



Organizational Perception on the Status Transfer of Islamic Higher Education

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Abstract

The government continues to improve to provide quality Islamic higher education services. One of the efforts made is to change the institutional status of the State Islamic Religious University (PTKIN) from the State Islamic Institute (IAIN) to the State Islamic University (UIN). With the change of status to UIN, it is hoped that PTKIN will be able to answer concerns related to the dichotomy of science, radicalism, intolerance, and terrorism. However, in changing the status of IAIN to UIN, there are negative issues, among others: the impression of being forced, the instantiation of policies, and the unpreparedness of Islamic universities to hold the status of universities. Therefore, the perception of the organization as one of the essential factors determining the success of the status change must get the attention of the policymakers. By looking further at the organization's perception, it will get a picture of the organization's readiness to face the transformation from IAIN to UIN. Through a descriptive approach and mix-methods, the researchers looked further at how the organization's perception of the status transfer from IAIN Purwokerto to UIN SAIZU Purwokerto. The study results indicate that the organization's perception shows a good or high category. Members of the organization have a sense of optimism and great hope that UIN SAIZU Purwokerto can develop institutionally and scientifically. On the other hand, increasing the quantity and quality of human resources and infrastructure is homework that Islamic universities must immediately complete, in this case, UIN SAIZU Purwokerto.

Keywords: *organizational perception; transfer of islamic higher education*

A. Introduction

As the state administrator, the government is obliged to provide excellent public services to the community. Successful performance of a public organization can also be said to be successful when the organization can carry out and fulfil all the needs and mandates of the community (Mamahit, et al., 2022). And of the many sectors

that are the duty and authority of the government, implementing education is one of the most critical fields. Talking about the implementation of education, in the current era of globalization, quality education has become a necessity for developing countries, including Indonesia. With quality education, it is hoped that it can create reliable Human Resources (HR) and compete with other countries, especially developed countries. Entering the current era of 4.0, we must be able to respond to global changes that are moving faster and faster. Quality human resources are the main requirement for a nation to compete and not be left behind, including the Indonesian nation. To create quality human resources, quality education is also needed. With comprehensive education and not being trapped in mere routine activities, it is hoped that it can produce a reliable, innovative, creative generation.

In Law no. 20 of 2003 concerning National Education System, Article 1 paragraph 1, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills that needed by himself, society, nation, and state. According to Ki Hajar Dewantara, the notion of education is the process of guiding all the natural forces that exist in children and students so that they, as humans and as members of society, can achieve the highest safety and happiness (Marwah, 2018).

Furthermore, in article 1 paragraph 2 in Law no. 20 of 2003 concerning the National Education System (Sisdiknas), what is meant by national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture and is responsive to the demands of changing times. Regarding the function of national education, it is still in the National Education System Law, which is the same in Article 3. It states that the function of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, has a noble character, be healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Based on the description above, it can be concluded that the essential purpose of education is to shape students' character. This, of course, covers all levels of education, from elementary and secondary to higher education. As stated in Law Number 12 of 2012 concerning Higher Education, one of the functions of higher education is to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life.

Therefore, to realize the true purpose of education, higher education institutions must be able to implement the integration and focus of their knowledge. Unfortunately, however, empirical facts that are happening now, especially in the world of higher education, many universities experience uncertainty and stuttering in determining their scientific focus. As stated by Professor Sulistyowati Irianto that several structural problems make it difficult for higher education institutions in Indonesia to develop, and it turns out that many universities stutter and are confused when asked to share their views on their position, direction, development goals, achievement strategies, and how they ensure the success of these efforts. As a result, universities do not recognize who they are and don't know where to go (Nugroho, 2019). Of course, this condition is very worrying because universities that play a role in creating change agents are alleged to have failed to find their identity.

Looking objectively at the implementation of higher education in Indonesia, especially Islamic religious higher education, it seems that some big Homeworks still need to be addressed. These problems include the existence of dualism in Islamic education policies related to efforts to integrate general and religious education. The existence of a dichotomy between religious knowledge and general science becomes a challenge for Islamic higher education, especially when it has the status of a university. In addition, Islamic higher education has not become the primary goal of Madrasah Aliah alumni, let alone Public High Schools. This is certainly ironic because a higher education with a strong religious basis should be the primary reference and goal for Madrasah Aliah alumni.

