

Transformation Process Intervention Strategy Iain Gorontalo Towards Uin

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ABSTRACT

This study aims to understand the theoretical paradigm of development strategy and organizational change and to reveal (to describe & explore) the phenomena behind the failure of IAIN Sultan Amai Gorontalo to become a UIN., by analyzing the structure of development strategy with phenomena to find alternative strategic policies and find alternative strategy formulations. the process of transforming IAIN into UIN. The type of research used is descriptive qualitative research with a case study approach. Data was collected through observation, interviews and documentation. The data analysis technique uses the method of reduction, data presentation and drawing conclusions. The results showed that through a SWOT analysis revealed that there were three policy development strategies for changes to become UIN namely acceleration of professors, an increase in the number of postgraduate study programs and an increase in A (excellent) accredited study programs with the results of the discussion of strategic decisions that must be carried out, namely to intervene in the process with a strategy; diagnostic strategy, strategic alliance, tiem building and consultation, (Cummings & Worley, 2019. The context of the researcher's findings uses the scientific deconstruction paradigm by combing the theory of Thomas G. Cummings and Christophopper G. Worley (2019) with the theory of Politics in Organization and Organization, Behavior by Miles RH (1980) namely organizational political strategy, with a power and influence approach for the sake of transforming IAIN into UIN, which is the novelty or theory development in this study.

KEYWORDS: *Strategy, Process Intervention, Transformation.*

1. INTRODUCTION

The development strategy of each higher education institution in moving its organization contextually uses a strategic plan in responding to every rapid development of society in various aspects of life as a result of the needs of life and development, demanding a systematic and continuous solution in responding to the challenges of the type and quality of human resources. . Religious universities in the current era are experiencing a trend of very fast and dynamic development as a consequence of the dynamics, opportunities and challenges that must be faced both on a local, national and even international scale. Changes in these institutions can be carried out with various approaches, including through the development strategy approach and organizational change.

The main goals and hopes for changing the shape of religious collegesThe Sultan Amai Gorontalo State Islamic Institute (IAIN) became the State Islamic University (UIN) namely; 1) Providing outreach and opportunities (access) to the community for the need for higher religious education. 2) Improving the quality, relevance and competitiveness of institutions through the development of faculties, departments and study programs that integrate religious education and sciences. 3) Improving the quality of students by mastering spiritual intelligence and sciences. The struggle and hope of development towards the change of IAIN Sultan Amai Gorontalo in increasing its status to become a State Islamic University (UIN), is still in the stage of fulfilling the requirements which are an obstacle in fulfilling the requirements of the Minister of Religion Regulation (PMA) Number 20 of 2020 concerning Changes in Institutional Religious Colleges, with 7 (seven) requirements to change the form of IAIN to become UIN: 1) Lecturer Education Qualification; for masters totaling

