

**TRANSFORMATION OF STATE ISLAMIC HIGH SCHOOL
(STAIN) INTO STATE ISLAMIC RELIGIOUS INSTITUTE (IAIN)
IN IMPROVING ACADEMIC SERVICES
(Student Perception Study of PGMI)**

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ABSTRACT

This study aims to describe the reasons for the transformation of STAIN into IAIN and pre-post-transformation academic services, as well as a study of PGMI students' perceptions of the transformation of the institution. The research background is IAIN Batusangkar and IAIN Bukittinggi in West Sumatra Province. This study uses a qualitative approach with analytical descriptive method. Determination of research subjects by snowball sampling, data analysis with data reduction techniques, data presentation, data verification and drawing conclusions. The results of this study indicate that (1) STAIN Batusangkar and STAIN Bukittinggi perform transformations influenced by internal and external factors; (2) The historical aspects of the two institutions with well-known campuses in West Sumatra, namely UIN Imam Bonjol and Padang State University (UNP); (3) efforts to increase the reach of equity, distribution of quality, and competitiveness in the era of globalization; (4) improvement of academic services includes graduate competence, content, process, assessment, lecturers (educators), infrastructure, management, and education financing. Thus, it is concluded that the transformation of STAIN into IAIN in West Sumatra can improve academic services.

Keywords: *IAIN, Academic Services, STAIN, Transformation, PGMI Student Perception.*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan alasan transformasi STAIN menjadi IAIN dan pelayanan akademik pra – pasca transformasi, serta studi persepsi mahasiswa PGMI terhadap transformasi lembaga tersebut. Adapun latar penelitian yaitu IAIN Batusangkar dan IAIN Bukittinggi di Provinsi Sumatera Barat. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif analitik. Penentuan subjek penelitian secara *snowball sampling*, analisis data dengan teknik reduksi data, penyajian data, verifikasi data dan penarikan simpulan. Hasil penelitian ini menunjukkan bahwa (1) STAIN Batusangkar dan STAIN Bukittinggi melakukan transformasi dipengaruhi faktor internal dan eksternal; (2) Aspek sejarah kedua lembaga tersebut dengan kampus ternama di Sumatera Barat, yaitu UIN Imam Bonjol dan Universitas Negeri Padang (UNP); (3) upaya meningkatkan daya jangkauan pemerataan, sebaran mutu, dan daya saing di era globalisasi; (4) peningkatan layanan akademik meliputi kompetensi lulusan, isi, proses, penilaian, dosen (tenaga pendidik),

sarana-prasarana, pengelolaan, dan pembiayaan pendidikan. Dengan demikian, disimpulkan bahwa transformasi STAIN menjadi IAIN di Sumatera Barat dapat meningkatkan pelayanan akademik.

Kata Kunci: IAIN, Layanan Akademik, STAIN, Transformasi, Persepsi Mahasiswa PGMI.

PRELIMINARY

The transformation of the State Islamic College (STAIN) into the State Islamic Institute (IAIN) is a testament to the globalization and renewal of Islamic education in Indonesia. This is based on the demands of the global community and the rapid development and sophistication of technology. Higher education institutions in Indonesia respond to this change as a necessity, so as not to be left behind with the conditions of the times. Of course, changes in the context of organizational transformation refer to the guidelines for developing organizational integration, namely diagnosis, action planning, implementation and evaluation.¹ Furthermore, Maisah interprets institutional transformation as a form of contextualization of vision, action or application,² as well as the form of scientific growth and development in the future.³

Responding to the needs of Islamic higher education institutions related to institutional transformation, the Government through the Ministry of Research, Technology and Higher Education issued Permenristekdikti RI Number 100 of 2016 which regulates the establishment, change, revocation of PTS permits to change status to PTN, or High Schools to Institutes. This is the basic foundation of STAIN changing status or transforming into IAIN in Indonesia.

According to Halim, et.al., the transformation of educational institutions refers to the evolutionary or revolutionary dynamics of institutions, both at local and global levels based on internal and external demands.⁴ Furthermore, Mustafa

¹Loizos Heracleous, *Strategy and Organization, Realizing Strategic Management*, (New York: Cambridge University Press, 2009), p. 131.

²Maisah, "Transformation of Women's Education from Traditional to Modern across Jambi City", *Kaffah Journal, Asian Education Symposium (AES)*, 9(1), 2019, p. 96.

³Laurie J. Mullins, *Management & Organizational Behavior*, (London: Pearson Educational Limited, 2010), p. 737-738.

⁴A. Halim, et, al., *Management of Islamic Boarding Schools*, (Yogyakarta: Pustaka Pesantren, 2009), p. 3-6.

said, there are two concepts that coincide with transformation, namely; 1) organizational transformation and 2) organizational development.⁵ The two are interrelated but the use of the term transformation is seen as more comprehensive and holistic for the organization or institution.

STAIN is part of a gradual transformation process. Considering that STAIN is a pre-existing educational institution complete with regulations and systems related to it. The current era of globalization demands that all processes run quickly and accurately. The State Islamic College, has an important role in carrying out agents of change in the midst of this global society. Transformation is one way to adapt to globalization and the rapid social changes of society.

STAIN's transformation is one way for STAIN to continue to exist in the midst of a rapidly growing global society. The STAIN transformation that is happening now has a beginning, a middle and an end. STAIN transformation (organizational change) is defined as the adoption of new ideas or behaviors by STAIN. This transformation analysis is caused by the external environment in the form of observing and identifying environmental conditions outside the organization, consisting of the economic, technological, social, cultural, political, ecological, and security environments.⁶

This reality shows that STAIN's transformation begins with internal and external needs. This situation forced STAIN to reformulate its goals. This goal becomes a guideline in the management of STAIN, including its transformation. STAIN's transformation is influenced by the external environment that is always changing so fast. STAIN's transformation is not just downsizing but contains a more fundamental meaning, namely a fundamental shift in values, work patterns, organizational culture and mindsets that are in accordance with STAIN's demands facing the current era of globalization.