Islamic Religious College (PTKI) is an Islamic higher education institution that, under the Ministry of Religion of the Republic of Indonesia, seems to be experiencing a more difficult challenge in determining the focus of its knowledge, significantly when Islamic universities are transformed into universities. PTKI, which has the characteristics and core business of Islamic higher education, when it comes to opening a general study program, seems to experience uncertainty and confusion. In contrast, based on available data, the number of PTKI in Indonesia is enormous, namely 707 PTKI, consisting of 58 PTKIN (State Islamic Religious Colleges) and 649 PTKIS (Private Islamic Religious Colleges). This is undoubtedly a huge potential and must be utilized optimally so that PTKI can genuinely become a reference for Islamic studies at the national and international levels. Islamic higher education must also produce qualified scientists with strong and rigid characters, knowledgeable, intelligent, competent, and entrepreneurial spirits (Indra, 2016). PTKI is expected to be able to produce graduates who master science and technology (science and technology), expertise, and skills needed to achieve a decent and prosperous life in the world. And what is no less important is having a solid

provision of religious knowledge as a foundation in life, thus making him a person who always upholds ethics, morals, noble character, and good deeds. The balance between mastery of knowledge and cultivating faith and piety (Imtaq) is a necessity that cannot be negotiated (Yani, 2022).

On the other hand, PTKI also faces significant challenges with various issues that tend to corner Islam significantly, namely the issue of intolerance, radicalism, and terrorism. So PTKI must be able to play an active role in countering these issues and providing solutions as well as understanding to the world that the teachings of Islam are teachings full of grace and compassion. Academic clarification of the actual teachings of Islam will undoubtedly be very effective in providing a complete understanding to the academic world and society in general. Seeing such a reality, many people think about how Islamic higher education institutions can face a world that is increasingly modern and global, more open, rational, full of competition in a wider area, and always demands high quality that can survive. Modern society that is more objective and rational will no longer be able to be offered symbols or just labels without meaning following the demands of their lives. As a result, if Islamic higher education institutions do not provide something needed by the community, many people will leave them (Salahudin, 2014). As written by Afrilani et al. (2022) that currently, the world of education is growing, and the competition to become a preeminent educational institution is getting tougher.

Talking about the implementation of education, it cannot be separated from the organization's perception as the provider of education services because within the organization, there are individuals and groups. As humans, employees certainly have personal goals in addition to organizational goals that must be achieved so that integration is needed between organizational goals and personal goals owned by employees so that there is no overlapping (Sari, 2019). As living beings who the Creator of the five senses blesses, the individual human has a perception of everything around him. Therefore, in our daily activities, we will not be separated from perception. This also happens to administrators (bureaucrats) as public service providers. They cannot be separated from the perception of the public services they provide. Organizational perceptions greatly influence how each individual makes decisions in acting and behaving (Robbins, 2015). The transfer of status is a significant change in an Islamic college, from what was previously an institute to a university. Because by turning into a university, Islamic higher education institutions have greater responsibilities and broader opportunities to develop organizations both from a scientific and institutional perspective.

Acceptance and interpretation of the shift of a part of the organization from conditions that apply now to conditions that apply in the future will be processed in

such a way as to give meaning to individuals and shape attitudes and influence individual behaviour (Robbins, 2015). Each employee will have different views and assessments regarding the changes that will be made. The views and assessments of employees will bring up an attitude regarding the changes that occur, both positive and negative. The views and assessments of employees regarding change are essential to review because they will give birth to an attitude that significantly affects the change process (Setyawan, 2017). Positive perceptions include optimism, interest, hope, and organizational readiness. Meanwhile, negative perceptions include pessimism, indifference, neglect, and apathy towards organizational change. Therefore, the organization's perception is a decisive factor in the success of changing the status of IAIN to UIN.

