

Insani's Human Resource Management in Transforming Private Islamic Universities in Jambi

Eva Iryani¹, Muntholib², As'ad², Badarussyamsi²

¹Universitas Jambi, Indonesia, ²UIN Sultan Thaha Saifuddin Jambi, Indonesia

Corresponding author e-mail: evairyani@unja.ac.id

Article History: Received on 11 January 2023, Revised on 20 July 2023,

Published on 7 August 2023

Abstract: The goal of this study is to create a representation of several tertiary institutions that are capable of significant transformations. The findings of this field research: 1) Management policies in preparing Insani's Human Resources (SDI) for the transformation agenda at IAI Muhammad Azim with a focus on HR readiness policies and academic governance policies. The Governance Policy at IAI YASNI applies the principles of Insani's Human Resource Management (MSDI), namely: *shura*, *musyarakah*, *al-ujrah*, and obedience to leaders, 2) The process of transformation through the practice of MSDI in Private Higher Education IAIMA and IAI YASNI is divided into the process of administrative transition and the process of building a transformative work culture and MSDI, 3) The dynamics in the Implementation of the Transformation Agenda at Private Higher Education in Jambi province run dynamically and continuously through internalization of transformative values and strategic planning and capacity building of higher education SDI, 4) There are several barriers to IAI Muhammad Azim's transformation program, including a lack of commitment to the organization, a dearth of qualified human resources (tridharma and education and training), acclimatization to new technologies and cultural norms, and opposition to internal change. The following factors are preventing IAI Yasni from implementing its change agenda: compensation restrictions, sincerity, resistance, and conflict of interest between administrators, 5) The accomplishments of the transformation agenda that IAI Muhammad Azim can produce, specifically: adjustments to a new work culture, adjustments to human resources from an Islamic values perspective, and institutional adjustments. A new integrated digitalization-based work culture, quality-based *tridharma* education, and the construction of a new work culture based on competence and sincerity are all part of IAI Yasni's transformation plan, and 6) Kopertais as a facilitator and institution that fosters and has internal performance, namely assisting universities in preparing material for changes in status transfer.

Keywords: Human Resource, Management, Transformation, Private Islamic College

A. Introduction

Human resources (HR) in Islam must prioritize holistic education and human development. Human resources are more focused on the importance of ethical and normative goals, which may result in delayed or reduced satisfaction (Khan & Sheikh, 2012). Humans, according to Islamic thought, must be accountable for the worth of their work. Theoretically, the importance of human resources in resource development and their impact on institutions. According to research, there is a link between HR practices and systematic, operationally appropriate, and efficient performance. Various comparisons between institutions demonstrate that SDI practices are difficult to ignore (Halid et al., 2020).

SDI has been shown to increase organizational effectiveness throughout management science history (Ferris et al., 2007). HR has three primary roles: does human resource practices have an impact on business results? What value do human resource practices add to business performance? Can human resources influence business performance? Building organizational capabilities, increasing employee satisfaction, and increasing customer and shareholder satisfaction are the answers to these three questions (Yeung & Berman, 1997). Employee development, quality achievement, creativity, leadership, and problem-solving are all facilitated by human resource management (MSDI) (Yahya & Goh, 2002). HR strategy is linked to business strategy because it contributes to maintaining high-quality customer satisfaction, high-quality, compassionate employee performance, and employee dedication and commitment to the organization in order to achieve a successful and sustainable competitive advantage (Mohanty & Pradhan, 2019). As a result, employee growth, motivation, and willingness to stay in an institution, including college, are strengthened.

Innovative work behavior can be achieved by combining the three dimensions of MSDI practice flexibility, employee skills, and MSDI behavior with product innovation, process innovation, and administration innovation. By connecting the theoretical frameworks above, it is possible to conclude that flexible MSDI has a positive impact on every HR's innovative work. As a result, innovative work behavior influences organizational or institutional innovation (Ali et al., 2017).

Ulrich divided the concept of human resource management for organizational quality improvement into four points, which are as follows: 1) Human resources should become strategic partners; 2) human resources should be experts in how to work; 3) human resources should be champions for employees, and 4) human resources should be agents of long-term change (Ulrich, 1998). Human resources must provide concrete ways to help organizations serve customers and increase shareholder value.

Human resource development entails not only the education and training of organizational members, but also how to strengthen them after they have completed

their training. Performance improvement does not occur automatically following education and training, but rather as a result of follow-up after education and training (Carefoot, 1990). The most important aspect of carrying out the human resource agenda is the planning process because it is in the planning stage between needs and availability (Benny, 2005). Organizations must focus on members' long-term careers because members' futures are a determining factor in achieving organizational goals (Gupta & Singhal, 1993).

Changes in business, technology, and competitive advantage are all closely related to the organization's human resources (Mak, 2006). Because organizational members will participate in change, organizational change to become superior is highly dependent on emphasizing the importance of human resources. As a result, for organizational development, the concept of sustainable human resource management is required (Zink, 2008).

When implementing strategic human resource management in tertiary institutions, they must deal with the issue of developing human resources, particularly faculty members, and must pay more attention to HR practices. Employee recruitment and selection processes are largely ineffective and necessitate immediate attention. There are significant implications for higher education administrators, faculty, and other personnel interested in implementing and improving best practices in strategic human resource management (Allui & Sahni, 2016).