STAIN undergoes transformation in response to the environment, requiring internal transformation in an effort to adapt to environmental changes.⁷ The central point of transformation, the method used is the pattern of interaction and the definition

⁵Zainudin Mustafa, *Service Leadership, New Dimensions in Leadership*, (Jakarta: Celebes Media Perkasa, 2014), p. 94.

⁶Maisah, *Strategic Management in the Perspective of Islamic Education*, (Jambi: Salim Media, 2018), cet. II, p. 25.

⁷Musa Ali, *Organizational Transformation Concepts and Implementation Techniques*, (Universiti Sains Malaysia: USM Press, 2015), p. 57.

of the role of changes in the structure, processes, goals, policies, organizational communication systems, management of organizational development, feedback surveys.

The result of the transformation of STAIN is how to improve services to customer or students. The transformation that has taken place at STAIN demands better service to students and other stakeholders. STAIN as a service organization should provide quality services, especially to students, not considering students as parties who need educational services whose position is sometimes second only to other aspects.⁸ There are five services sold by universities (STAIN), namely: curricular services, research services, community service services, administrative services and co-curricular services.⁹ These five services are referred to as educational services.

STAIN's academic services in research refer to the Minister of Higher Education Regulation No. 44 of 2015 Article 4 paragraph one 1 which explains eight standards that must be carried out by the campus in providing academic services. The eight standards are: 1) graduate competency standards; 2) standard of learning content; 3) standard of learning process; 4) learning assessment standards; 5) standard of lecturers and education staff; 6) standard of learning facilities and infrastructure; 7) learning management standards; and 8) learning financing standards.¹⁰

Based on grantour At the beginning of the research related to transformation, they found that STAIN Batusangkar and STAIN Bukittinggi had already transformed into IAIN¹¹. Thus: First; STAIN Batusangkar and Bukittinggi have participated in the globalization community which is marked by the transformation of STAIN to IAIN. Globalization characterized bywith digital technology that unites automation technology with information technology, has a massive impact on the joints of human life around the world.

Second; STAIN Batusangkar and Bukittinggi, part of the global community, have contributed to making Islamic educational institutions in West Smatera more developed by utilizing the digital world. With this digitalization, the distance is not a

⁸La Ode Almana, et.al., College Governance Based on Accreditation of Quality Assurance and Knowledge Management in Higher Education, (Yogyakarta: Deepublish CV Budi Utama, 2013), p. 3.

⁹H. Nursyam, Maintaining Harmony, Reaping Islamic Peace, Education and Nationality, (East Jakarta: Kencana, 2018), p. 35.

¹⁰ Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education.

¹¹ Observation on February 2, 2021.

problem because it has made those who are far closer. Third; STAIN Batusangkar and Bukittinggi have taken more roles in Islamic education, especially in West Sumatra. The forms in these roles include academic roles; moral role; technological role; sociological role; and psychological roles. In an academic role, STAIN Batusangkar and STAIN Bukittinggi develop student competencies such as the ability to know, the ability to understand, apply theory, analyze, synthesize and the ability to evaluate. In a moral role, STAIN Batusangkar and STAIN Bukittinggi have guided, trained their students' moral quality which includes affective, namely receiving, responding, organizing, valuing and value complex. In a technological role, STAIN Batusangkar and STAIN Bukittinggi have taught their students to be able to use or benefit from technology as a means to give birth to peace, prosperity and happiness for individuals and society. In a sociological role, STAIN Batusangkar and STAIN Bukittinggi have trained, guided their students to relate behavior to fellow human beings in a good way, tolerance and mutual respect. In a psychological role,

Based on grantour At the beginning of the research related to academic services before the transformation into IAIN the author found that STAIN Batusangkar and Bukittinggi First; STAIN Batusangkar only has 2 majors with 17 study programs, and STAIN Bukittinggi only has 2 majors with 6 study programs. Second; Academic services have not maximized the use of IT. Third; inadequate facilities and infrastructure, such as the campus land area. Fourth; in the lecture process has not maximized the use of IT. Fifth; the number of study programs accredited A is still not much and. Sixth; lecturers with doctoral education are still lacking.

Based on the description above, it can be synthesized that the transformation of STAIN in improving academic services is the transformation of STAIN into IAIN. The transformation occurs in the name of the institution, organizational structure and rules and others related to academic services in accordance with applicable laws and regulations or those stipulated by the government. The transformation in question is a movement to the evolutionary stage of IAIN, on a local or global scale that occurs due to internal or external factors. Transformation into IAIN includes transformation, attitudes, values, management, vision, mission, strategy and organizational structure in order to better adapt to new technologies, global developments and new challenges.

In this study, the indicators of improving academic services after the

transformation are seen from: 1) increasing the competence of graduates; 2) improvement of learning content standards; 3) Improving the learning process; 4) Improved learning assessment; 5) Improving the quality of lecturers and education staff; 6) Improvement of learning facilities and infrastructure; 7) Improved learning management; and 8) improving the management of learning financing.

Based on the background above, it makes researchers interested in conducting more in-depth research on Transformation **STAIN Batusangkar and Bukittinggi in Improving Academic Services in West Sumatra** into a scientific work in the form of an article.

RESEARCH METHODS

This research uses a qualitative approach with analytical descriptive method. The background of this research is IAIN Batusangkar and IAIN Bukittinggi, West Sumatra Province. The focus of the discussion in this study relates to efforts to describe the reasons for the transformation of STAIN into IAIN at the two institutions and how academic services before and after transforming into IAIN, as well as studies of PGMI students' perceptions of the transformation of these institutions. Data collection was carried out by means of participant observation, structured interviews and documentation studies. Furthermore, the data were analyzed using data reduction techniques (data sorting), data presentation, data verification to the conclusion drawing stage. As a test of the validity of the data, a triangulation technique of sources and methods was carried out.¹²

RESEARCH RESULTS AND DISCUSSION

A. The Fundamental Reason for the Transformation of STAIN to IAIN in West Sumatra

The transformation of educational institutions is part of the development and efforts to respond to the challenges of changing times that are so fast.¹³ Fadriati

¹² Muhammad Shaleh Assingily, Classroom Action Research, (Medan: CV. Pusdikra Mitra Jaya, 2021).