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80 (eighty) people and Doctoral 16 (sixteen) people. 2) Lecturer Academic Position; 80 (eighty) expert assistants, 16 (sixteen) Lectors, 8 (eight) head lectors and 4 (four) Professors. 3) Ratio of Number of Lecturers and Students; religious science 1:40. 4) Number and Type of Study Program/Faculty; The undergraduate program consists of 4 (four) faculties and 15 (fifteen) study programs. Meanwhile, there are 5 (five) Postgraduate Study Programs. 5) Number of Education Personnel; 60 (sixty) people. 6) Study Program Accreditation Status; The value of A is 2 (two) study programs, while the value of B is 8 (eight) study programs. 7) Facilities and Infrastructure (KEMENAG PENDIS: 2020). for masters totaling 80 (eighty) people and Doctoral 16 (sixteen) people. 2) Lecturer Academic Position; 80 (eighty) expert assistants, 16 (sixteen) Lectors, 8 (eight) head lectors and 4 (four) Professors. 3) Ratio of Number of Lecturers and Students; religious science 1:40. 4) Number and Type of Study Program/Faculty; The undergraduate program consists of 4 (four) faculties and 15 (fifteen) study programs. Meanwhile, there are 5 (five) Postgraduate Study Programs. 5) Number of Education Personnel; 60 (sixty) people. 6) Study Program Accreditation Status; The value of A is 2 (two) study programs, while the value of B is 8 (eight) study programs. 7) Facilities and Infrastructure (KEMENAG PENDIS: 2020). 8 (eight) head lectors and 4 (four) professors. 3) Ratio of Number of Lecturers and Students; religious science 1:40. 4) Number and Type of Study Program/Faculty; The undergraduate program consists of 4 (four) faculties and 15 (fifteen) study programs. Meanwhile, there are 5 (five) Postgraduate Study Programs. 5) Number of Education Personnel; 60 (sixty) people. 6) Study Program Accreditation Status; The value of A is 2 (two) study programs, while the value of B is 8 (eight) study programs. 7) Facilities and Infrastructure (KEMENAG PENDIS: 2020). The value of A is 2 (two) study programs; while the value of B is 8 (eight) study programs. 7) Facilities and Infrastructure (KEMENAG PENDIS: 2020). The value of A is 2 (two) study programs; while the value of B is 8 (eight) study programs. 7) Facilities and Infrastructure (KEMENAG PENDIS: 2020).

Strategy is the art of using organizational skills and resources to achieve goals effectively, efficiently and productively under the most favorable conditions. While strategic decisions are choices from various alternative choices by high-level decision makers (Fattah, 2019). According to Juliansyah (2017) the development strategy is to a strategy that is intentionally the organization designs a strategy that wants to increase the status, capacity, and resources which in the end will give birth to a new, different organizational posture in the future. The organization is fully laid out and operated in development mode.

1.1 Organizational Change and Development Strategy, Theory of Thomas G. Cummings and Christopher G. Worley

Organization development (OD) is a professional field of social action as well as a field of scientific inquiry. The practice of OD covers a broad spectrum of activities with seemingly endless variations.

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Team building with top corporate management, structural and cultural changes and job enrichment in a manufacturing company are examples of OD. Organization development change (ODC) is one of the most recent influences on the evolution of OD, as organizations become more global and information-intensive and their environments become more complex and uncertain, the scale and complexity of organizational change has increased. Strategy change is alignment; the design, strategy and environment of an organization. The Change Strategy is an intervention to improve the relationship between the organization and its environment and the compatibility between its technical, structural, informational, HR and cultural components. The Organization development change (ODC) study is divided into 3 (three) parts of the change strategy, namely; Sustainable change, b) Transformational change, c) Trans-organizational.

The perspective of Thomas G. Cummings (2019) that Transformational change is a change process that brings about an important alignment between an organization and its competitive environment and between strategy, design elements and organizational culture. The transformation is described in terms of the organization's transition from a "command and control based" paradigm to a "commitment based" paradigm. Organizational transformation strategy is essentially an intervention strategy that is used to overcome and solve problems faced by organizations in which they make changes as a whole. **Process intervention Transformation** is a strategy of organizational change process, individual, group, and group with group, as well as the level of the organization as a whole.

The paradigm of organizational development strategy choice in this study, researchers focused on institutional/institutional (corporate) strategies with the formulation of strategies and policies on organizational transformation. Organizational change is an episodic activity from one point to a series of stages, regarding why, when, who and how the organization makes changes (Hatch in Taufik et al. 2020). The development strategy actions include: Organizational Development Intervention Strategy (Miftah Toha, 2003). Sensitivity training (Lewing, 1950). Third-party (Lewing, 1950). Human Process Intervention Strategy (Franch & Bell, 1990) HRM Intervention Strategy (*Human Resources Management Intervention*). Strategy to Build Networks and Partnerships (Wayne E. Baker, 1994). Political Approach (politics approach) (Rosenbloom, D. Hunger. 1979). increase urgency, get the right vision, communicating for buy in, the guiding team, make change stick (Kotter 8 Steps changes model)

1.2 SWOT as an Action for Strategic Analysis

The development strategy should start with an analysis of the external and internal environment. The analysis of internal factors must result in the strength (strength) possessed by a college, as well as knowing the weaknesses (weaknesses) contained in the college. While the analysis of external factors must be able to find out the opportunities (opportunities) that are open to universities and can also find out the threats (treatments) experienced by the organization concerned (Rangkuti: 2008).