Human resource capacity has become a critical issue for modern universities as a result of increased government and global market pressure. The result is particularly severe when the employing institution experiences changes in staff and institutional expectations regarding terms and conditions of employment, as well as aspects of broader work life, and this has an impact on academic and professional identity. The fundamental question of human resource management in education is how far effective human resource management policies can enable universities to transcend the paradox of the global reform agenda.

Educational institutions in Indonesia are expected to produce superior and competitive human resources with scientific and technological knowledge. To meet this expectation, educational institutions must strive for and contribute to academic excellence, particularly in education, industry relevance, the contribution of new knowledge, and empowerment. Recognizing the significance of the process of improving the quality of human resources, the government, educational institution managers, educators, and students in Indonesia continue to strive to achieve goals, vision, and mission through various activities to build a better quality of education, develop human resources, and improve curriculum and evaluation systems (Mercer, 2010).

Human resource management is responsible for translating the organization's and strategic goals into human resource policies, as well as developing human resource strategies to gain a competitive advantage. Human resources in higher education are a fundamental component of improving higher education quality, which is regarded as an important factor in social, scientific, technological, economic, political, and state development (Abu Teir & Zhang, 2016).

Appropriate human resource practices will boost organizational performance (Abdallat et al., 2020). To compete with universities in other countries, higher education human resources of relevant quality are required (Suradi, 2018). Especially in the digital age, cross-sectoral integration of time and human resources is essential (Knox, 2018). When members have a connection to the organization, they exhibit good MSDI practices (Saragih & Prasetyo, 2020). The good performance of organizational members demonstrates good MSDI (Harsasi et al., 2017). Organizations require resources that understand members who understand what is related to the organization (Amir et al., 2019). A good MSDI process requires prospective members to not only have superior competence and technical skills, but also to have a professional mentality and behavior, be friendly, honest, sympathetic, wise, intelligent, and responsible (Hidir et al., 2021). A good MSDI also cares about its employees by offering improved work attitudes and development programs MSDI is considered successful when it has a global HR perspective (Lina, 2018). The application of strategic management and knowledge management also has a significant impact on an ideal MSDI (Chen & Huang, 2009). Organizations must understand and care about personnel rights in order for them to survive working in the organization, and HR policies in organizations that have a work culture perspective with a personnel perspective as an organizational asset (Tikson, 2018).

The research findings above illustrate various dynamics regarding the important role of human resources in corporations and higher education institutions, particularly in the face of intense competition, implying that higher education institutions, particularly private tertiary institutions, must undergo transformation. However, in order to carry out the transformation agenda, it is necessary to support the quality of human resources as well as their management and utilization.

MSDI's research on the transformation of private tertiary institutions was conducted at the Muhammad Azim Islamic Institute (Jambi City) because there was a dynamic of HR issues when the institute's status changed, there was turmoil regarding who would be appointed as permanent lecturers, and there was turmoil regarding the compensation system in the form of salaries and allowances to be obtained. In the context of the IAIMA transformation, the foundation, rectorate, and lecturers faced the issue of contract agreement and certainty in involvement in the organization, which is a critical issue in any organization. Meanwhile, at IAI Nusatara Batanghari, they practice kinship by sharing when they achieve results. Furthermore, IAI Yasni

Bungo Regency has successfully implemented MSDI. Change is not yet ready, but there is collaboration with deliberations in every Yasni academic community.

According to the preliminary study, private universities: IAIMA Muhammad Azim Jambi City and IAI YASNI Muara Bungo were still experiencing problems with human resource management, putting the transformation agenda to become private universities at risk. Based on research findings and preliminary studies, in-depth research on human resource management in the transformation of private higher education institutions is required.

B. Methods

This study takes a qualitative approach. A qualitative approach, according to Strauss and Corbin (2013), can explain something about the phenomenon. As a result, a qualitative approach is the best way to investigate human resources and changes in private higher education institutions. Purposive sampling was used to determine research subjects, where selection and selection of subjects were considered to best understand and assist researchers in uncovering a case or phenomenon (Creswel, 2008). The researcher discovered three subjects who were thought to have the best understanding of human resource management (MSDI) at private Islamic universities in Jambi: 1) the heads of private Islamic higher education foundations (IAIMA Muhammad Azim Jambi City, and IAN Yasni Bungo); rector of private Islamic tertiary institutions (IAIMA Muhammad Azim Jambi City, and IAN Yasni Bungo); and 3) vice-chancellor II for General Administration, Planning, and Financing (IAIMA Muhammad Azim Kota Jambi, and IAN Yasni Bungo).

The primary data sources in this study are words (stories) and narratives, actions, documentation (tape or video recordings), and photographs (Nugrahani, 2014; Raco, 2010; Sitorus, 2011). The following data collection methods were used: (1) observation, (2) in-depth interviews, and documentation. According to Marshal, the main instrument is the researcher himself, but he still uses assistive devices such as tape recorders, handycams, camera equipment, interview guides, notebooks, and various other tools needed in the field during the research where this technique can learn about human resource management and change management in three private Islamic universities (Marshall & Gretchen, 1984). Researchers used Miles and Huberman's data analysis in this study. According to Miles and Huberman's concept, researchers using a multi-case design should divide their analysis into two stages: individual case analysis and cross-case data analysis.