¹³ Achmad Faisal Hadziq, "The Development and Challenges of Transforming PTAI (IAIN into UIN)" Journal of Axiom Ad-Diniyyah: The Indonesian Journal of Islamic Studies, 7(1), 2019. <https://ejurnal.latansamashiro.ac.id/index.php/JAD/article/view/280>.

wrote that the process of changing educational institutions or transformations seemed very long, starting from the administrative and academic aspects.¹⁴ In this context, Syafaruddin added that the transformation of educational institutions is assessed on 2 (two) important aspects, which refer to the service and quality produced.¹⁵

According to Muksin, the change in the status of an institution from a high school to an institute or university is influenced by the actualization of the echo of an Islamic conference in the form of contextualization of the Islamization of knowledge and the integration of knowledge in the world of Islamic education.¹⁶ Furthermore, Misbah explained that the actualization of the concept of integration of knowledge has good prospects for the advancement of Islamic education.¹⁷ Sari termed this as a news framing of the progress of Islam in the field of education.¹⁸

The transition of status or transformation of the institution from STAIN to IAIN requires the acceleration of human resources, academic and administrative services as well as quality improvement within the institution.¹⁹ This requires full readiness for the institution before switching status.²⁰ Based on the results of research at IAIN Batusangkar and IAIN Bukittinggi, results were obtained

¹⁴ Fadriati, "IAIN-UIN Transformation Process (Historical Analysis and Complexity of Current and Future Needs)" Proceedings of IAIN Batusangkar, 1(2), 2017. <http://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/865>.

¹⁵ Syafaruddin, et.al., "Learning Management of Islamic Religious Education at SDIT Bunayya Pandan, Central Tapanuli Regency" AULADUNA: Journal of Islamic Basic Education, 7(1), 2020. <http://repository.uinsu.ac.id/eprint/8966>. See also Syafaruddin, et.al., Development of Al-Ittihadiyah Educational Institutions in North Sumatra, (Medan: Perdana Publishing, 2020). <http://repository.uinsu.ac.id/9047/1/ISI%202.pdf>.

¹⁶ Mumuh Muksin, "Changes in the Status of Islamic Higher Education Institutions: Study of Changes from IAIN to UIN and STAIN to IAIN" Manage: Social and Political Journal, 2(2), 2019. <https://journal.uinsgd.ac.id/index.php/kelola/article/view/5820>.

¹⁷ Junaenah Misbah, "Transformation of STAIN to UIN Dilemma and Prospective" Foramadiahi: Journal of Islamic and Educational Studies, 10(2), 2018. <http://journal.iain-ternate.ac.id/index.php/foramadiahi/article/view/118>.

¹⁸ Sholikhah Bidara Sari, "Analysis of News Framing of Status Transfer of STAIN Kediri to IAIN Kediri" Thesis, (Kediri: IAIN Kediri, 2019). <http://etheses.iainkediri.ac.id/1060/>.

¹⁹ Buyung Syukron & Dwi Vita Lestari, "The Influence of Characteristics of Spiritual Intelligence, Emotional Intelligence and Personality Type on the Attitudes of Lecturers Post Transformation of STAIN Jurai Siwo Metro to IAIN Metro" Al-Idara: Journal of Islamic Education, 10(2), 2020. <http://103.88.229.8/index.php/idaroh/article/view/6808>.

²⁰ Syahrul, "Readines Frame: Analysis of Readiness Framework in Higher Education Transformation (Experience of IAIN Kendari)" Al-Ta'dib: Journal of Educational Studies, 9(1), 2016. <https://ejournal.iainkendari.ac.id/index.php/al-tadib/article/view/507>. See also Kamila Adnani, "Trends of Development of Master Program in Islamic Communication and Broadcasting in Transforming IAIN into UIN Surakarta" Al-Balagh: Journal of Da'wah and Communication, 4(1), 2019. <http://ejournal.iainsurakarta.ac.id/index.php/al-balagh/article/view/1665>.

regarding the reasons for the transformation of STAIN into IAIN, which were divided into 8 (eight) fundamental reasons, namely historical, philosophical, economic, psychological, sociological, anthropological, globalization and politics. Furthermore, the basic reasons are described in table 1.

Table 1. Comparison Matrix
Reasons for Transforming STAIN Batusangkar and Bukittinggi to IAIN

No	Reason for Transformation	IAIN Cige	IAIN Bukittinggi
1	Historical	1. STAIN It's been around for a long time 2. Legacy of UNP and IAIN Imam Bonjol Padang 3. People's Motivation to Want Transformation into IAIN 4. Eligible Transformation 5. Rules from the Ministry of Religion of the Republic of Indonesia	1. STAIN It's been around for a long time 2. Legacy of Darul Hikmah University 3. Eligible Transformation 4. Rules from the Ministry of Religion of the Republic of Indonesia
2	Philosophical	1. Integrating world activities based on Islam, namely the Qur'an and Sunnah 1. Improve quality 2. Competitiveness	1. Comprehensive 2. Balance between general science and religion 3. Scientific integration
3	Economical	1. Macro Dimension 2. Micro Dimension 3. Capable of transformation 4. Own land	1. Make it easy to get educational services for the surrounding community 2. Own land 3. Encouragement from local government
4	Psychological	1. Abandoned by the Tarbiyah Faculty of IAIN Imam Bonjol Padang Faculty of Tarbiyah IAIN IB 2. Does not leave religious characteristics	1. Abandoned by the Syaria'ah Faculty of IAIN Imam Bonjol Padang 2. Print the Muslim generation 3. Forming morality
5	Sociological	1. Evolution Transformation 2. Desire from internal Support from the community 3. There is development	Sociological 1. Improved Service Access 2. Education Quality Improvement 3. Improved Education Service Management
6	Anthropology	1. Pagaruyung Royal Palace 2. Batikam stone 3. Preserving the academic culture of SUMBAR	1. Japanese hole 2. Night time 3. Promote