According to Taufiqrahman (2016) SWOT analysis is a tool that helps managers determine and develop appropriate strategies in facing competition. However, it should be noted that the goal in determining the strategy used from the SWOT results is basically to produce a feasible alternative strategy, not to determine the best strategy. So that a manager can assess that not all strategies in SWOT are selected to be developed, among others; vertical integration strategy, diversification strategy and business level strategy (has a cost advantage). To analyze more deeply about SWOT, it is necessary to look at external and internal factors as an important part of the SWOT analysis, namely:

- a. Strength: Strength can be contained in resources; finance, image, market leadership, buyer and supplier relations and other factors (Rangkuti:2008). Strength is a resource or capability controlled by the university or available that makes the university relatively superior to its competitors in meeting the needs of the customers it serves (Siagian: 2002).

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- b. **Weaknesses:** Weaknesses are limitations/lack in one or more resources/capabilities of a company relative to its competitors, which become obstacles in meeting customer needs effectively. In practice, these limitations and weaknesses can be seen in the facilities and infrastructure that are owned or not owned, low managerial abilities, marketing skills that are not in accordance with market demands, products that are not or less attractive to consumers or potential users and the level of profit that is high. inadequate (David: 2011)
- c. **Opportunity:** Opportunity is the main favorable situation in a company's environment. The main trend is one source of opportunity. Identification of previously overlooked market segments, changes in competitive/regulatory conditions, technological changes, and improving relations with buyers/suppliers can be opportunities for the company.
- d. **Threats:** Threats are the main unfavorable situations in a company's environment. Threats are the main barrier for a company in achieving its current or desired position. The entry of new competitors, sluggish market growth, increased bargaining power of major buyers/suppliers, technological changes, and the revision or renewal of regulations, can be obstacles to the company's success (Sedarmayanti: 2014).

2. Activity Implementation Method

The determination of IAIN Sultan Amai Gorontalo as a research location is highly expected by researchers to find new and constructive things in the development of the form (change of institutions) of higher education, and become a national and strategic issue that IAIN Sultan Amai Gorontalo has not succeeded in transforming its status into a State Islamic University (UIN). The type of research used is descriptive qualitative research with a case study approach. Data was collected through observation, interviews and documentation. The data analysis technique uses the method of reduction, data presentation and drawing conclusions.

3. Results Of Implementation Of Activities

The Sultan Amai Gorontalo State Islamic Institute Development Strategy (IAIN) is a "development strategy" study with the field of study being "transformation change strategy" (Cummings & Worley, 2019) with the "process intervention strategy" technique. The development strategy is directed at changing the status to a State Islamic University (UIN) by describing the focus as follows: First; The potential for the development of changes in the status of IAIN to UIN based on the identification of PMA provisions number 20 of 2020. Second; Analysis of the transformation strategy of IAIN Sultan Amai Gorontalo through SWOT analysis. Third; Policies and Decisions Strategy for the transformation of IAIN to UIN.