C. Results and Discussion

HR Management Policy for Private Universities in Jambi Province

a. Higher Education Management Policy at IAI Muhammad Azim

1) HR Management Policy at IAI Muhamamad Azim

The Islamic Religious Institute (IAI) Muhammad Azim, formerly the Ahsanta Islamic College (STAI) under Maulana's ownership, has become the seed for professional, competent, family-friendly, and Islamic da'wah-based higher education management. In leading this college, Maulana recognizes that campus managers must be truly competent in their field. So, one of the dynamics that must be corrected since the beginning and the transfer of hands from the Ahsanta foundation to Maulana is to revamp the previous campus management system.

The institution is deeply concerned about the issue of selecting and recruiting lecturers. According to Usman, at this point, IAI Muhammad Azim dared to dismiss and reduce the teaching schedule of lecturers whose competence was insufficient. This institution, in addition to openly recruiting lecturers, is able to recruit young lecturers with high performance and enthusiasm in managing higher education institutions.

HR is one of the institutional transformation assets because they are dedicated and energetic at work. This was confirmed by the Foundation's Head, who stated that SDI was extremely helpful and that the transformation agenda would not have been possible without their assistance. Their contribution of energy and thought, as well as their performance, are critical factors in the status transfer agenda. As a mature institution, it first conducts deliberations on the vision, mission, intention, or commitment. Because this is difficult work, the institution hires staff or human resources who are committed to their jobs and provide timely compensation. Even though we had to be brave at the start of the status change to fire people who were unwilling to work and cooperate. The chairman of the foundation recognizes the importance of deliberation in problem solving, particularly in public institutions such as educational institutions.

SDI's transformational performance is divided into two teams. The first is the core team, which is specifically tasked with managing transformational interests such as documents, files, and transformational requirements. Second, the New Student Admissions Team (PMB) manages, finds, and accepts new students through promotion, branding, and dissemination through various social media and print media. On a limited basis, human resources such as the chancellor, vice chancellors I, II, III, Quality Assurance Institute, Research and Community Service Institute, and each study program manager contribute to the planning of the transition from high

school to institute. Each institution contributes to and considers how the institutional transformation can be realized.

In addition to the team's efforts, the foundation strives to meet the standard of an institute's facilities and infrastructure, such as office facilities, main education facilities, supporting facilities, and building facilities. A high school that is important in improving its status must also be supported and have adequate facilities for the institute level.

Human Resource (HR) management based on Islamic values and kinship is critical to the success of IAI Muhammad Azim's transformative vision. As a result, administrators are acutely aware of the importance of facilitating the development of lecturers' abilities to carry out their duties. Lecturers are encouraged to participate in various writing and research training activities, curriculum workshops, and activities that support study program management. Human resource management, which includes lecturer recruitment, selection, and placement, is critical in managing a higher education institution via the campus website.

2) The Role of Academic Service Policy in Promoting the Transformation Agenda
IAI Muhammad Azim recognizes that the transformation agenda will not be realized unless significant changes are made in institutions. STAI Ahsanta has been managed manually since its inception, including learning, service, research, and service. This transformation agenda inspired IAI Muhammad Azim to improve the academic service system.

One of the most important agendas in academic services is to provide students with open and easy access. This is acknowledged as having resulted in significant changes and improvements to student academic services. Students can access and obtain academic services online without having to travel to campus.

The management policy of IAI Muhammad Azim organizes online learning and academic service systems. This is one of the supports for changing the campus's status. Adequate websites are constantly being improved, so that eventually the entire academic system and student services can be accessed online. For example, submitting a Study Plan Card, E-Library, e-journal, and campus information.

Campus administrators are gradually noticing and implementing changes. This is becoming more visible from the facilities and infrastructure to the managers based on their expertise. Changes in the student academic system, financial system, and management of student tuition fees are more well organized and clearly become supporters in attracting public trust and their existence among Jambi City's tertiary institutions. Publication in the media in various activities is never overlooked when it

comes to disseminating information to the public. Workshops, seminars, and training activities, for example, are always accompanied by campus branding in online media.

b. IAI YASNI's Higher Education Management Policy

1) Human Resource Changes in the Transformation Agenda

Private tertiary institutions face constant challenges and compete fiercely with other educational institutions. There is no exception in terms of preparing adequate institutions for the delivery of education and community services. One of them is undergoing a transformation in the midst of intense competition at the private tertiary level, particularly those based on religion.

The transformation vision includes preparing educators who meet standards to convey this vision in meeting activities so that they can participate in the higher education transformation agenda process. Institutions assist in the academic field by assisting lecturers in finding college scholarships, providing lecture information, and assisting in the arrangement of permits for lecturers who are also campus employees. Even though he uses his own money, the Chancellor is not afraid to assist with registration fees. Similarly, leaders send HR who have the will, ability, and need for certain fields to participate in various training activities and internships related to skills that are important and needed by the institution to develop the abilities of lecturers and education staff. While working in a non-academic field, such as providing educational staff with opportunities to attend training and workshops with partners. Policies pertaining to academic and non-academic fields as a means of preparing for transformation.