7	Globalization	<ol style="list-style-type: none"> 1. Openness 2. Speed 3. Digitization 	<ol style="list-style-type: none"> 1. Divine 2. Openness 3. Eliminating the scientific dichotomy 4. digitalizationi
8	Political	Stimulus for change such as: <ul style="list-style-type: none"> - PMA RINumber 15 year 2014 About Changes in the form of religious colleges <ul style="list-style-type: none"> - Perme Risttek Dikti RI No. 100 of 2016 concerning the establishment, amendment, dissolution of state universities, and establishment, amendment, revocation of licenses for private universities 	Adjusting to the law as follows: <ul style="list-style-type: none"> - PMA RINumber 15 year 2014 About Changes in the form of religious colleges <ul style="list-style-type: none"> - Perme Risttek Dikti RI No. 100 of 2016 concerning the establishment, amendment, dissolution of state universities, and establishment, amendment, revocation of licenses for private universities

Observing the description of the table above, it is understood that it takes careful preparation from the institutional community to carry out the transformation from STAIN to IAIN, both IAIN Bukittinggi and IAIN Batusangkar. Furthermore, the researcher also describes the comparison matrix of the reasons for the transformation of the two universities in table 2.

Table 2. Comparison Matrix
Reasons for Transforming STAIN Batusangkar and Bukittinggi to IAIN

No	Reason for Transformation	IAIN Cage	IAIN Bukittinggi
1	Historical	<ol style="list-style-type: none"> 6. STAIN It's been around for a long time 7. Legacy of UNP and IAIN Imam Bonjol Padang 8. People's Motivation to Want Transformation into IAIN 9. Eligible Transformation 10. Rules from the Ministry of Religion of the Republic of Indonesia 	<ol style="list-style-type: none"> 5. STAIN It's been around for a long time 6. Legacy of Darul Hikmah University 7. Eligible Transformation 8. Rules from the Ministry of Religion of the Republic of Indonesia
2	Philosophical	<ol style="list-style-type: none"> 1. Integrating world activities based on Islam, namely the Qur'an and Sunnah 3. Improve quality 4. Competitiveness 	<ol style="list-style-type: none"> 4. Comprehensive 5. Balance between general science and religion 6. Scientific integration
3	Economical	<ol style="list-style-type: none"> 5. Macro Dimension 6. Micro Dimension 7. Capable of 	<ol style="list-style-type: none"> 4. Make it easy to get educational services for the surrounding community

		transformation 8. Own land	5. Own land 6. Encouragement from local government
4	Psychological	3. Abandoned by the Tarbiyah Faculty of IAIN Imam Bonjol Padang Faculty of Tarbiyah IAIN IB 4. Does not leave religious characteristics	4. Abandoned by the Syaria'ah Faculty of IAIN Imam Bonjol Padang 5. Print the Muslim generation 6. Forming morality
5	Sociological	4. Evolution Transformation 5. Desire from internal 6. Support from the community 7. There is development	Sociological 4. Improved Service Access 5. Education Quality Improvement 6. Improved Education Service Management
6	Anthropology	4. Pagaruyung Royal Palace 5. Batikam stone 6. Preserving the academic culture of SUMBAR	4. Japanese hole 5. Night time 6. Promote
7	Globalization	4. Openness 5. Speed 6. Digitization	5. Divine 6. Openness 7. Eliminating the scientific dichotomy 8. digitalizationi
8	Political	Stimulus for change such as: - PMA RINumber 15 year 2014 About Changes in the form of religious colleges - Perme Risttek Dikti RI No. 100 of 2016 concerning the establishment, amendment, dissolution of state universities, and establishment, amendment, revocation of licenses for private universities	Adjusting to the law as follows: - PMA RINumber 15 year 2014 About Changes in the form of religious colleges - Perme Risttek Dikti RI No. 100 of 2016 concerning the establishment, amendment, dissolution of state universities, and establishment, amendment, revocation of licenses for private universities

(Source: Observation Data 2 IAIN, 2021)

Based on the comparison of the matrix above, it can be seen; first; that there are similarities between the reasons for STAIN Batusangkar and STAIN Bukittinggi, both of which are globalization. Second; STAIN Batusangkar and Bukittinggi have similarities from a historical perspective, namely that they were both abandoned by IAIN Imam Bonjol Padang. Third, from a political point of view, it is influenced by PMA RI Number 15 year 2014 About Changes in the form of religious colleges and Minister of Research, Technology and Higher Education Regulation of the Republic of Indonesia No. 100 of 2016 concerning the

establishment, changes, dissolution of state universities, and the establishment, amendment, revocation of permits for private universities

B. Academic Services of IAIN Batusangkar and IAIN Bukittinggi Pre and Post Transformation

Before Becoming IAIN (Still STAIN Batusangkar and STAIN Bukittinggi)

Standardization of academic services in higher education institutions has a major contribution to the achievement of learning achievement.²¹ Usually, the unit or internal educational institution has an analysis and strategy in implementing the national education standard (SNP).²² The national education standards in question are divided into 8 (eight) standards, namely; graduate competency standards, content standards, learning process standards, learning assessment standards, lecturers and education staff standards, facilities and infrastructure standards, learning management standards, and learning financing standards.

Based on the results of the study, a description of the implementation of the eight SNPs was obtained before becoming an IAIN (still with STAIN status). As listed in table 3.

