements by not repeating or overlapping statements. Third, take important statements from the horizontalizing process and then combine these statements into meaningful units, called "meaning units". The researcher then writes a description of "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 phenomenon is experienced by the subject. In the last stage, the researcher writes a combined description that combines the data in the previous stage, namely the textural description and the structural description. This section is the essence of the experience and describes the pinnacle aspect of phenomenological research. This stage is in the form of a long paragraph that tells 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 readiness based on lecturers and education personnel

The first findings reveal that there are four main reasons 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. This is related to the change in institutional status which will have 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 who are ready to support. First, the number of higher education institutions moving towards universities has the same obstacles and challenges. They need real examples of successful institutions in building a readiness design framework for universities. Previous research has revealed the importance of studies investigating the real conditions presented in research on the readiness of UIN transformation to be used as benchmarks and guidelines in fostering the careers of lecturers and education staff (Asnaini et al., 2020). And also in order to meet the demands of the development of science and technology as well as the process of integrating Islamic religious knowledge with other sciences (Kemenag, 2021). Of course, when higher education institutions have real examples for them, it is hoped that the study programs that have been prepared can collaborate with other Islamic study programs. So that it is not only an example for others but is also able to strengthen the integration of Islamic scholarship and general science.

Interviews conducted have revealed that IAIN KHAS Jember is trying to be optimistic about the direction of change towards UIN. This enthusiasm and optimism was shown by the holding of a logo contest for the UIN Typical Jember which was addressed to a wide audience with the theme 'The Spring of Science: Realizing the Depth of Knowledge based on Local Wisdom'. The purpose of this competition is to provide a symbolic meaning of UIN Jember so that it is easy to recognize its vision, mission, and goals in order to educate the

nation's life. Second, major changes from a multidimensional perspective that occurs in institutions can become the best teachers in motivating IAIN KHAS Jembersi to be more advanced. This major change is described in the three basic pillars/tri dharma of Higher Education, namely providing education and teaching, conducting research, and doing community service. In order to carry out these three dimensions, human resources for lecturers and education staff are very important, namely focusing on efforts to improve their competence in their respective fields. Maya (2016) explains that the development of human resources (lecturers/educators and education staff) is carried out to increase work productivity so that the quality of the institution increases. The eight dimensions of institutional management measurement consist of the dimensions of accountability, responsibility, independence, fairness, effectiveness, efficiency, and non-profit (Apriyanti, 2020). Knowledge for this change has made a major contribution in changing the perspective of human resources for lecturers and education staff when contributing to the readiness of institutions and in solving various community problems. This is the reason that efforts to prepare adequate human resources are so important because they have a responsibility to give birth to a smart generation. Consider data 1.

> "UIN Jember was named K.H Achmad Siqqid (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 more adequate. Changes were made starting from the increase in the 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 in order to improve human resources, campuses conduct training, workshops, seminars aimed at realizing professionalism and still presenting Islamic values (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 strong capital not only for campus readiness but also for providing solutions that are needed by the community. Lecturers are challenged to make a major contribution in dealing with the problems faced by society such as unemployment, morality, corruption, and juvenile

delinquency. This makes the human resources of lecturers have competencies that are able to support the campus towards 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."

Third, service to mobilize together the community to solve problems together. The contribution of the campus in moving together with the campus is carried out through community service activities. This activity emphasizes three aspects, namely; 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 experience gained by human resource lecturers in community service activities can provide valuable lessons that can be used 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 6 general study programs, it is projected that in 2024 there will be 42 religious study programs 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 10 professors, 46 head lectors, 99 lectors, 66 expert assistants, and 123 prospective lecturers which will continue to be improved."

This finding is identified from the results of observations and observations that have been carried out by researchers. Various previous cases identified revealed that human resources for lecturers and education staff were not taken into account in supporting the readiness to transfer status to university. The campus has difficulty in determining the required readiness framework so that it ignores such an important aspect, namely human resources. Facilities and infrastructure alone are not enough to support the institution towards a university which in fact is required to have the appropriate human resources.

Fourth, strengthen the vision, mission, and goals. In this context, what is no less important is the urgency in order to strengthen the vision, mission, and goals of Islamic educational institutions. Human resources for lecturers and education staff, although in different scopes, have the same vision, mission, and goals as a unit in supporting campus readiness towards

university. Based on the results of interviews that have been conducted regarding this vision, mission, and goals, for this reason 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 has explained that Islamic higher education institutions that meet the requirements to become universities are those that are able to make Islam a center of civilization in solving various problems of society.