However, it is miserable when changing status from IAIN to UIN is accompanied by unfavourable perceptions, including policies that tend to be forced because universities are not ready to turn Islamic universities into BLU. The process of status transfer is very instant. (carbitan) and so on. Therefore, it is also essential to look in depth at the actual perception of the organization in seeing the change or transfer of status from IAIN to UIN because the organization's perception is an essential factor that affects the organization's efforts to achieve its goals. In this paper, the researcher describes the organization's perception of changing the status of IAIN to UIN by taking a case study at UIN Prof. K.H. Sefuddin Zuhri Purwokerto.

B. Methods

This type of research is descriptive through a mix-methods approach with questionnaire and interview data collection techniques. This research is located at UIN SAIZU Purwokerto.

C. Organizational Perception on the Status Transfer of Islamic Higher Education

Perception comes from the Latin perception, from the precipice, which means to accept or take (Sobur, 2003). Furthermore, experts expressed different opinions regarding the notion of perception. Leavitt defines perception in a narrow sense as seeing how someone sees something, while in a broad sense, perception is defined as a view or understanding, namely how someone views or interprets something (Sobur, 2003). According to Desiderato, perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. So perception is giving meaning to sensory stimuli (Rachmat, 2003).

Furthermore, Syahputra and Putra (2020) argue that perception is the interpretation of all symbols or symptoms captured by the senses and then processed into the human neural control centre and produce changes in the individual. Perception is an impression

or response from the results of the process of absorption, understanding, and evaluation through the five senses and recorded in the brain for an event experienced (Setiawan, 2019). Perception can also be defined as how we organize and interpret stimulus patterns in the environment. Perception can also be interpreted as an experience of objects, events, or relationships obtained through inferring information and interpreting messages. Perception gives meaning to sensory stimuli (sensory stimuli). Meanwhile, according to Yuliana et al. (2020), perception is a person's response in the form of intuitive awareness of the object or objective events that occur around him.

Robbins and Judge define perception as the process by which individuals organize and interpret their sensory impressions of their environment (Robbins, 2015). According to Walgito, perception is a process that is preceded by the sensing process, which is the process of receiving a stimulus by the individual through the senses or the sensory process (Walgito, 2010). However, the process does not just stop. But the stimulus is continued, and the following process is a perception process. Therefore, the perception process cannot be separated from the sensing process, and the sensing process is a precursor to the perception process. The sensing process will take place at any time when the individual receives a stimulus through the senses, namely through the eyes as an instrument of sight, the ear as a hearing instrument, the nose as an instrument of smell, the tongue as a means of tasting, and the skin on the palms of the hand as a means of touch, all of which are sense organs used to receive stimuli from outside the individual. The sensed stimuli are then organized and interpreted so that individuals are aware of and understand what they sense, and this process is called perception.