The IAI YASNI higher education management policy is the result of careful consideration. The discussion is reflected in the IAI YASNI transformation agenda, and all personnel are present to hold discussions or participate in the preparation for the status transfer. Without making any material promises, the purpose of this discussion is to unify the vision and mission at work by realizing the transfer of status.

HR management is one of the driving forces behind the transformation agenda at IAI Yasni. SDI has undergone significant changes, including the recruitment of competent and committed lecturers, increased staff competence, and the encouragement of doctoral academic qualifications. IAI Yasni's HR management is based on several MSDI principles, including *shura*, *musyarakah*, *al-ujroh*, and good example.

2) Quality Improvement of IAI YASNI Key Transformation

Academic services at IAI Yasni are gradually improving in terms of quality, with an increase in lecturer research and scientific publications. It is recognized that in order to contribute to society and produce quality graduates, a higher education institution cannot be separated from good quality assurance. Of course, improving quality takes time, but IAI Yasni is slowly beginning to improve the campus system.

IAI Yasni meets and creates facilities to support campus needs and improve campus quality. One of them is the creation of facilities such as an online library, a Microteaching Lab, internet, a prayer room, a canteen, and sports facilities. This demonstrates how IAI Yasni improves the institution's quality by meeting the basic needs of students and the academic community.

Transformation necessitates discipline and the adjustment of lecturer competencies based on their knowledge. As a result, lecturer recruitment is ongoing, despite the fact that the campus is unable to offer competitive pay. During the recruitment period, the manager explained the salary to each lecturer who would be hired, but many of these prospective lecturers chose to join with the argument that they were willing to serve and work sincerely.

The management supports SDI's performance in dealing with transformation by involving several lecturers in training, such as training in preparing forms and preparing Higher Education accreditation. As a result, lecturers who did not initially understand the files to be completed were able to complete their work properly after receiving these trainings.

In terms of preparing forms, the dynamics experienced by IAI YASNI in dealing with transformations in general. Because there was no one with experience, the team had to learn how to prepare the transfer form from non-workers. The team participated in a form-making workshop and was one of the high schools that received direct guidance from one of South Sumatra's universities. This was done based on the outcomes of joint deliberations, which resulted in a transformation decision with no objections from the team.

The transition from STAI to IAI greatly benefits HR development. Thus, the work environment appears to be very healthy for the individual development of lecturers and employees, as well as the future improvement of the institution. Simply put, by switching to IAI, all lecturers' status and self-development will be automatically elevated. This is due to the internal quality audit system, which is constantly implemented and improved to meet the demands and requirements of future accreditation.

Islamic values will be applied in principle in HR management at IAI YASNI now and in the future. The leadership and the IAI YASNI foundation prioritize the principles of Islamic values and faith-based Islamic culture. Have a cooperative spirit and do not think about the material obtained, but it is the value of sincerity and discipline in work that distinguishes humans. In addition to raising awareness about the task of raising humans to be caliphs on Earth.

The first application of Islamic values on the IAI YASNI campus is deliberation, which is an Islamic teaching and a principle in policymaking. Second, as a means of preserving public trust, a strong commitment or intention to provide and organize education for the community and users. Third, professionals in the placement of lecturers and educational staff in work areas based on their expertise.

The transformation agenda necessitates professionals, changes, and capability renewal, as well as adaptation to technological developments. Even at IAI YASNI, scientific publications are slowly increasing as a result of research and dedication. This is done to increase public trust in educational institutions that have recently undergone a transition or transformation.

1. Dynamic Process of Implementing the Private Higher Education Transformation Agenda

a. Process and Dynamics of Transformation at IAI Muhammad Azim

1) Transition of Administration

Competent lecturers according to departments and linear were not owned by the institution in the early days, when there were still very few and a lack of human resources. To address this human resource issue, new lecturers are recruited based on the expertise of the study program, linear education level, and prioritization of teaching experience. in preparation for the need for a status transfer from high school to institute. Efforts are being made to increase the value of study program accreditation as part of institutional transformation. The study program accreditation rating is thought to be very supportive of institutional change success.

2) Create a Human Resource Strategic Plan

The transformation agenda begins with the development of sound strategic planning. Guidelines and statutes for IAI Muhammad Azim College are being revised. The campus develops strategies for allocating human resources based on competence, publishes scientific journals, and develops new standards that will be implemented in campus management.

One of the transformation agenda processes is the recruitment of lecturers and educational staff in accordance with the required criteria and conditions, which can be accessed via the iama.ac.id page. Lecturers who are committed and have a strong academic vision are required. Personnel with high discipline and commitment to the organization are required for educational staff.

One indicator of human resource recruitment is that the personnel to be recruited understand and can collaborate to realize the institution's vision. After successfully recruiting human resources, they will go through a work phase, and if they demonstrate high dedication, the institution will place them in existing strategic positions. The quality and quantity of human resources involved in writing journals

with national and international reputations can also be seen in the change agenda. Aside from that, it is critical for the campus to have a journal that is at least nationally accredited.