The relationship between readiness, 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 is useful for determining the direction of existing HR development. Institutions can identify obstacles and challenges to make these two aspects useful in order to reach UIN. Second, is a practical relationship which means that the development of human resources for lecturers and education staff is carried out carefully and well planned. In order to strengthen the relationship between these two aspects, institutional guidance is carried out. Coaching is carried out to maintain the number of lecturers and staff in the institutional environment and strive for dynamic skills, knowledge and to maintain the quality of work. This 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 carried out by implementing a work performance system 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 who have a noble character, always worship Allah who spreads mercy to the universe and fear Allah. Humans as creatures created by Allah SWT are equipped with free will, rationality, and moral awareness. Humans basically have Islamic traits which if implemented are able to provide goodness to themselves, society, and their environment. The first Islamic trait is *siddiq*, which means being honest or not telling lies. What he says is in accordance with the reality, does not add or subtract from the existing reality. Second, *amanah*, namely being able to be trusted by others, as well as when working or being entrusted by others. Third, *Tabligh*, namely conveying, for

example, conveying tasks as well as possible to their superiors. Fourth, *fatanah* which means smart in solving problems that arise from oneself and others (Kurniawan, 2018).

The development of these two aspects has a broad reach in an effort to support the readiness to transfer the status of IAIN Typical Jember to become UIN through a work design framework. What is clear, development is more focused on capacity building through formal channels with a long period of time, providing learning opportunities, and performance analysis required. This has been described by Garavan et al. (2001), that human resource development requires research approaches that have added value both conceptually and theoretically to achieve general goals. While theoretically refers to the theory of HR Management which consists of the process of 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 real performance with the performance standards that have been set. If there is a discrepancy, then further investigation is carried out on the challenges and obstacles that affect it. This process ends with obtaining a solution to solve 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 existing resources needed to support development including costs, facilities, and the number of human resources needed. Learning facilities such as libraries, laboratories, media, practice tools, and books. Supporting facilities include adequate transportation, printing equipment, ICT, and internet.

Design Framework Readiness to transfer Typical UIN of Jember

The third finding states that the design framework that has been carried out 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 consists of three stages, namely the planning stage, the mapping stage, and the evaluation stage. The first planning stage is to carry out six steps in problem-based HR development decision making. First, problem identification, namely analyzing or diagnosing human resource problems for lecturers and education staff so that they can focus on problems that actually occur and find solutions. The leader of UIN Khas Jember formed a research team to investigate the barriers and challenges to the development

of these two aspects before taking further policies. Second, the collection of various alternatives to obtain complex information. The identification of HR problems is carried out to a level satisfactory enough to select an implicit solution early in this process. Third, choose an alternative from the data that has been obtained. In this step, a solution is sought from the alternatives that have been proposed by the research team. By choosing a solution to the identified problem, the quality of problem solving becomes more effective and efficient. Fourth, evaluate alternatives carefully, especially in providing an assessment of the advantages and disadvantages of the alternatives taken. In order not to get caught in the error of determining the solution to the draft framework, the team paid attention to three indicators, namely the level of alternative possibilities to be able to solve problems without causing problems; the level of acceptance of the stakeholders involved; the level of possible implementation that will be carried out later. Fifth, 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, namely the act of choosing the strategy or action that is the best solution. Errors in decision-making can result in failure to implement the framework (Resky & Kuncoro, 2012). Sixth, effective decision-making with rational selection. Decisions that have been taken together with a team consisting of lecturers and education staff cooperate in following up on decisions that have been taken by the team leader. These decisions are made carefully, carefully, and can be accounted for.

The second stage is the mapping of human resources for lecturers and education staff. HR mapping activities are carried out by positioning HR based on a rational and logical basis in accordance with 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; (3) provide an interactive model that can determine the intervention and its impact on the sustainability of the institution after the transformation later."

From data 6, it can be understood that the mapping at UIN KHAS Jember in principle aims to improve the quality of campus quality. By improving the quality of the campus, it is hoped that the institution will be better prepared to transform into a university. In developing human resources, UIN KHAS Jember has prepared a program of HR development activities and prepared human resources that will be developed as well as possible. The problem that was

previously identified by the research team related to HR development, namely the lack of HR aspects for Lecturers and Education Personnel, has found the best solution, namely by opening job vacancies for lecturers and education staff according to standards. Both the quantity and quality of human resources for lecturers and teaching staff who are still not optimal continue to be improved after the HR mapping is carried out. They get facilities to improve skills and creativity that are qualified in their respective fields.

