



SWOT Analysis On Wider Mandate Of Institution : Islamic Psychology Department To Faculty Of Psychology

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Abstract : This study aims to examine the feasibility of changing the status of the Islamic Psychology Study Program to the Faculty of Psychology using a SWOT (Strength, Weakness, Opportunity, Threath) analysis. This study uses a SWOT analysis approach by calculating the weights, ratings and scores of the respondents' assessment questionnaire results, the SWOT analysis is strengthened by the findings of correlation analysis. The research based on quantitative research, with 367 pepole as population. But only 166 people as sampel of the research. The data collected with psychological scale, observation and interview. Based on the results of the study, Islamic Psychology Study Program is considered feasible to switch status to Faculty of Psychology because Islamic Psychology Study Program is in a position. quadrant two, which means that the Islamic Psychology Study Program is in excellent condition, but it is possible to face several external factors that have the potential to be a threat to the Islamic Psychology Study Program. The strategy that can be applied by the Islamic Psychology Study Program in order to remain in a prime condition is to apply a diversification strategy. The Islamic Psychology Study Program must be able to utilize its strengths to overcome threats.

Keywords: Strength, Weakness, Opportunity, Threath (SWOT), Desevication strategy, Wider Mandate.

INTRODUCTION

This research is a policy research in which the Islamic Psychology Study Program has long been involved in the Faculty of Ushuluddin and Religious Studies, even for more than ten years. Various efforts have been made to realize this wish, but this has not been realized. Therefore, the Islamic Psychology Study Program wants to photograph its existence as an institution that has tried to improve itself in order to

prepare itself for change or transfer of status. This is shown through the misalignment of policies from the Ministry of Religious Affairs and the Ministry of Education and Culture as well as Research and Technology on the nomenclature of Islamic psychology as a scientific discipline in the country that has been established for a long time. On the one hand, the Ministry of Religious Affairs recognizes the existence of Islamic Psychology as a supporting field in the development of Islamic sciences. However, at the same time the Ministry of Education and Culture and Research and Higher Education only recognized psychology as a scientific disciplinary that existed as which has existed so far in public universities. This is where the upheaval that still continues to rage in assessing the tangled threads of the transfer of the status of the Islamic Psychology study program to the Faculty of Psychology. (5) The number of alumni who feel disadvantaged after they graduate from the Islamic Psychology Study Program, because the diploma they have is not recognized as equivalent to a bachelor of Psychology from a public college, because the wider community, especially ¹²*stakeholders*, do not understand the existence of the Islamic psychology study program as a discipline that is the same or equivalent to the Psychology department in public universities (PTU).

In the previous study conducted by Reza Fahmi and Prima Aswirna (2016) on "A Descriptive Study on the Transfer of the Status of the State Islamic Institute (Iain) to the State Islamic University (Uin) Imam Bonjol Padang". Where this research began

¹ Various facts and data that support the part of the study that will be carried out include; (1) As the number of students increases, there are more and more lecturers who have religious backgrounds in the field of psychology. (2) There has been an increasing number of lecturers with doctoral qualifications in the Islamic Psychology Study Program, which is indicated by the increasing number. Until now, there have been 9 doctors (from 20 lecturers in the Islamic Psychology Study Program who add to the good academic performance of the Islamic Psychology Study Program. (3) The limited number of available labor is a separate problem, which colors the dynamics of the existence of the Islamic psychology study program. (4) There are separate challenges from various parties that encourage the Islamic psychology study program to be able to stand as a separate faculty, this is evidenced by the construction of a building on the new campus of the Imam bonjol Padang state Islamic University on the Bangek River. (4) Bureaucratic constraints at the policy level that still haunt the realization of the transfer of the status of the Islamic Psychology Study Program to the Faculty of Psychology.

² Policy studies have evolved the term path dependency to illustrate how historical choices create paths that constrain (although do not necessarily determine) future options. This is sometimes allied with the concept of the new institutionalism, which is actually just a way of emphasizing that agency, ideas, and ideologies are only part of the picture. For example, policy debates vary from country to country – say, in terms of how to reform health services or with regard to the best type of health-care systems – for reasons that do not involve only the cultural relativism of ideas. There are relatively universal typologies of health-care systems, analyzed along dimensions such as how universal coverage is, how comprehensive services are, and how payment is made. Yet these debates are handled very differently, with different results, in domestic policy communities in different countries, even when these countries might seem fairly similar in global terms (e.g., France, Germany, Switzerland, Sweden, and the countries of the UK). Political institutions and their normal functioning constrain and direct policy (Paton, 1990).. The field of policy studies also analyzes how different policy communities and networks (both insider and outsider) influence policy. Even in an era of globalization and (in particular) global capitalism, "global policy debates arrive at local conclusions." This observation was made by political scientist Hugh Hedo in commenting on a book by Scott Greer (2004), which explores how – even within the United Kingdom – territorial politics and local policy advocacy after devolution have produced diversity within the UK's National Health Services. This is such that one can now talk about four distinctive NHSs (England, Scotland, Wales, and Northern Ireland).

with the existence of IAIN Imam Bonjol Padang who wanted to "metamorphose" into UIN Imam Bonjol Padang. This research uses a quantitative approach. Data collection using the method of questionnaires and interviews. The results of the study found a relationship between strengths - weaknesses and opportunities - challenges. Opportunities need to be expanded through policies that support status transfer. Weaknesses need to be addressed wisely to avoid conflicts. Opportunities need to be increased through various intra-sectoral cooperation with the Ministry of Religious Affairs, extra-sectoral cooperation with local governments and donor agencies. Challenges need to be turned into triggers or motivations to move this institution forward. In this approach of institutional status transfer then, institutional change is a centralized and collective choice of process in which rules are explicitly determined by collective political entities, such as: as a community or state, and individuals and organizations are engaged in collective action, conflict and bargaining. Libecap (1989) analyzes the sources of property rights' governing and considers rule-changing activities as contracts: games are governed by higher-level political rules, and these higher-level rules, along with actors' activities and perceptions, can shape the direction of institutional change from lower-level rules (proprietary rights). Libecap (1989, p.16) argues that shifts in exogenous parameters are a major factor of institutional change. If a shift in parameters can lead to a change in the rules of property rights, it depends on the distribution of benefits. Libecap (1989) also claims that institutional change is a path-dependent Process': institutions may be a function of current technology, but also previous institutions and technologies.