The results showed that: 1) lecturer education, showed potential or responsiveness to transformation as evidenced by 163%, (from the qualification requirements for education development, S.2, namely people) and 500% potential, (from the qualification requirements for S.3 education development, namely 16 people), this potential was analyzed to have a very strategic impact because it became a source of development strength with SO and ST formulations, 2) lecturer positions, the findings showed resistance to professorship positions, as evidenced by only 75% or 3 people, (from the qualification requirements the potential for the development of professorships is 4 people), this potential is analyzed to have an impact of less strategic resistance or weakness in the transformation process, it can be formulated with WO and WT strategies, 3) the ratio of lecturers to students, shows potential or responsiveness as evidenced by a ratio of 1:25 (from the development qualification requirements of 1:40) and this potential is analyzed to have a very strategic impact because it becomes a source of strength with SO and ST strategy formulations., 4) study program/faculty, the findings show resistance in postgraduate study programs, it is proven that only 80% or 4 study programs (out of the required 5 study programs) of the potential for study program development, this becomes resistant to transformation and weakness factors and is less strategic with the WO and WT

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formulations., 5) education staff, shows the potential to be proven 117% or 70 people (from the development qualification requirements, namely 60 people) very strategic potential to be a source of development strength with SO and ST analysis, 6) Study Program accreditation, the findings show resistance to A accreditation, which is proven to be only 50% or 1 (of the qualification requirements for accreditation study programs A totaling 2 study programs.), , this potential is analyzed to have a less strategic impact or become a weakness in the transformation process, then it can be formulated with WO and WT strategies, 7) Facilities and infrastructure , showing potential as evidenced by an increase above 100% of the transformation qualification, this is very strategic to be a source of development strength with SO and ST formulations. this is very strategic to be a source of development strength with SO and ST formulations. this is very strategic to be a source of development strength with SO and ST formulations.

The earliest organizational development was initiated by Kurt Lewin, with his work Field Theory Social Science, 1951 (Cummings & Worley, 2019). This development practice involves the behavior of the strategic change process and organizational transformation into three strategies, namely unfreezing (thawing), moving (moving) and refreezing (freezing back). The researcher developed a theory of transformation strategy by Cummings & Worley (2019) to build an intervention theory through the transformation phase of change, dividing the intervention into 3 (three) forms of strategy, namely: 1) Human resource management, a strategy carried out through a performance management system and career development: 2) process intervention, is a strategy that is carried out through changes in work processes that are directly related to the change process at the overall organizational level, both in terms of HR aspects, both individually, between individuals, groups with individuals and groups with groups (sensitive T-group training). 3) techno-structural intervention is a combination of technology and structure change strategies.

Organizational change development interventions are a series of structured activities in which selected organizational units (groups or individual targets) perform tasks that are directly or indirectly related to organizational improvement..

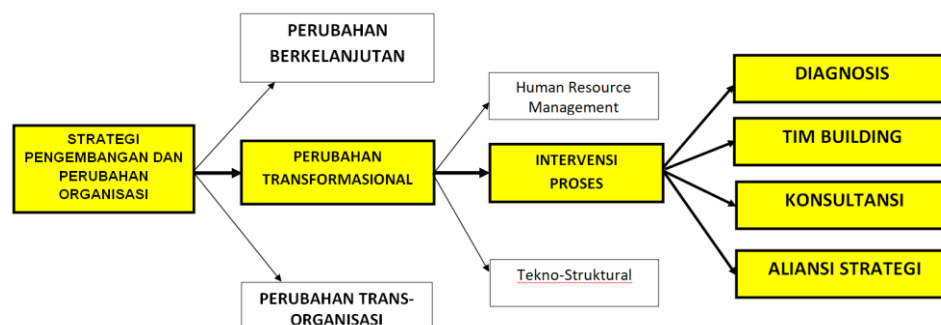


Figure 1: Research Findings

Transformation Development Strategy Paradigm

According to Cummings & Worley (2019), a change process intervention strategy that needs to be implemented for its success, namely: 1) Diagnostic, is the process of detecting, understanding how the organization carries out its functions and providing the information needed to design change interventions. The diagnostic paradigm consists of inputs (general environment & task environment), design components (technology, structure, HR systems and management processes) and outputs (performance effectiveness, productivity and stakeholder satisfaction).