Conducting HR mapping to support campus readiness towards university requires the implementation of HR workload analysis. Concerns arise if the workload of HR is not evenly distributed both subjectively and objectively which results in decreased performance. According to Asnaini et al. (2020), a workload analysis is carried out in order to create the effectiveness and professionalism of human resources owned by the campus so that the tasks given can be completed properly and professionally. The campus is very concerned about factors that affect their HR workload, especially internal factors that come from the body due to reactions to external workloads. This is because the situation leading to the University is marked by the Covid-19 pandemic phenomenon which has an impact on the health of human resources. 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 that carry out social distancing so that campuses with all face-to-face limitations must work extra to develop human resources for lecturers and education staff remotely. For example by 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.

In order to carry out the readiness of IAIN Kkas Jember me Readiness to change the status of IAIN KHAS Jember to become UIN, a mapping flow for Lecturers and Education Personnel was drawn up
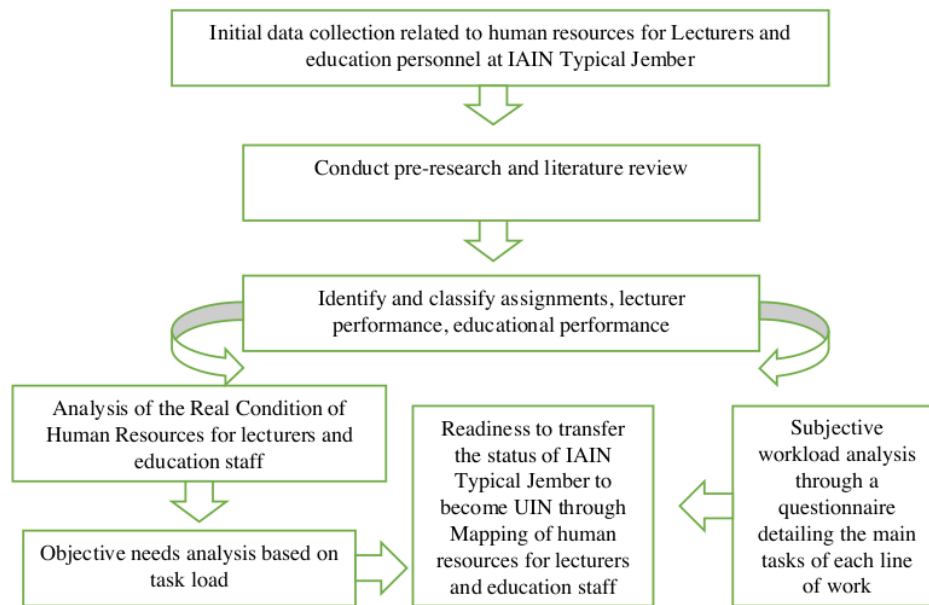
Figure 1. Flow of Mapping Human Resources for Lecturers and Education Personnel

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 consists of three indicators. First, based on the ratio of lecturers to students. For example, the Sharia Faculty has x lecturers with details; x1 lecturers but PNS, x2 permanent non-PNS lecturers, and x3 Lecturer Ordinary Areas (DLB). So the process of teaching and learning activities (KBM) assigns x lecturers. If the lecturer's HR exceeds the maximum limit, then there is an excess of students per lecturer and vice versa if the lecturer's HR does not reach the maximum limit, then there is a shortage of students per lecturer (1:30). Second, based on qualifications of education level and type of lecturer. This 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. Third, based on the functional position of the lecturer. Functional positions of lecturers (academic positions) refer to; "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, consists of; 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 carried out. First, the courses taught by looking at the educational background of Masters and Doctoral Degrees, the higher the percentage of irrelevant lecturers with the courses being taught, the more important it is for the faculty to carry out a process of increasing relevance because this will disrupt the quality of alumni. Therefore, the direction of lecturer development starting from the formation proposal stage and recruitment system looks at the educational qualifications required in accordance with the science or courses required in the curriculum of each faculty. For the record, currently the institution has five undergraduate faculties, namely; 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. And postgraduate programs consisting of Masters Program (S2) Islamic Studies and Doctoral Programs (S3) Islamic Religious Education. Second, identification of the phenomenon of dual teaching lecturers. Due to the shortage of lecturers' human resources, lecturers often teach more than 1 course, and it is more concerning if they are too far away from their field of knowledge. This habit is starting to be abandoned by institutions so that the competence of lecturers is truly effective and optimal in the teaching and learning process.