Table 3. Description of the 8 SNP Implementation Achievement Indicators at STAIN Batusangkar and STAIN Bukittinggi

No	8 Service Standards	Implementation	
		STAIN Cage	STAIN Bukittinggi
1	Graduate competence standard 1. KBK 2. Enough 3. Good 4. Satisfying 5. Very satisfactory	1. Implemented	2. Implemented
2	Learning content standards 1. KBK 2. Institute 3. Faculty 4. Major	1. fulfilled	1. fulfilled

²¹ Sabar Budi Raharjo, "The Contribution of Eight National Education Standards to Learning Achievement" *Journal of Education and Culture*, 2(1), 2014. <https://dx.doi.org/10.24832/jpnk.v20i4.160>.

²² Eci Sriwahyuni, et.al., "The Principal's Strategy in Implementing the National Education Standards (SNP) at SMK Negeri 2 Bukittinggi" *JMKSP: Journal of Management, Leadership, and Educator Supervision*, 2019. <https://jurnal.univpgri-palembang.ac.id/index.php/JMKSP/article/view/2472>.

3	Standard learning process 1. Credits 2. Face to face 3. Structured 4. Independent 5. KKN 6. PPL	1. Executed 2. Implemented 3. Executed 4. Executed 5. Implemented 6. Implemented	1. Executed 2. Implemented 3. Executed 4. Executed 5. Implemented 6. Implemented
4	Learning assessment standards 1. UTS 2. UAS 3. Thesis	1. Executed 2. Implemented 3. Executed	1. Executed 2. Implemented 3. Executed
5	Standards of lecturers and education staff 1. S 2 2. S 3	1. fulfilled 2. fulfilled	1. fulfilled 2. fulfilled
6	Standard of learning facilities and infrastructure 1. rectorate building 2. Lecture hall 3. Library 4. Place of worship 5. Labor	1. fulfilled 2. fulfilled 3. fulfilled 4. fulfilled 5. fulfilled	1. fulfilled 2. fulfilled 3. fulfilled 4. fulfilled 5. fulfilled
7	Learning management standards 1. High School 2. Study Program 3. In accordance with their respective fields of expertise	1. Fulfilled 2. Fulfilled	1. Fulfilled 2. Fulfilled
8	Learning financing standards 1. Government Fee 2. Institution 3. Public	1. fulfilled 2. fulfilled 3. Implemented	1. fulfilled 2. fulfilled 3. Implemented

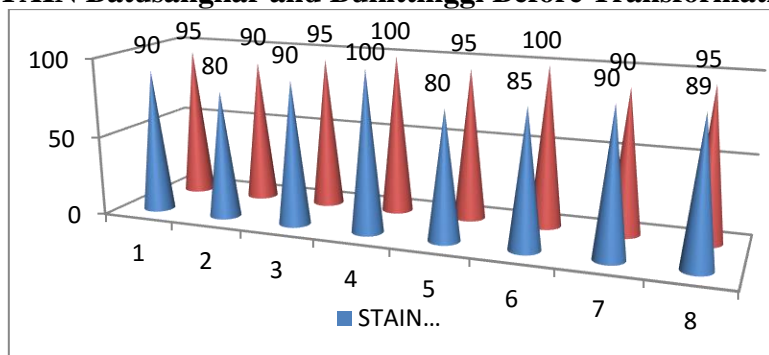
Based on the achievement indicators above, the 2 STAINs studied can be presented as follows:

1. Graduate competence standard; STAIN Batusangkar reached 90% and STAIN Bukittinggi 95%.
2. Learning content standards; STAIN Batusangkar reached 80% and STAIN Bukittinggi 90%.

3. learning process standards; STAIN Batusangkar reached 90% and STAIN Bukittinggi 95%.
4. learning assessment standards; STAIN Batusangkar reached 100% and STAIN Bukittinggi 100%.
5. Lecturer Standards; STAIN Batusangkar reached 80% and STAIN Bukittinggi 95%.
6. Standard of learning facilities and infrastructure; STAIN Batusangkar reached 85% and STAIN Bukittinggi 100%.
7. learning management standards; STAIN Batusangkar reached 90% and STAIN Bukittinggi 90%.
8. Learning financing standards; STAIN Batusangkar reached 89% and STAIN Bukittinggi 95%.

Based on the achievement indicators, the two STAINs studied, namely STAIN Batusangkar and STAIN Bukittinggi can be simulated in Figure 1.

**Figure 1. Academic Service Graph
STAIN Batusangkar and Bukittinggi Before Transformation**



Information:

- Horizontal line marked 1, = standard of graduate competence, 2 = standard of learning content, 3 = standard of learning process, 4 = standard of learning assessment, 5 = standard of lecturers and education staff, 6 = standard of learning facilities and infrastructure, 7 standard of learning management, 8 = standard of learning financing.
- The vertical line marked 0 – 100 is the percentage, graduate competence, learning content, learning process, learning assessment, lecturers and education staff, learning facilities and infrastructure, learning management, and learning financing standards.

Based on the graph above, it can be seen that the standard achievement of STAIN Bukittinggi graduates is higher than STAIN Batusangkar, the standard of learning content of STAIN Bukittinggi is higher than STAIN Batusangkar, the standard of learning process is STAIN Bukittinggi from STAIN Batusangkar, learning assessment standards are STAIN Bukittinggi and STAIN Batusangkar equally STAIN Bukittinggi is higher than STAIN Bukittinggi, the standard for learning facilities and

infrastructure is higher than STAIN Batusangkar, the learning management standard for STAIN Bukittinggi and STAIN Batusangkar is the same, and the standard for financing for learning at STAIN Bukittinggi is higher than STAIN Batusangkar. .