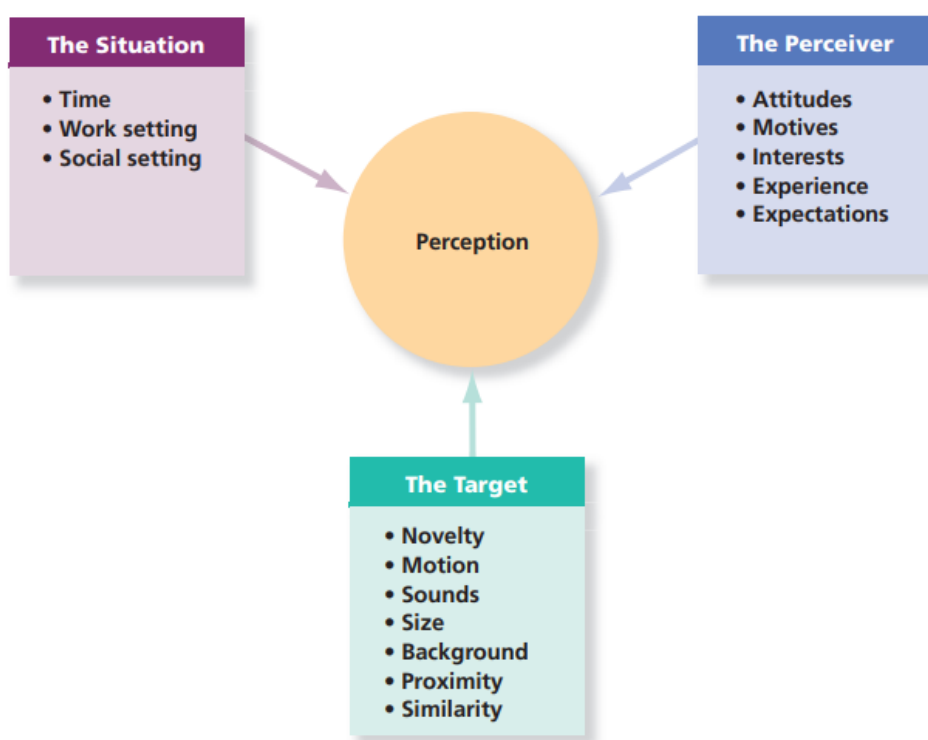
Perception is a process of giving meaning to a stimulus that is used by a person to interpret or understand the surrounding world by selecting and organizing inputs and interpreting them (Chairoel et al., 2020). From these various understandings, it can be concluded that the perception of status transfer at Islamic universities is the individual's way of viewing, interpreting, interpreting, concluding, and reacting to the transfer of status of Islamic universities obtained through the process of sensing, organizing, and interpreting objects or in this is the transfer of the status of the Islamic college.

Perception itself cannot be separated from the various factors that influence it. According to David Krech and Richard S. Krutch, perception is influenced by functional and structural factors (Rachmat, 2007). Functional factors come from needs, past experiences, and other things that are personal, such as the learning process, horizons, and knowledge, cultural background, education, all of which are coloured by personality values. Functional factors are commonly referred to as frames of reference. This frame of reference affects how people give meaning to the messages they receive or perceive.

Meanwhile, structural factors come from outside the individual, in this case, the stimulus and the environment. For the stimulus to be realized by the individual, the

stimulus must be strong enough because, at one time, the individual receives various stimuli. In other words, the stimulus is considered because it has prominent properties, including movement, the intensity of stimuli, novelty, and repetition (Rachmat, 2007). The environment behind the stimulus also affects perception, especially if the object of perception is a human. The same object but different social situations can produce different perceptions (Walgito, 2010). Therefore, objects of perception can be objects, situations, and humans. As stated by Heider (in Walgito, 2010), the object of perception in the form of objects is called the perception of things or non-social perception, while the object of perception in the form of humans is called social perception.

Robbins and Judge (2015), in their book entitled *Organizational Behavior* Edition 16, conclude that 3 important aspects influence perception, namely the perceiver factor, the situation factor, and the target factor.



Picture 1. Factors That Influence Perception (Robbins & Judge, 2015).

From the picture above, it can be seen that the perception of individuals and organizations is influenced by 3 important factors, namely the perceiver factor, the situation factor, and the target factor, where each factor consists of various decisive dimensions. Appraisal factors are determined by aspects of attitudes, motives, interests, experiences, and expectations. The target factor is determined by aspects of novelty, motion, sounds, size, background, proximity, and similarity. Meanwhile, situational factors are determined by aspects of time, work setting, and social setting.

1. Characteristics of the perceiver

The perception factor is the interpretation of an individual on an object he sees, which will be significantly influenced by his characteristics, including attitudes, motives, interests or interests, past experiences, and expectations. For example, unsatisfied needs or motives will stimulate individuals and strongly influence their perceptions. The economy is where people will perceive something, for example, in this case, the transfer of higher education status based on motives, interests, hopes, and other things that come from within themselves.

2. Characteristics of the perceived

The target is the innovation (novelty), motion, sound, size, and other attributes of the target that will shape the way a person perceives it. For example, different people can see an image from different points of view. In addition, adjacent objects will be perceived together as well. Examples are Human Resources (HR), infrastructure, innovation, and the success of college alumni can make someone perceive that the college is of high quality.