Diagnosis is made with a structural approach. K Conceptualization of organizational restructuring in the context of diagnosing the specialization of tasks and functions can be done through several things that can be emphasized by; making efforts to provide refreshment in work by rolling work and

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making efforts to create innovation programs in work (Aneta, 2014). 2) Tiem Building, (team building) are broadly planned activities, to help work groups improve the way they complete tasks, help members improve their interpersonal and problem-solving skills and improve team performance. Team building is a strategy to overcome lost productivity, increasing number of complaints in the group, confusion about tasks, low participation, lack of innovation, prevent complaints from outside the group about quality, correctness and effectiveness or lead to conflicts among members. 3) Consultation, (consultation) is a general framework for implementing a helping relationship, a relationship that is providing assistance or assistance; to be further translated as a helping relationship. 4) Strategic alliance is a formal agreement between two or more organizations to pursue a number of personal goals or common goals through; share, exchange or co-develop resources, including intellectual property, labour, capital, technology, capabilities and physical assets. (Cummings & Worley, 2019) (consultation) is a general framework for carrying out a helping relationship, a relationship that is providing assistance or assistance; to be further translated as a helping relationship. 4) Strategic alliance is a formal agreement between two or more organizations to pursue a number of personal goals or common goals through; share, exchange or co-develop resources, including intellectual property, labour, capital, technology, capabilities and physical assets. (Cummings & Worley, 2019) exchange or co-develop resources, including intellectual property, labour, capital, technology, capabilities and physical assets. (Cummings & Worley, 2019) exchange or co-develop resources, including intellectual property, labour, capital, technology, capabilities and physical assets. (Cummings & Worley, 2019)

The stages of the strategy process according to Rangkuti (2019), explained that the strategic preparation process went through three stages, namely the first stage of identification or diagnosis, the second stage of analysis and the third stage of decision making. Process analysis understands all the information contained in a process, observing situations and conditions both internally and externally, to find out what issues are happening and decide what action should be taken to solve the problem. The process used is a SWOT analysis. SWOT analysis is a logical systematic way to maximize strengths, opportunities (opportunities) but at the same time minimize weaknesses (weaknesses) and threats (threats). After identifying and analyzing external and internal factors based on the fulfillment of 7 criteria which are administrative requirements set out based on PMA number 20 of 2020, the researchers focus on identifying strategies that are worth analyzing between external and internal factors that produce four types of strategy formulation, namely SO (strengths) strategy. - opportunities), WO strategy (weaknesses-opportunities), ST strategy (strengths-threats), and WT strategy (weaknesses-threats). Researchers present this matrix can produce 4 (four) alternative strategies. WO strategy (weaknesses-opportunities), ST strategy (strengths-threats), and WT strategy (weaknesses-threats). Researchers present this matrix can produce 4 (four) alternative strategies. WO strategy (weaknesses-opportunities), ST strategy (strengths-threats), and WT strategy (weaknesses-threats). Researchers present this matrix can produce 4 (four) alternative strategies.

| ifas | STRENGTHS (S) | WEAKNESSES (W) |
|------|---|--|
| | 1. Educational Qualification Factors for Lecturers that are fulfilled 2. Factor The academic | 1. The professor's academic position has not been fulfilled (less than 1 of the 4 required) 2. The postgraduate study |