3) Adoption of Transformative Values

The importance of valued values in institutional transformation cannot be overstated. As a result, the organization's values and beliefs are critical to the success of the transformation agenda. The transformational values that occur at IAI MUHAMMAD AZIM are based on religious values, specifically the values of preaching, togetherness, friendship, kinship, and struggle. These are valuable values that are thought to be capable of revitalizing the organization. The institution can have a vision and make it a reality based on these values.

4) Capacity Building through Education and Training

Education and training programs help to internalize the transformation agenda. Training for education and teaching staff is facilitated by foundations and campuses. The training program provided is extremely beneficial for campus residents to become involved in the agenda of becoming a university. Institutional changes necessitate changes in human resource capacity to support the activities and Tri Dharma of Higher Education. One of the campus's concrete steps toward addressing the transformation agenda. The foundation and rectorate enable lecturers and staff to further their education.

For those who pass the selection, there is educational funding for lecturers to continue their studies through a 5,000 doctoral scheme. However, the foundation and the rectorate help lecturers who do not receive scholarships by providing loans or personal donations. Lecturers who study on their own dime are given soft loans by the institution, which they then pay back in installments to the foundation. These various efforts to provide lecturers with study opportunities are an attempt to achieve success in the IAI MUHAMMAD AZIM transformation agenda.

Training programs to improve human resources are offered on an as-needed basis and are tailored to the institutions they lead. IAI MUHAMMAD AZIM's human resources are made up of young people aged 35 and under. These young, inexperienced lecturers are guided, motivated, and trained to comprehend the vision of ongoing change. Furthermore, the young lecturers are instilled with values shared by the institution, such as kinship based on deliberation. Students receive training in the form of writing scientific papers, national webinars, preparing accreditation forms, and preparing lesson plans and teaching materials, in addition to education staff and lecturers.

5) Formation of a Change Committee and the Implementation of New Work Standards

Campus residents experienced culture shock while carrying out the transformation agenda. Institutional changes resulted in the emergence of new work standards, the use of new technology, and the development of a new work culture. The transformation of institutions into institutes complicates work on campus.

The transformation agenda was carried out through the formation of a transformation team that focused specifically on preparing materials and standards requested by institutional change forms, as well as the drafting team and the PMB CENTER team, namely the committee that specifically opened, sought, and disseminated registration information for new students.

b. Transformation Process and Dynamics at IAI YASNI

1) Fundamental Institutional Transformation Values

The founding principle of IAI YASNI, “‘adat with syara’, syara’ with Kitabullah,” exemplifies the organization’s core values. This value serves as the foundation for IAI YASNI’s institutional transformation. Every managerial process is carried out in accordance with Islamic teachings, which state that work is charity. This amal jariyah principle becomes a value and source of energy for the academic community in carrying out institutional transformation. In addition to Islamic teachings, IAI YASNI fosters sacrifice as a fighting spirit in order to advance the institution.

Quality audit activities are carried out during institutional transformation, with the goal of improving standards and compiling a roadmap for the development of IAI YASNI. The first and most important step is to create a vision for change. Given the importance of working sincerely, raising awareness, and building a spirit of religious values in institutions, Islamic educational institutions can change optimally by developing sincerity-based Islamic education, creating educational institutions that do not only prioritize materialism, and building a spirit of religious values in institutions.

Participants in the transformation agenda include lecturers and staff. Participation is required because the transformation requires thought and energy. Preparation for carrying out institutional transformation, specifically through the formation of a strong, compact team and the unification of vision and mission in order to achieve a large agenda, namely institutional transformation.

Human resource placement is critical for achieving the required performance in an institutional transformation. The leadership of IAI YASNI implements the managerial process of the right man in the right place, allocating human resources based on the expertise of each individual.

The transformation agenda of IAI YASNI necessitates values that serve as the foundation of organizational life. Religious values are central to institutional transformation; mutual respect, cooperation, and kinship are living values in a transformative culture. The next Islamic values developed by IAI YASNI in order to advance the transformation agenda prioritize the value of balance (tawazun) and the value of justice. Whereas in every human resource recruitment at IAI YASNI, men and women are treated equally, and equal justice is prioritized for all educational and educational staff.

2) Human Resource Development for Transformation

The campus then assists in the search for scholarships in order to better prepare human resources for the success of the change agenda. The institution also assists lecturers who study independently by covering registration fees. For example, the bare minimum of financial assistance is assistance with registration fees.

The following processes were followed during the change process at IAI MUHAMMAD AZIM: 1) administrative transition process; 2) strategic human resource planning formulation; 3) internalization of transformative values; 4) capacity building through education and training; and 5) formation of a change committee and new work standards.

The administrative process is the most important thing to do first when carrying out the transformation agenda at IAI MUHAMMAD AZIM. One of the foundations for the next stage of transformation is the transition from STAI Ahsanta to IAI MUHAMMAD AZIM. A transformation agenda necessitates the use of qualified human resources. Human resource management strategic planning is carried out in order to increase organizational capacity by increasing individual capacity.