3. Situation Context

Situations shaped by the dimensions of time, work background, and social background also affect individual perceptions. For example, an Islamic university may be considered the most qualified compared to other Islamic universities, but not necessarily when compared to universities in general or in general, both those with religious and general labels. Or related to the time momentum considered appropriate or not correct for a university to make changes.

Suppose the individual sees the target and tries to interpret what he sees. In that case, the interpretation is strongly influenced by the individual's characteristics, such as attitudes, personality, motives, interests, past experiences, and expectations. Vice versa, the characteristics of the observed target also affect how the individual feels. In addition, the context or situation is also essential and decisive in determining perceptions.

The transfer of PTKIN status from IAIN to UIN also cannot be separated from the organizational perception factor. Organizational perception can describe how the organization views and assesses itself, whether it has the ability and readiness to transfer status, whether the organization is appropriate for status transfer, and others. Furthermore, perception influences individual and organizational decision-making (Robbins, 2015). Therefore, it is essential to know how the organization's perception of the change in the status of Islamic universities from IAIN (State Islamic Religion Institute) to UIN (State Islamic University) so that policymakers can respond to these perceptions quickly and precisely so that they can be appropriately managed to support the achievement of organizational goals. Each member can address these changes differently depending on

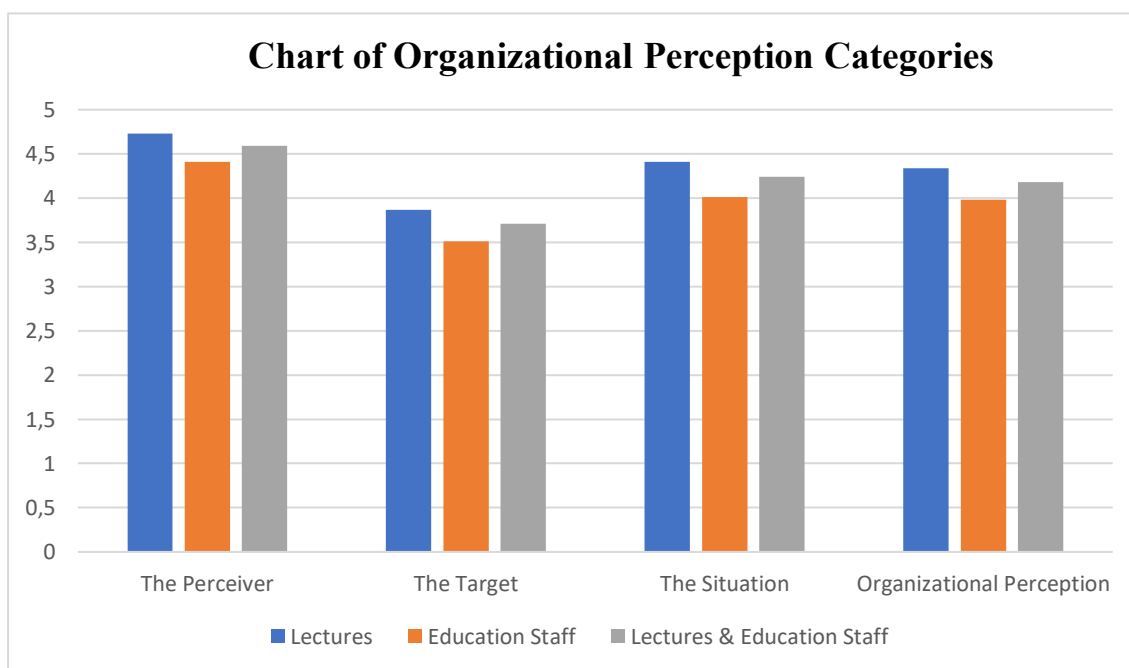
each member's perception of the benefits of the change for their interests (Suhendar, 2021)