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| | | |
|---|---|---|
| <p>EFAS</p> | <p>position of expert assistant to head lector is quite adequate.</p> <p>3. Factor The ratio of the number of lecturers and students is ideal.</p> <p>4. Factor The number of faculties and S.1 study programs is fulfilled</p> <p>5. The factor of the number of education personnel is fulfilled</p> <p>6. The status of accredited B study program is quite fulfilled</p> <p>7. Factors of facilities and infrastructure are very adequate.</p> | <p>program factors have not been met. (less 1 than 5 required)</p> <p>3. Factors of study programs that are accredited A/excellent have not been met (less than 1 of 2 required study programs.</p> |
| <p>OPPORTUNIES (O)</p> <p>1. Latest Regulations Opening the need for change.</p> <p>2. 5000 Doctoral Scholarship Program.</p> <p>3. Cooperation Network.</p> <p>4. Use of Consultant Services.</p> | <p>SO STRATEGY:</p> <p>1) Using regulation as a potential 7 Strategy development. (intervention process strategy)</p> <p>2) Use the potential of human resources in the development of quality/education & performance systems. (personal approach strategy)</p> <p>3) Use the potential of HR in the development of performance/positions & performance systems. (network strategy)</p> <p>4) Make a consulting service contract. (consultation strategy)</p> | <p>WO STRATEGY:</p> <p>1) Network & cooperation strategy. Example; exchange of Lecturers (Professors) from PTU. Strategy Consultant services or external assistance, fulfillment of post-graduate study programs.</p> <p>2) Strategy Consultant services or external assistance, in the fulfillment of accredited study programs A.</p> <p>3) Network & cooperation strategy. Example: exchange of work programs & Quality Standard development to obtain A Accreditation.</p> |
| <p>TREATHS (T)</p> <p>1. Threat of Moratorium Changes in Status of IAIN to UIN.</p> | <p>ST STRATEGY:</p> <p>1) Using potential as a negotiating force change strategy. (change that must be forced).</p> | <p>WT STRATEGY:</p> <p>1) Defensive and Focus interventions on quality standards to increase the quantity of professors.</p> |

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| | | |
|---|--|---|
| <p>2. Study Accreditation Standards are increasing & competitive.</p> | <p>2) Using 7 potentials as an educative change strategy. (education & direction, impact/consequences)</p> | <p>2) Defensive and Focus interventions on quality standards to increase the quantity of postgraduate study programs.</p> |
| <p>3. International Reputable Publication Standards are increasing & competitive.</p> | <p>3) Using 7 potentials as a self-interest change strategy. (benefits, incams earned by individuals)</p> | <p>3) Defensiveness and intervention focus on quality standards to increase the quantity of B accredited study programs to A.</p> |

Figure 2: SWOT Matrix Diagram

4. Conclusions And Recommendations

To solve the problem of this change process, researchers use options that are suitable for various approaches and phenomena, then use the "process intervention strategy" with strategic techniques in the form of; diagnostics, tiem building, strategy consultation, and strategic alliances.

The integration of the development of the transformation process strategy theory (Cummings & Worley, 2019) aims to build a strategy formulation from diagnosis, team building, strategic alliances and consulting. Meanwhile, according to the researcher's perspective, based on the phenomenon of the current IAIN transformation process, it is necessary to implement operations (strategic actions) based on the following (particular) propositions:

| Potensi Pengembangan | Strategi Proses Transformasional (Cummings & Worley, 2019) | | | |
|--------------------------------------|---|--|--|--|
| | DIAGNOSIS | TIM BUILDING | ALLIANCE STRATEGI | CONSULTANSI |
| 1. Pendidikan Dosen | Mengidentifikasi/mendeteksi fungsi-fungsi: • Perencanaan, proses dan tujuan, studi sesuai kebutuhan prodi/fakultas. • Fungsi pelayanan tugas/iin belajar. • System penghargaan (bantuan studi/beasiswa) • Penilaian perkembangan studi. | Intervensi kelompok/unit kerja untuk membangun tim kerja yang produktif, dalam pelayanan pengembangan pendidikan dosen | Intervensi proses dan evaluasi kerjasama kemitraan dengan perguruan tinggi tempat studi | Bimbingan dan pelatihan (coaching) pra studi. |
| 2. Karier Jabatan Dosen | Mengidentifikasi fungsi-fungsi: • Perencanaan dan proses karir jabatan fungsional dosen. • Fungsi dan evaluasi individu/unit kerja terkait (Prodi, Fakultas, LPM, Tim Jurnal dan Kepegawaian) dalam pemenuhan & penyusunan serta, pelayanan PAK | Intervensi kelompok/unit kerja terkait (Prodi, Fakultas, LPM, Tim Jurnal dan Kepegawaian) dalam pemenuhan & penyusunan serta, pelayanan PAK dosen khususnya Guru besar | Intervensi proses dukungan kemitraan dengan Kementerian/lembaga terkait: Kemenag, Kemendikbud, Perguruan Tinggi dan BKN. | Bimbingan dan pelatihan (coaching) Pemenuhan jurnal internasional bereputasi dan kualifikasi PAK jabatan Guru Besar. |
| 3. Potensi Rasio Dosen dan Mahasiswa | Mengidentifikasi fungsi-fungsi Struktur dan unit kerja: • Prodi/fakultas dalam perencanaan kebutuhan dosen. • Bagian Kepegawaian proses rekrutmen dosen. • Bagian kemahasiswaan proses penerimaan mahasiswa. • Fungsi Operating IT oleh Pustipad. | Intervensi kelompok/unit kerja untuk membangun tim kerja yang produktif, dalam rekrutmen dosen dan penerimaan mahasiswa baru, dengan dukungan IT oleh Pustipad. | Intervensi proses dukungan kemitraan dengan Sekolah-sekolah raw input calon mahasiswa. Intervensi proses dukungan kemitraan Kementerian/lembaga terkait: Kemenag RB dan BKN serta lembaga profesi sebagai raw input calon dosen. | Bimbingan dan pelatihan (coaching) ulian masuk calon dosen. |
| 4. Prodi dan Fakultas | Mengidentifikasi fungsi-fungsi Struktur dan unit kerja: • Prodi dan fakultas. • LPM | Intervensi kelompok/unit kerja untuk membangun tim kerja yang produktif, dalam pemenuhan syarat pembukaan prodi/fakultas baru. | Intervensi proses dukungan kemitraan dengan BAN-PT | Bimbingan dan pelatihan (coaching) penyusunan boring akreditasi prodi/fakultas baru. |
| 5. Tenaga Kependidikan | Mengidentifikasi fungsi-fungsi: • Perencanaan dan proses analisis kebutuhan. • Fungsi dan evaluasi individu/unit kerja terkait (bagian kepegawaian) | Intervensi kelompok/unit kerja terkait (Kepegawaian) | Intervensi proses dukungan kemitraan dengan Kementerian/lembaga terkait: Kemenag dan BKN. | Bimbingan dan pelatihan (coaching) ulian masuk CPNS. |
| 6. Akreditasi Prodi. | Mengidentifikasi fungsi-fungsi Struktur dan unit kerja: • Prodi dan fakultas. • LPM | Intervensi kelompok/unit kerja untuk membangun tim kerja yang produktif, dalam pemenuhan syarat boring akreditasi prodi/fakultas. | Intervensi proses dukungan kemitraan dengan BAN-PT | Bimbingan dan pelatihan (coaching) penyusunan boring akreditasi pengembangan prodi/fakultas yang unggul. |
| 7. Sarana dan Prasarana | Mengidentifikasi fungsi-fungsi: • Perencanaan dan proses pengadaan barang/jasa • Fungsi dan evaluasi individu/unit kerja pemanfaatan sarana. | Intervensi kelompok/unit kerja terkait (ULP dan POKJA) | Intervensi proses dukungan kemitraan dengan Kementerian/lembaga terkait: diantaranya: PUPR dan LKPP (lembaga kebijakan pengadaan barang dan jasa pemerintah). | Jasa konsultan Barang atau jasa |

Figure 3: Proposition of Research Results and Transformation Strategies

The seven ideal potentials of transformation carried out by SWOT analysis resulted in three strategic policies, namely increasing professorship positions, increasing postgraduate study programs and increasing A accreditation. team, building, consulting and strategic alliances. Through the transformational process intervention strategy, it is expected to develop every potential so that the institutional transformation development process can be realized.