There are currently many lecturers with doctoral qualifications at IAI YASNI, so that these lecturers who have increased their capacity can become agents of change and succeed in their aspirations of becoming a superior Islamic tertiary institution from time to time. However, in terms of improving human resource excellence, lecturers who continue their studies can only hope for government scholarship assistance, particularly from the Ministry of Religion. The foundation's ability to provide scholarship assistance is still hampered by insufficient budgets.

Obstacles and Results of the Jambi Province Private Higher Education Transformation Agenda

a. Obstacles to the Transformation Agenda at IAI Muhammad Azim

1) Lack of institutional commitment

In order to carry out the change agenda, institutional commitment is required. Increasing institutional commitment is accomplished by empowering the potential of lecturers, staff, and students to achieve higher education performance commitment.

Individual performance of lecturers and staff (individual performance) will undoubtedly contribute to the performance of tertiary institutions. The significance of strengthening shared commitment in advancing institutions based on an understanding of the vision and mission that will impact internal performance so that understanding, enthusiasm, and a sense of belonging to the institution are united.

2) The minimum quality of HR (Tridarma and Education and Training)

The lack of training, education, and development obtained by STAI Ahsanta education staff prior to its transformation into IAI. This then makes it difficult for human resources to fill out forms relating to academic competence.

The low level of implementation of higher education's tridharma, particularly in the areas of research and service, can be seen in lecturers' low productivity, as evidenced by the small number of posts on Google Scholar for each lecturer. When the transformation agenda was changed to IAI MUHAMMAD AZIM, there was an increase in the publication of articles in both the fields of research and service.

The quality of human resources should be proportional to their competencies. SDI's challenges, on the other hand, are in the suitability of courses and teaching strengths that are not in line with their competence. Choose and hire lecturers based on their qualifications. Dismissing and reducing teaching hours for lecturers who lack or do not teach in accordance with their teaching competence, as well as HR personnel who do not fully contribute to this transformation agenda.

3) Adaptation of New Technology and Culture

When the status changes to IAI, the absence of digitizing integrated academic information systems such as SIAKAD and SDI supporting applications such as the personnel information system is a challenge that must be addressed immediately.

Changes in the adaptation of the new work culture also become impediments in the status transition agenda. Changes in thinking culture are implemented during adaptation, giving birth to a new work culture and adaptation.

4) There is Internal Transformation Resistance

Internal issues that contributed to resistance to the commitment to advancing institutions included incompatibility of understanding and desire, a lack of knowledge in working on PT change forms, and a lack of loyalty as a result of an unclear jobdesk, all of which impacted the stability of change performance at STAI Ahsanta Jambi.

These impediments become self-medication for STAI chairmen in dealing with internal problems by enacting effective policies that have an impact on tertiary institution progress.

b. Results of the Transformation Agenda at IAI Muhammad Azim

1) Adaptation to Changes in Work Culture

Change is unavoidable in any organization or institution. Change is an integral and inseparable part of the transformation agenda, and it is closely related to the culture or behavior of the work itself. In the case of the transition from STAI Ahsanta to IAMA Jambi, there was an increase in work culture that was influenced indirectly by the spirit of sincerity and dedication to the institution and the policies implemented by the institutional leadership. Work culture changes can be seen in a variety of areas, including work discipline, organizational management, and constantly upgraded information systems.

2) Human resource changes

The human resources will have the greatest impact on each transformation agenda. SDI experienced significant changes after undergoing training and competency improvement as personal upgraders, which were heavily influenced by the strategic policies implemented by the transformed institutional leaders. As a private university, it has more freedom to innovate and advance higher education.

Because they have been trained, given skill guidance, and have competency certificates, employees can have more confidence in carrying out work according to their competence as a result of the HR competence improvement policy. After going through competency and innovation improvement policies, particularly the tri dharma of higher education, lecturers are the primary resource. As a result, the increase in teaching skills, as well as the quantity of publications, both research and community service, has had a significant impact.

3) Modifications to Higher Education Systems and Institutions

The institutional and system changes implemented by private tertiary institutions such as IAMA demonstrate the impact of the transformation agenda. System change, such as the transition from manual to digital, is essential in the higher education transformation agenda, both managerially and financially. There is a management system in place. Some bureau heads, for example, are in accordance with their competence, as in our financial bureau. An internal campus audit is already in place.

c. Obstacles and Results of the Transformation Agenda at IAI YASNI

1) Culture Shock Readiness of SDI STAI Yasni

Changes in work culture that are more responsive to demands for experience and new knowledge create unprepared conditions. According to some of the difficulties that occurred during the transformation, such as a lack of HR workers who were not competent. Attempts are being made to instill the values of Aqidah (belief) through working discipline, sincerity, and the intention to work as a form of worship and our obligation as servants and caliphs on earth.

2) Management Resistance and Interest Conflicts

It is common for an institution to experience upheaval. It is clear that at STAI YASNI, all problems are resolved in a positive manner by constantly holding deliberations. Despite the fact that it has been implemented in dealing with the character of many people, it obviously necessitates additional work, and leaders must have the courage to take risks, particularly those related to personal interests that take precedence over the interests of institutions or institutions.

Resistance to change as a large transformation agenda are undoubtedly obstacles for those who are afraid of change. The process is always associated with the obstacles encountered as a result of the dynamics that develop. According to several processes of changing the transformation agenda, even though there were many obstacles that occurred when transforming to the institute, allowing the transformation change process to continue despite the fact that it had to be carried out, overcoming various existing obstacle.