D. Research Result and Discussion

Organizational perception is the process of individual members of the organization organizing and interpreting their sensory impressions on the transfer of status from IAIN Purwokerto to UIN, which assessors, targets, and situations influence. Therefore, to see how the organization's perception on the transfer of status from IAIN to UIN can be seen through three indicators: assessor, target, and situation. Based on the questionnaire data obtained from 175 respondents consisting of 100 lecturers and 75 education staff, it can be seen that the perception variable is as follows:

Table 1. Categories of Organizational Perception Variables

| Indicator/ Variable | Lecturers | | Education Staff | | Lectures & Ed. Staff | |
|----------------------------------|---------------|------------------|-----------------|-------------|-------------------------|-------------|
| | Average Score | Categories | Average Score | Categories | Average Score | Categories |
| The Perceiver | 4.73 | Very High | 4.41 | Very High | 4.59 | Very High |
| The Target | 3.87 | High | 3.51 | High | 3.71 | High |
| The Situation | 4.41 | Very High | 4.01 | High | 4.24 | High |
| Organizational Perception | 4.34 | Very High | 3.98 | High | 4.18 | High |



Picture 2. Chart of Organizational Perception Categories

Based on Table 1. and Picture 2. above, it is known that the perception of the organization on the transfer of the status of IAIN Purwokerto to UIN is as follows:

1. Judging from the indicators of the influence of assessors, namely perceptions based on attitudes, motives, interests, experiences, and expectations of members of the organization for the transfer of status from IAIN Purwokerto to UIN Purwokerto, it shows a very high or excellent category. Likewise, let's look separately at the lecturers' and the education staff's perceptions. Each shows a very high category even though the score is slightly higher by the lecturers. This illustrates that members of the organization are very optimistic and hope that IAIN Purwokerto will be successful in changing its status to UIN SAIZU Purwokerto. This condition is reflected in several positive impressions conveyed by respondents who feel optimistic and hope that UIN SAIZU Purwokerto will be more advanced and useful for the wider community after changing its status to a university. These impressions and suggestions include the following: "Working more professionally because the transfer of status has the consequence of greater responsibility; Success and unity are always for the advancement of UIN SAIZU Purwokerto; Always enthusiastic and always contributing well to the institution for the progress of UIN SAIZU; Hopefully, UIN SAIZU will be able to become a global university with the support of reliable and professional human resources." As employees who work in the field of education, members of the organization realize that providing excellent educational services to the community is something that must be realized. One of the efforts to realize quality Islamic higher education services, among others, is through scientific integration. So it is hoped that graduates from UIN SAIZU Purwokerto will have sufficient scientific knowledge that can answer the needs of an era that continues to change.
2. Judging from the indicator of the influence of the target factor, namely perceptions based on innovation (newness), movement, infrastructure, and other attributes at IAIN Purwokerto, it shows a high or good category. There seems to be no significant difference between the perceptions of lecturers and education staff as seen from the indicators of the influence of the target factors, both of which show a high category. This indicates that the perception of members of the organization based on the readiness of infrastructure (buildings), human resources, and other supporting factors, IAIN Purwokerto, is considered appropriate or appropriate to change the status to UIN SAIZU Purwokerto. The perception of the target factor indicator not showing a very high or excellent category is very much following the empirical facts where UIN SAIZU Purwokerto still needs to add and improve infrastructure (buildings) and human resources. Based on data in the field, it is known that UIN SAIZU Purwokerto

has an area of 30 hectares, but of the 30 hectares currently, UIN SAIZU only occupies an area of 6 hectares, of which about 90% have built buildings from 2 to 5 floors. This is because the other 24 hectares of land are spread over several locations far apart, even in different districts, and are still vacant land. Then seen from the data, the number of human resources is 200 lecturers and 149 education staff. This number is certainly not proportional to the number of students, namely as many as 11,483 students covering the S1, S2, and S3 levels. Where when referring to the provisions of BAN-PT that the ratio of lecturers to students is at most 1: 60 for S1 and Diploma; 1: 20 for academic masters; 1: 30 for applied S2, and 1: 10 for S3. Regarding the importance of increasing the quantity and quality of human resources, the leadership is well aware of it. It has become one of the main agenda priorities in welcoming the transfer of status to UIN. The importance of increasing human resources was also conveyed by several respondents through the criticism and suggestions column, among others: "Increasing the number of new human resources in each unit and increasing the capacity of old human resources; Hopefully, the transfer of UIN status will also be balanced with improving the quality of human resources so that they can synergize together; Addition of employees, lecturers and lecture buildings.