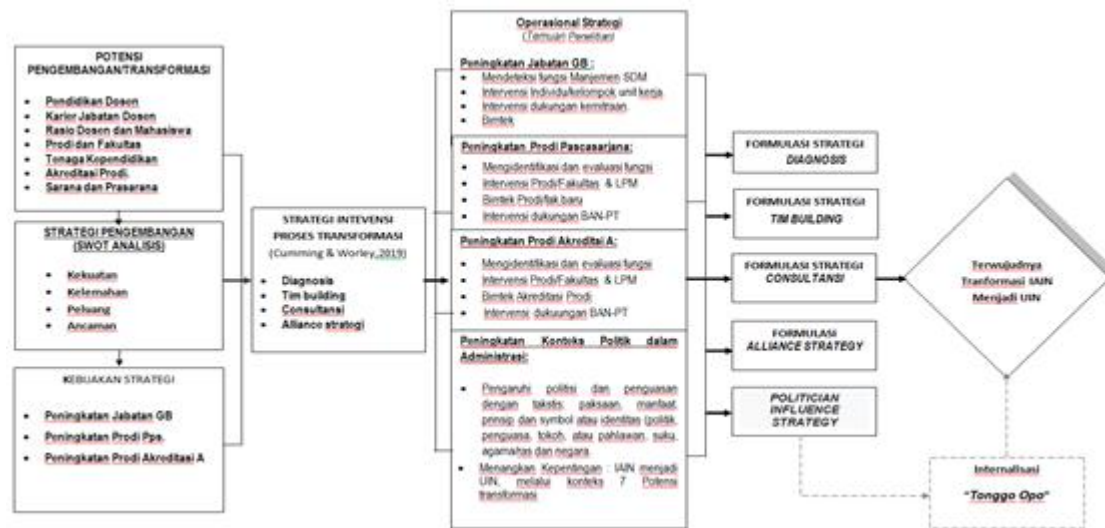


Figure 4: Paradigm of Development of Research Findings

Taking into account the propositions and paradigms of developing the findings above, the researcher conducted a deconstructive analysis through structure and phenomenology, thus finding four operational strategies that were applied which were used as novelty by researchers, with a strategic approach of power and influence. This theory is influenced by the thoughts of Merilee S. Grindle (1980) "the implementation of a political & administration" which is influenced by the Text and Context of administrative implementation. This political context is a determining factor in the administrative process. The thoughts of Robert H. Miles (1980) with his work on political organization became the inspiration for the researcher's novelty as a strategic action to pass the administrative text of the transformation of IAIN into UIN.

Political influence (*politician influence*) is the ability of an actor with his power can influence the political actor to obey the will of the first actor so that it benefits himself or his group (Robert H. Miles. "organizational politics, macro, behavior" 1980). Power strategy tactics are carried out by forming coalitions, creating ceremonies, creating public opinion, expanding the number of core players, negotiating, bargaining, compromising, consensus and choosing a favorable momentum. Influence action tactics can be carried out by; 1) influencing with coercion that produces the effect of fear, 2) influencing with benefits that produces the effect of fairness, 3) influencing with the principle of respect (The Power Principle, Lee 2002, in Siswanto, 2007).

The contest on the value of local wisdom (internalization) is an act of mastery by influencing everything for its own sake which is called 'tonggo'opo' action, if plural/group becomes a strategic action of 'hitonggo'opa' (Lihawa, et al. 2002, Gorontalo Traditional Dictionary. UNG). The results of this study are not a static study, because the scientific paradigm will continue to develop and experience changes, so the researcher suggests the need for continuous research on politics in organization Behavior with the action of power and influence by controlling support (legislative and executive coalitions), influencing with symbols or political identity or authority in ethical ways, to pass the interests of transforming IAIN into UIN.

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