3) Constraints on Compensation and Sincerity

Transformation in institutional change is a difficult task. The aspect of materialism as a part of human life can sometimes become an impediment to working together on a change agenda. This impediment arose during the transformation process at IAI YASNI, with several questions regarding compensation if it could contribute to this change agenda.

d. Results of the transformation agenda at IAI YASNI

1) A Competence and Sincerity-Based Work Culture

The change agenda has implications for all aspects of human resource management, including the creation of a more competitive work culture while maintaining Islamic values based on sincerity to work as a field of worship.

The existence of HR awareness of quality improvement following the changes made to the transformation agenda demonstrates that, despite ongoing audits that are still insignificant, managers' awareness of the importance of quality has begun to emerge.

2) Enhancement of SDI Tridharma Quality

Higher education tridarma is the most important aspect of a higher education institution's quality standards. The improvement in the quality of the tridharma appeared to be getting better after the transformation agenda from STAI to IAI YASNI, and awareness of the importance of quality and the quality of the Tridharma was the target of IAI YASNI. And an increase in being more active in carrying out the tridharma such as research and community service, with leaders always seeing an increase in these activities, which can be accessed digitally through the accounts of several national and international journals. Furthermore, several tridharma policies,

such as research and community service based on the subjects taught by each subject lecturer, appear to have had a significant impact on improving the quality of human resources.

3) Upgrade of the Digital Integrated Information System

The transformation agenda at IAI YASNI has resulted in the updating or upgrading of application-based systems. Personality issues are the most difficult to overcome. One or two people still have a poor work ethic. The application of family relations causes the rules to feel bad for one another. As a result, an application was submitted to change the system so that the controls or regulations implemented could no longer be challenged by colleagues at IAI YASNI.

After becoming IAI, the transformation agenda at IAI YASNI resulted in the digitization and improvement of application-based systems. For example, the SIFA application (academic information system) is related to all educational activities and is linked to SISKA (Financial System).

D. Conclusion

The paper conclusions are as follows: 1) Management policies in preparing Insani's Human Resources (SDI) for the transformation agenda at IAI Muhammad Azim with a focus on HR readiness policies and academic governance policies. The Governance Policy at IAI YASNI applies the principles of Insani's Human Resource Management (MSDI), namely: *shura, musyarakah, al-ujrah*, and obedience to leaders, 2) The process of transformation through the practice of MSDI in Private Higher Education IAIMA and IAI YASNI is divided into the process of administrative transition and the process of building a transformative work culture and MSDI, 3) The dynamics in the Implementation of the Transformation Agenda at Private Higher Education in Jambi province run dynamically and continuously through internalization of transformative values and strategic planning and capacity building of higher education SDI, 4) There are several barriers to IAI Muhammad Azim's transformation program, including a lack of commitment to the organization, a dearth of qualified human resources (tridharma and education and training), acclimatization to new technologies and cultural norms, and opposition to internal change. The following factors are preventing IAI Yasni from implementing its change agenda: compensation restrictions, sincerity, resistance, and conflict of interest between administrators, 5) The accomplishments of the transformation agenda that IAI Muhammad Azim can produce, specifically: adjustments to a new work culture, adjustments to human resources from an Islamic values perspective, and institutional adjustments. A new integrated digitalization-based work culture, quality-based tridharma education, and the construction of a new work culture based on competence and sincerity are all part of IAI Yasni's transformation plan, and 6) Kopertais as a facilitator and institution that

fosters and has internal performance, namely assisting universities in preparing material for changes in status transfer.

E. Acknowledgement

Thank you to the Rector of Universitas Jambi, Rector UIN Sulthan Thaha Saifuddin Jambi, Rector of IAI Muhammad Azim, Rector of IAI YASNI and friends who have supported us in this project.

References

Abdallat, Y., Suifan, T., Oklah, K., Sweis, G., & Sweis, R. (2020). The impact of human resource management practices on organizational performance in construction companies in Jordan. *International Journal of Business Innovation and Research*, 1(1), 1. <https://doi.org/10.1504/ijbir.2020.10025591>

Abu Teir, R. A. S., & Zhang, R.-Q. (2016). The current Practices of Human Resource Management in Higher Education institutions in Palestine. *Journal of Human Resources Management and Labor Studies*, 4(1), 2333-6404. <https://doi.org/10.15640/jhrmls.v4n1a3>

Ali, J., Muhammad, A., Muhammad, A., & Atif ijaz, K. (2017). Flexible Human Resource Management And Firm Innovativeness: The Mediating Role of Innovative Work Behavior. *Journal of Human Resource Management*, 20(1), 31-41.

Allui, A., & Sahni, J. (2016). Strategic Human Resource Management in Higher Education Institutions: Empirical Evidence from Saudi. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2016.11.044>

Amir, A., Sajriawati, Wairara, S., Latief, R., & Ainani, A. F. (2019). Analysis of knowledge level of human resources on GMP (Good Manufacturing Practice) in processing and fisheries group in Makassar city. *IOP Conference Series: Earth and Environmental Science*. <https://doi.org/10.1088/1755-1315/343/1/012168>

Benny, C. J. (2005). Manajemen sumber daya manusia di perguruan tinggi [Human resource management in universities]. *Jurnal Administrasi Pendidikan*, 3(2).