After Becoming an IAIN (IAIN Batusangkar and IAIN Bukittinggi, referring to Permenristekdikti No. 44 of 2015)

Innovation of educational institutions is one form of responding to the needs of the global community. Referring to Permenristekdikti number 44 of 2015, Murwaningsih explained that various changes including institutional transformation must have a relationship and match between the curriculum taught and the needs of the world of work.²³ For this reason, efforts are needed to develop curriculum models and academic services,²⁴ improving the quality of academic information,²⁵ contextual-based learning²⁶ and inclusive²⁷.

The transformation of the institution from STAIN to IAIN, still refers to the 8 SNPs described in the previous point. Researchers will describe the differences between the academic services of IAIN Batusangkar and IAIN Bukittinggi after switching status to an institute, in table 4.

**Table 4. Comparison Matrix of Academic Services
STAIN Batusangkar and Bukittinggi after transformation into IAIN**

No	Service standard	Achievement
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²³ Tri Murwaningsih, "Link and Match of Higher Education Curriculum with the Needs of the World of Work" Proceedings of the National Seminar on Office Administration Education, 1(1), 2018. <https://jurnal.uns.ac.id/snpap/article/view/33062>. See also Muhammad Shaleh Assingkily & Mesiono, "Characteristics of Transformational Leadership in Madrasah Ibtidaiyah (MI) and Its Relevance to the Vision of 21st Century Education" MANAGERIA: Journal of Islamic Education Management, 4(1), 2019. <http://ejournal.uin-suka.ac.id/tarbiyah/index.php/manageria/article/view/2475>. See also Alfiansyah, M., et.al., "Internal Madrasah Policy in Improving Education Quality at MI Nurul Ummah Kotagede Yogyakarta" MAGISTRA: Media for the Development of Basic and Islamic Education Sciences, 11(1), 2020. <https://publikasiilmiah.unwahas.ac.id/index.php/MAGISTRA/article/view/3460>.

²⁴ Deny Setiawan, "Development of an KKNi Oriented Curriculum Model at the Faculty of Social Sciences, State University of Medan" JUPIIS: Journal of Social Sciences Education, 9(2), 2017. <https://jurnal.unimed.ac.id/2012/index.php/jupiis/article/view/8239>.

²⁵ Dana Aditya & Ni Ketut Yulla Agustini, "The Effect of Academic Information Quality on Student Satisfaction with Perceived Usefulness as a Moderating Variable (Case Study of Students of the Faculty of Economics, Department of Management and Accounting at Wijaya Kusuma University Surabaya)" E-Jurnal Spirit Pro Patria, 2(1), 2016. <https://jurnal.narotama.ac.id/index.php/patria/article/view/114>.

²⁶ Arifendi Rio Febrianto & Setiawan Rudy, "Efforts to Improve Mathematical Reasoning of Tribhuwana Tunggal University Students Through Contextual Teaching and Learning Approaches" Prismatics: Journal of Mathematics Education and Research, 1(1), 2019. <http://repository.unitri.ac.id/474/>.

²⁷ Tahmida Lailatul Hikmah, et.al., "Criteria for the Development of a Disability Friendly Campus at Universitas Airlangga" ITS Engineering Journal, 9(2), 2020. <http://ejurnal.its.ac.id/index.php/teknik/article/view/55409>.

		IAIN Cage	IAIN Bukittinggi
1	Graduate competence standard - KKNi	1. Implemented	1. Implemented
2	Learning content standards 1. KKNi 2. institute 3. Faculty 4. Major	1. Implemented	2. Implemented
3	Standard learning process 1. RPS 2. e-campus/IT	1. Executed 2. Implemented	1. Executed 2. Implemented
4	Learning assessment standards 1. UTS 2. UAS 3. Thesis 4. PPL 5. Kukerta 6. Institutional Accreditation	1. Executed 2. Implemented 3. Executed	1. Executed 2. Implemented 3. Executed
5	Standards of lecturers and education staff 1. S 2 2. S 3	1. Executed 2. Implemented	1. Executed 2. Implemented
6	Standard of learning facilities and infrastructure 1. Building 2 2. Lecture room 3. Library 4. Facilities of Worship 1. Labor	1. Implemented 2. Implemented 3. Implemented 4. Implemented	1. Implemented 2. Implemented 3. Implemented 4. Implemented
7	Learning management standards 1. GBPP 2. RPS 3. According to their respective expertise	1. Executed 2. Implemented	1. Executed 2. Implemented
8	Learning financing standards 1. Government 2. Institution/BLU 3. Society/Students/ UKT	1. Executed 2. Implemented 3. Executed	1. Executed 2. Implemented 3. Executed

(Source: Observation Data 2 IAIN, 2021)

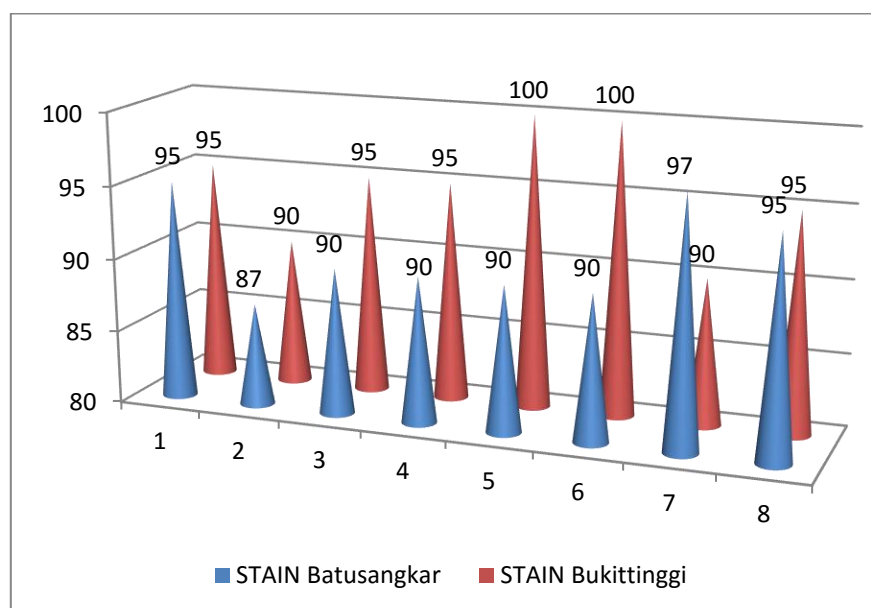
Based on the achievement indicators above, the 2 campuses studied can be

presented as follows:

1. Graduate competence standard; STAIN Batusangkar reached 95% and STAIN Bukittinggi 95%.
2. Learning content standards; STAIN Batusangkar reached 87% and STAIN Bukittinggi 90%.
3. learning process standards; STAIN Batusangkar reached 90% and STAIN Bukittinggi 95%.
4. learning assessment standards; STAIN Batusangkar reached 90% and STAIN Bukittinggi 95%.
5. Lecturer Standards; STAIN Batusangkar reached 90% and STAIN Bukittinggi 100%.
6. Standard of learning facilities and infrastructure; STAIN Batusangkar reached 90% and STAIN Bukittinggi 100%.
7. learning management standards; STAIN Batusangkar achieved 97% and STAIN Bukittinggi 90%.
8. Learning financing standards; STAIN Batusangkar reached 95% and STAIN Bukittinggi 95%.

Based on the achievement indicators above, the two STAINs studied, namely STAIN Batusangkar and STAIN Bukittinggi can be simulated as follows:

Figure 2. Academic Service Graph
STAIN Batusangkar and Bukittinggi After Transforming into IAIN
 (Service 8 standards: Permen Dikti No 44 of 2015)



Information:

- Horizontal line marked 1, = standard of graduate competence, 2 = standard of learning content, 3 = standard of learning process, 4 = standard of learning assessment, 5 = standard of lecturers and education staff, 6 = standard of learning facilities and infrastructure, 7 standard of learning management, 8 = standard of learning financing.
- Vertical lines marked 80–100 are percentages, graduate competencies, learning content, learning processes, learning assessments, lecturers and education staff, learning facilities and infrastructure, learning management, and learning financing standards.

Based on the graph above, it can be seen that the standard achievement of STAIN Bukittinggi graduates is higher than STAIN Batusangkar, the standard of learning content of STAIN Bukittinggi is higher than STAIN Batusangkar, the standard of learning process is STAIN Bukittinggi from STAIN Batusangkar, learning assessment standards are STAIN Bukittinggi and STAIN Batusangkar equally STAIN Bukittinggi is higher than STAIN Bukittinggi, the standard for learning facilities and infrastructure is higher than STAIN Batusangkar, the learning management standard for STAIN Bukittinggi and STAIN Batusangkar is the same, and the standard for financing for learning at STAIN Bukittinggi is higher than STAIN Batusangkar.

C. PGMI Student Perception Study***Students of PGMI IAIN Batusangkar***

STAIN Batusangkar has been transformed into IAIN Batusangkar. This is in accordance with what experts say that Transformation is a process in which we move from the prevailing conditions to the desired conditions carried out by individuals, groups and organizations in reacting to internal and external dynamic forces.²⁸

Internally, students of the PGMI study stated that STAIN Batusangkar was transformed by reason of the demands of globalization to improve academic services to stakeholders. Externally, it can be seen from the anthropological point of view, namely the city of Batusangkar as the center of the Pagaruyung kingdom, Historically, the city of Batu Sangkar helped to foster the birth of famous universities, and psychologically, the Tarbiyah Faculty of IAIN Imam Bonjol Padang was left. This is in accordance with what Siagian said, that globalization has a very large influence on all

²⁸ Ismail Nawawi Uha, Transformation Management, theory and application in Public and Business Organizations, (Bogor: Ghalia Indonesia, 2014), p. 42.

human beings, beyond the reach of educational institutions.²⁹

Why STAIN Batusangkar transformed as mentioned also accumulated into a series of activities that STAIN Batusangkar has rearranged the vision, mission, institutions, environment, and other institutional structures. This is in accordance with what was conveyed by Dedi Mulyasana, that there needs to be institutional development in accordance with the current situation, vision and mission, policy performance and so on.³⁰

Thus STAIN Batusankgar has successfully carried out a process of institutional transformation, organizational governance. Organizational transformation is the simultaneous process of organizational governance, including structures and processes in order to improve performance in accordance with the dynamics of the development of the organizational environment.³¹ STAIN Batusangkar has rearranged the institutional way of thinking in the future by changing itself to be even bigger. This is what experts say that transformation means varying, or modifying existing ways of thinking or behaving, making suggestions, reshaping the way people and groups work together, perceiving that transformation is a normal part and needs to be organized.³²

In the success of the transformation, STAIN Batusangkar has made various efforts to realize the transformation in improving academic services. In this context, it means that STAIN has done what is called a transformation capacity, namely: context, process, and learning dimensions. First, context is a significant source of success. This dimension consists of resources, assets that facilitate organizational/company processes which include: value of change, the structural flexibility, the cultural convergence, trust, practices based on consensus, and individual learning capabilities. Second, the process is in the form of principles in the implementation of transformation, namely transformational leadership, the perceived legitimacy of the change, construction of the change, incremental deployment, and creation of visibility.

²⁹ Sondang F. Siagian, *Strategic Management*, (Jakarta: Bumi Aksara, 2018), p. 4-15.

³⁰ Dedi Mulyasana, *Quality and Competitive Education*, (Bandung: PT Remaja Rosda Karya, 2012), pp. 194-201.

³¹ I Sisibintari, "Organizational Transformation: The Basis for Improving Human Resources in Strengthening Competitiveness" *Journal of Al-Azhar Indonesia Social Institution Series*, 2(2), 2015. <https://jurnal.uai.ac.id/index.php/SPS/article/view/153>.