3. Judging from the indicator of the influence of situational factors, namely perceptions based on time conditions and social background, the categories are high or good. This condition shows that members of the organization consider that, for now, with the support of the central government and seeing the enthusiasm of the community, it is the right moment for IAN Purwokerto to change its status to UIN SAIZU Purwokerto. Because when you see the public's enthusiasm for UIN SAIZU Purwokerto, which continues to experience a significant increase, currently, UIN SAIZU Purwokerto is indeed very worthy to bear the status of UIN but returns to the factor of infrastructure readiness and human resources, which are still mediocre, so members of the organization also give an excellent perception not very good. This assessment indeed cannot be separated from the readiness of infrastructure and human resources, which also do not indicate a very high or excellent category but are limited to high or good. It becomes interesting when we look further between the perceptions of lecturers and the perceptions of education staff from aspects or indicators of the influence of situational factors, where there is a difference in the degree of perception, namely, the perception of lecturers shows a very high category during the perception of higher education personnel.

From the overall indicators of perception variables, it can be concluded that the organizational perception of UIN SAIZU Purwokerto is in the high or good category. This shows that the organisation's perception of changing its status to UIN is high.

However, there are indicators that require further attention to be an improvement because it has the lowest score, which is related to the readiness of infrastructure, buildings, human resources, and other supporting facilities. Organizational perception is one of the essential assets in an organization that is changing. As written by Williams & Levi (2015) that organizational perception is a correlation that recognizes the possibility of changing settings for a decision that individuals will take after interpreting an organization by comparing threats and risks that will occur.

Furthermore, it becomes interesting when we compare the perceptions of lecturers and education staff on organizational change, such as the transfer of status from IAIN to UIN. Based on Table 1. above, it is known that there are differences between the perceptions of lecturers and education staff, both seen from each indicator and as a whole. Judging from the perception indicator, it appears that the indicator of the influence of situational factors shows a different category, namely the perception of lecturers is very high during the perception of higher education personnel. Likewise, the perceptions of all indicators show different results, namely the perception of lecturers is very high, during the perception of higher education personnel. Although the score difference is not too far, it shows a difference in the perception of lecturers and education staff on the status transfer from IAIN to UIN, especially on the indicator of the influence of situational factors. This is natural because the duties and functions of lecturers and education staff are also different. Lecturers who see more opportunities for scientific development when transforming into UIN will certainly perceive that now is the right time for IAIN Purwokerto to turn into UIN. Meanwhile, education staff who focus more on administrative tasks with consideration of limited human resources and infrastructure will perceive differently from lecturers, especially since it has only been 5 years since the university has changed from STAIN to IAIN. Differences in perceptions between lecturers and education staff are very reasonable because perceptions are strongly influenced by various factors, including one's interests and ability to adapt to these changes. For those who have the ability to adapt to change, it will give a positive perception. On the contrary, for those who are not able to adapt to change, it will give a negative perception (Purnama, 2020).

However, despite the differences in perceptions between lecturers and education staff, there is an interesting fact that the organization is introspective. Optimism but still being aware of the organization's shortcomings, namely limited infrastructure and human resources, is a big asset for UIN SAIZU Purwokerto. Because of this optimism, the organization will be more innovative and dare to make significant breakthroughs in order to fix these shortcomings. This is evidenced by the rapid progress of infrastructure (building) development, where in 2022, UIN SAIZU Purwokerto began construction of the Campus II building in Kab. Purbalingga, through the SBSN scheme of Rp. 148 M. In

terms of improving the quality of human resources, currently, UIN SAIZU Purwokerto already has 7 professors. Previously, in 2019 there were only 2 people. This achievement certainly gives the organization a sense of optimism that, in terms of quality, it is indeed worthy of the title of a university.