The map of the real condition of the education staff of PTIN KHAS Jember consists of five types. First, 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. One ideally for each study program so

that the institution requires at least 7 experts. Second, there are sufficient librarians for each department and study program. It is the same with educational staff in the field of laboratory assistants, ideally every faculty and study program has at least one librarian. Third, the education staff remains in the technician section. This is one of the focus of the institution's attention in the context of developing ICT and towards a moderate international standard university. Ideally 5 technicians are needed in the fields of electricity, electronics, and buildings. Fourth, education staff in the field of administration starts from structural officials from the highest, namely the Head of the Bureau to the General Functional Position (JFU). Ideally 1 study program has 3 administrative staff. Fifth, other supporting staff such as outsourcing security guards and office boys who meet the standards. Both support staff use 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 that have been carried out. The first target is to increase the availability of high-quality and competent human resources for lecturers. The programs carried out are; (1) improvement of 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) nomination of professors and head lectors based on academic qualifications, professional competence, and study program needs; (5) open the path of professional lecturers. The second target is to increase the availability of qualified and competent education personnel. (See table 3)

Table 3.
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	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. Studying and reviewing the characteristics of KRS according to the study program; 6. Admini SIAKAD; 7. Licensing letter; 8. Receive and check student final exam files; 9. Checking student KKN registration, list of graduations and files for making certificates.
2	Laboratory education personnel are educational staff who are seconded in each laboratory unit within the institution. There are three laboratories that have been running, namely mini bank laboratory, zakat and	1. Planning and implementing laboratory development; 2. Planning and implementing 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;

	waqf laboratory assistant, and investment gallery and sharia cooperative laboratory assistant.	6. Conduct technical capacity buildi[1]; 7. Conduct periodic inventory and maintenance of laboratory facilities and infrastructure; 8. Coordinate with the head of study program and other head of laboratory.
3	IT education staff are educational staff who are seconded to institutions in the IT field	1. Control the campus internet network; 2. Prepare all application/software devices needed by the campus.
4	Electronic, electrical, and building technician education personnel	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)	1. Security plays a role in supporting the smooth process of lectures and security in the campus environment 2. OB acts as a supporting staff to ensure the campus is clean

In the end, theoretically, strategic management is very important in this transformation, as well as aspects of human resources based on the development of technical capabilities, thinking skills, and managerial abilities that can encourage the development and progress of institutions so as to produce outputs with an effective investment of resources (Yani, 2022; Selvanathan et al., 2019; Odero, 2017). 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 that refers to planning standards; human resource standards; monitoring and evaluation standards; 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 improvement of performance. Performance allowances and rewards, as well as strict sanctions, are also given in a transparent, fair and accountable manner in accordance with applicable regulations. The direction of institutional HR development is the starting and central point for getting to UIN and in the future. Therefore, the development of these two aspects is carried out effectively and accompanied by clear and legal documents so that the transformation carried out does not become a boomerang in the future but is able to make a positive contribution to the nation and state, especially in the field of education.

Conclusion

Based on the findings, it can be concluded 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. To support an effective framework, the institution has developed a HR quality policy, namely; recruiting human resources lecturers who are able to meet qualifications such as having integrity and academic competence; Recruit and develop education personnel; provide opportunities and facilities for human resources lecturers; implementing a system of assessing lecturers' work performance, awards based on the principles of usefulness, feasibility, and legality both from the aspect of education (Dikjar), publications, and community service. First, it is very important in the future to seek cooperation with other universities both nationally and internationally, especially for human resources for lecturers and education staff in the IT field to support UIN which requires the availability of professional human resources who have competence and noble character. This study contributes to institutions that are progressing towards UIN as a reference material in human resource development. The government, especially the Ministry of Religion of the Republic of Indonesia as a coach and policy holder, is expected to support human resource facilities and infrastructure at universities in accordance with the needs in a fair and wise manner.a.

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Readiness of State Islamic University from Lecturer Human Resources and Education Staff Perspective