³² John A. Wagner III and John R. Hollenbeck, *Organizational Behavior: Securing Competitive Advantage*, (New York: Madison Ave, 2010), p. 90.

Third,³³ learning dimension which consists of improvement through experience, renewal through experimentation and transfer of organizational knowledge and practice.

PGMI IAIN Bukittinggi students

According to information from students, PGMI STAIN Bukittinggi has transformed into IAIN, with the following reasons: first; Globalization demands to improve academic services to the community. This is in accordance with what Siagian said, that globalization has a very big influence on all human beings, including educational institutions.³⁴ Second; Philosophically increase the reach of equal distribution and distribution of religious education to the community. Third; Sociologically improve the quality of competitiveness of Islamic religious universities in the global arena. Looking at the reasons why STAIN Bukittinggi has transformed, it is in accordance with what Fugate said, that in carrying out the transformation it is necessary to build a sense of urgency, why an organization or institution is transformed.³⁵

The process that STAIN Bukittinggi went through before becoming an IAIN was as follows: First; Make a proposal for change of form by the Head of STAIN. This proposal contains a feasibility study, whether STAIN is worthy of becoming an IAIN. The feasibility study of the proposal contains: Background and objectives of the change in the form of STAIN; Institutional conditions at that time were: covering study programs/departments/faculty, students, lecturers and education staff, facilities and infrastructure and education financing; STAIN development plans for the short, medium and long term; Contains the vision and mission,³⁶ academic and scientific transformation, management, human resources, infrastructure, culture, and financing schemes. Second; Evaluation of the STAIN Form Change Proposal by the Director General; This assessment looks at administrative completeness, field visits, and the results of the assessment. Third; Proposing the determination of the transformation of the STAIN form by the Minister. Fourth; In the case of a STAIN transformation that

³³ Suparnot Richard, "The Concept of Organizational Change Capacity" Journal of Organizational Change Management, 24(no. 5640-661), p. 648.

³⁴ Sondang F. Siagian, Strategic Management, op.cit, p. 4-15.

³⁵ Kinicki Fugate, Organizational Behavior, A Practical, Problem-Solving Approach, (United State of America (USA): McGraw Hill Education, 2016), p. 571.

³⁶ Cepi Triatna, School Management Development, (Bandung: Rosda Karya Youth, 2016), p. 51-53.

has met the requirements, the minister submits a proposal for a change in the form of STAIN to the minister who organizes affairs in the field of empowering state apparatus. The process has been passed and the results have been waiting for years, improvements have been made several times, such as presentations and visits more than 3 (three) times.

Judging from the stages of STAIN Bukittinggi the transformation above is in accordance with what Kinicki Fugate said, First; that in carrying out the transformation it is necessary to build a sense of urgency, why an organization or institution is transforming.³⁷Second; The transformation was led by Mr. Tamrin Kamal 1997-1998, Mr. Fauzi Damrah 1998-2002, Mr. Rahman Ritonga 2002-2006, Mr. Ismail 2006-2013, Ms. Ridha Ahida 2013 – present. This is in accordance with what was conveyed by Fugate, forming a team to lead the transformation.³⁸

*Third;*Transformation is a demand for globalization to maintain the relevance of STAIN Bukittinggi to the needs of the community. This is in accordance with what was conveyed by Fugate to make the vision and mission in the transformation.³⁹Fourth; Communication is built outward and inward. Inward communication strengthens the spirit and solidarity of the academic community regarding the importance of change. To get out is to inform and socialize the change to gain support both politically and otherwise. Communication, information and politics will increasingly play a role in realizing the goals and ideals of an organization or institution.⁴⁰

This is in accordance with what was conveyed by Fugate that in carrying out organizational/institutional transformation, it is necessary to communicate the vision of change consistently and create strategies and implement them.⁴¹Fifth; In the transformation, STAIN Bukittinggi asked for support from internal and external parties. internal academic community and external community leaders, Regent/Governor. Regency/City, Provincial and Central DPRD and DPD. This is in accordance with what was conveyed by Fugate that in carrying out the transformation

³⁷Kinicki Fugate, *Organizational Behavior, A Practical, Problem-Solving Approach*, Ibid, p. 571.

³⁸Kinicki Fugate, *Organizational Behavior, A Practical, Problem-Solving Approach*, Ibid, p. 571.

³⁹Kinicki Fugate, *Organizational Behavior, A Practical, Problem-Solving Approach*, Ibid, p. 571.

⁴⁰ David A. Klein, *The Strategic Management of Intellectual Capital*, (Singapore: Butterworth-Heinemann, 1998), pp. 101-102.

⁴¹Kinicki Fugate, *Organizational Behavior, A Practical, Problem-Solving Approach*, Ibid, p. 571.

an institution or organization must empower all elements, and focus on achieving the goal of transformation.⁴² Thus, it is understood that the basic reason for the change or transformation of STAI Bukittinggi to IAIN Bukittinggi is based on the fundamental basis described in point A, which refers to historical, philosophical, economic, psychological, sociological, anthropological, globalization and political aspects.

CONCLUSION

The conclusions of this study are (1) the basic reasons for the transformation from STAIN to IAIN in West Sumatra (IAIN Batusangkar and IAIN Bukittinggi) referring to 8 reasons, namely historical, philosophical, economic, sociological, psychological, anthropological, globalization and politics. (2) measurement of academic services before and after the transformation of STAIN to IAIN in West Sumatra (IAIN Batusangkar and IAIN Bukittinggi) refers to 8 national education standards, namely graduate competency standards, content standards, learning process standards, learning assessment standards, lecturer and staff standards education, facilities and infrastructure standards, learning management standards, and learning financing standards. (3) according to the perception of PGMI students at IAIN Batusangkar and IAIN Bukittinggi,

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⁴²Kinicki Fugate, Organizational Behavior, A Practical, Problem-Solving Approach, Ibid, p. 571.

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