It is very important for an organization to equalize and improve the quality of perceptions of organizational members so that organizational goals can be achieved. Lima and Cabarro (2015), in their paper, highlight the contribution of perception to responsible decision-making. Perception is considered an important tool for organizational decision-making. So the perception of the transfer of status to UIN is very important for the organization's decision to make organizational changes, namely the transfer of status itself, which includes changes in systems, rules, structures, management, and institutions.

As for the organization's perception of the transfer of status from IAIN Purwokerto to UIN, it can be formulated into several things:

1. From the infrastructure aspect, it is considered very feasible because currently, UIN SAIZU Purwokerto has 30 ha of land, and in 2022, the construction of the Campus II building has begun with a budget of 148 billion through the SBSN scheme.
2. From the aspect of human resources, it is considered that they are still very limited both in terms of quantity and number. However, over time this deficiency can be answered by improving the quality of human resources, especially lecturers, with the birth of new professors so that currently, UIN SAIZU Purwokerto has 7 professors.
3. From the student aspect, from year to year, public interest in UIN SAIZU continues to increase, especially after changing to UIN.

A university that wants to improve its institutional status certainly has goals and ideals to be achieved. However, it is very unfortunate when these goals and ideals are only pragmatic and momentary, which in the end fulfils the standards of status transfer that are determined as mere formalities (Aminuddin, 2019). PTKIN, as an Islamic educational institution that is open and continues to develop according to the demands of the times, of course, cannot avoid changes to its institutional status. The change in the status transfer is, of course, intended to make PTKIN more professional and qualified. The transformation is not just a change in status but a change that is aligned with scientific developments and other supporting administrative systems (Suryani & Wijayanti, 2021).

When a PTKIN transforms from IAIN (State Islamic Institute) to UIN (State Islamic University), where apart from opening Islamic study programs, it also opens general study programs. Of course, PTKIN, in this case, UIN, must be able to expand its market share reach. Do not let the university labelled as Islamic Religion limit the input that comes into

only Muslims who are interested in Islamic scholarship. UIN must be able to eliminate the dichotomy (separation) between religious science and general science, which is an imperialist heritage. This scientific dichotomy, apart from being inconsistent with the era of reform and globalization, will also undermine the mentality of Muslims. Moreover, the dichotomous approach is not in line with the spirit of the Qur'an, which does not recognize the separation between worldly affairs and the hereafter (Hasbullah, 1996).

The transformation of the State Islamic Institute (IAIN) into a State Islamic University (UIN) must be understood as a strategic step to improve the quality of the education it provides (Adnani, 2019). The goal of changing the organization from IAIN to UIN is impossible to achieve without the support of strong human resources. Because an effective and efficient organization will be able to develop the quality of human resources continuously and ensure that their potential and competencies can contribute and be used to realize organizational goals (Darmawan & Mardikaningsih, 2021), organizational human resources must be considered, maintained, and developed which will have an impact on the organization's success in realizing the vision formulated through employee involvement (Hayati, 2020). An organization must quickly respond to all forms of developments that occur, especially in the increasingly fierce competition, so that the organization can survive. To realize this, quality human resources are needed (Suta & Ardana, 2019).

E. Conclusion

The change in the institutional status of a State Islamic Religious Higher Education (PTKIN) is a must that must be done in order to improve the quality of education itself. With the transfer of status from IAIN to UIN, it is hoped that Islamic universities will have wider opportunities and space to develop science and realize scientific integration. In an organization consisting of individuals and groups, it is undeniable that dynamics will occur when experiencing changes. Equalization of perceptions on the transfer of status from IAIN to UIN is something important because the perception of the organization greatly determines the achievement of organizational goals. The findings of this study indicate that the organization's perception of changing the status of IAIN to UIN shows a good or high category. This has become an asset for the organization, in this case, UIN SAIZU Purwokerto, to successfully transfer its status to UIN. However, there is still some major homework that must be addressed immediately, namely, related to the readiness of human resources and infrastructure. But with a sense of optimism and high hopes that the organization has, it can certainly be fulfilled.

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