Carefoot, N. F. (1990). Human Resources Development. *Water Supply*. <https://doi.org/10.35632/ajis.v4i2.2863>

Chen, C. J., & Huang, J. W. (2009). Strategic human resource practices and innovation performance - The mediating role of knowledge management capacity. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2007.11.016>

Corbin, A. S. dan J. (2013). *Basic of Qualitative Research: Grounded Theory and Techniques*, Terj. Muhammad Shodiq, Cetakan IV. Pustaka Pelajar.

Creswel, J. W. (2008). Re[1] J. W. Creswel, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, 2008. search Design: Qualitative, Quantitative, and Mixed Methods Approaches. In sage publications.

Ferris, G. R., Perrewé, P. L., Ranft, A. L., Zinko, R., Stoner, J. S., Brouer, R. L., & Laird, M. D. (2007). Human resources reputation and effectiveness. *Human Resource*

Management Review, 17(2), 117-130.

Gretchen, C. M. and R. B. (1984). *Designing Qualitative Research*. Sage Publications.

Gupta, A. K., & Singhal, A. (1993). Managing human resources for innovation and creativity. *Research-Technology Management*, 36(3), 41-48.

Halid, H., Yusoff, Y. M., & Somu, H. (2020). *The Relationship Between Digital Human Resource Management and Organizational Performance*. <https://doi.org/10.2991/aebmr.k.200514.022>

Harsasi, M., Muzammil, M., & Radeswandri. (2017). The effects of applying good human resources management practices on the organizational citizenship behaviour. *Review of Integrative Business & Economics Research*.

Hidir, A., Zunaidi, A., & Pattiasina, P. J. (2021). Understanding human resources management strategy in implementing good government practice: what research evidence say. *International Research Journal of Management, IT and Social Sciences*. <https://doi.org/10.21744/irjmis.v8n3.1658>

Khan, M. B., & Sheikh, N. N. (2012). Human resource development, motivation and Islam. *Journal of Management Development*. <https://doi.org/10.1108/02621711211281807>

Knox, B. J. (2018). The effect of cyberpower on institutional development in Norway. *Frontiers in Psychology*, 9(MAY), 1-13. <https://doi.org/10.3389/fpsyg.2018.00717>

Lina, M. A. (2018). Impact of Globalization on Human Resource Management. *Global Disclosure of Economics and Business*. <https://doi.org/10.18034/gdeb.v7i2.109>

Mak, J. Y. C. (2006). Human resources management. In *Professional Housing Management Practices in Hong Kong*. <https://doi.org/10.4324/9781315528175-29>

Mercer, J. (2010). Human Resource Management in Education. In *Human Resource Management in Education*. <https://doi.org/10.4324/9780203850817>

Mohanty, S., & Pradhan, B. B. (2019). Review on strategic human resource management. In *International Journal of Psychosocial Rehabilitation*. <https://doi.org/10.37200/IJPR/V23I6/PR190814>

Nugrahani, F. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa* [Qualitative Research Methods in Language Education Research]. Cakra Books.

Raco, J. R. (2010). *Metode Penelitian Kualitatif, Jenis, Karakteristik, dan Keunggulannya* [Qualitative Research Methods, Types, Characteristics, and Advantages]. PT Grasindo.

Saragih, R., & Prasetyo, A. P. (2020). Effective Human Resources Practice and Employee Engagement: The Mediating Roles of Organizational Support. *GATR Journal of Management and Marketing Review*. [https://doi.org/10.35609/jmmr.2020.5.1\(7\)](https://doi.org/10.35609/jmmr.2020.5.1(7))

Sitorus, M. (2011). *Metodologi Penelitian Pendidikan Islami* [Islamic Education Research Methodology]. IAIN Press.

Suradi, A. (2018). Analisis Format Ideal Transformasi Institut Menuju Universitas di PTKIN [Analysis of Ideal Format of Institute Transformation Towards University at PTKIN]. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 3(1), 1-14. [https://doi.org/10.25299/althariqah.2018.vol3\(1\).1205](https://doi.org/10.25299/althariqah.2018.vol3(1).1205)

Tikson, S. D. S. (2018). Human Resource Policies and Work Culture: A Case of

Starbucks. JBMI (*Jurnal Bisnis, Manajemen, Dan Informatika*).
<https://doi.org/10.26487/jbmi.v15i1.1773>

Ulrich, D. (1998). A new mandate for human resources. *Harvard Business Review*.

Yahya, S., & Goh, W. (2002). Managing human resources toward achieving knowledge management. *Journal of Knowledge Management*.

Yeung, A. K., & Berman, B. (1997). Adding value through human resources: Reorienting human resource measurement to drive business performance. *Human Resource Management: Published in Cooperation with the School of Business Administration, the University of Michigan and in Alliance with the Society of Human Resources Management*, 36(3), 321-335.

Zink, K. J. (2008). Human resources and organisational excellence. *Total Quality Management*, 19(7-8), 793-805.