Ostrom (2005) recognizes both exogenous causes of institutional change (e.g., technological change) and endogenous causes (e.g., depletion of overtime resources). Ostrom (2005) also distinguishes between operational rules, which govern daily interactions, collective choice rules' (rules for choosing operational rules), and 'constitutional rules' (rules for choosing collective choices) rules), while 'meta-constitutional rules' are for choosing constitutional rules (e.g., 'rules' used for civil war). The institutional process of change is: each individual calculates the costs and benefits expected of institutional change, and if a 'minimum coalition' is needed to make changes agreeing to it, institutional change may occur. The minimum coalition' is determined by higher-level rules, as in a democracy, a majority will form a winning coalition. Ostrom (2005) argues that if the beneficiaries of institutional change cannot commit to compensating for the loser, a strong group may be able to block favorable change or impose inefficient change. Further The barrier to efficient institutional change is the limited rationality of the players: some or all players may have erroneous beliefs about the possible effects of proposed institutional changes. Therefore, in this approach by Libecap (1989) and by Ostrom (2005), institutional

change depends on higher-level rules and how decision makers perceive the possible effects of rule changes. In this study, Alston (1996, pp.26-7) elaborates that: Institutional change can be thought of as a result of the forces of supply and demand in a society. We can think of requesters as constituents and suppliers as governments. Institutional changes result from the bargaining actions of the requesters and suppliers.

Departing from all the facts above, the *out put* that the research team from the Islamic Psychology study program wants to examine the problem of policy analysis of the transfer of the status of the Islamic Psychology Study Program to the Faculty of Psychology based on the SWOT analysis approach (Strength, Weakness, Opportunity and Threatening). Where the SWOT method becomes the blade of analysis in understanding and educating the existing problems comprehensively.

In general, the usefulness of a SWOT analysis (Strength, Weakness, Opportunity, Threat) is to identify strengths, weaknesses, opportunities, and threats in an organization. So that it will be illustrated what advantages the organization has. Conditions that make the organization better than other organizations. What uniqueness does the organization have. Various issues that can provide opportunities to develop the organization. Furthermore, observe and examine the advantages possessed by the organization. Next problem that wants to be examined in this study is: Is the Islamic Psychology Study Program worthy to change its status to the Faculty of Psychology, based on policies with a SWOT analysis approach (Strength, weakness, opportunity and threat)?

The indignity about the transfer of the status of the Islamic Psychology Study Program to the Faculty of Psychology, Imam state Islamic University in Padang, lies in the appropriate policy pattern for the transfer of the status of the Islamic Psychology Study Program, whether it needs to be done *top-down*. This means compiling a committee in advance involving *stakeholders* (Islamic Psychology Study Program, Quality Assurance Institute of State Islamic University and Rectorate) to synergize to design a proposal for the establishment of the Faculty of Psychology first.

Then the second possibility, is the *pattern of bottom-up* policies in which the Islamic Psychology Study Program designs proposals for the establishment of the Faculty of Psychology. Then, give the proposal to the Dean of the Faculty of Ushuluddin and Religious Studies (FUSA) to be forwarded to the leadership at the Rectorate level. The patterns of policy that will be implemented are still being debated at the leadership level. So he still needs to conduct an in-depth study on the issue, where

the proposal is expected to be accepted by the two ministries that will overshadow the existence of the Faculty of Psychology.³

The theoretical framework for this research is based on two main sources: (a) organizational theory and culture in higher education and, (b) the theory underlying the philosophy and practice of organizational development. Perhaps it is not surprising that many theories in OD (Organization Development) have not been applied in the world of post-secondary education. Post-secondary institutions have been protected from some of the external environmental pressures businesses face, but are also subject to their own unique pressures, both external and internal. But the external environment can no longer be ignored due to several critical trends in higher education, including changes in their key markets (businesses and other institutions that employ their graduates) and technological changes that have fostered a new way of thinking about design. and the delivery of learning services. In addition to external environmental differences, colleges and universities use more consensual governance models involving faculty, administrators, guardians, and (sometimes) students, their parents, and the communities served by the university. OD must take into account the fundamental differences between post-secondary institutions and other types of institutions when considering the challenges of initiating planned changes at universities.⁴

³ Considering that at the level of central government policies, the Faculty of Psychology is under the Ministry of Cultural Education and Research and Technology (Kemenristekdikti). Meanwhile, structurally, its existence at the Imam Bonjol Padang State Islamic University which is under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia. The objectives of this study include: (1) The research aims to be a guide to understanding general and specific problems related to the transfer of the status of the Islamic Psychology Study Program to the Faculty of Psychology. (2) Obtain an overview of the strengths that can be optimized to realize the transfer of the status of the Islamic psychology study program to the Faculty of psychology. (3) Obtain an overview of the weaknesses that still hinder the process of transferring the status of the Islamic Psychology Study Program to the Faculty of Psychology. (4) Obtain an overview of opportunities that can be used as a carrying capacity for the process of transferring the status of the Islamic Psychology study program to the Faculty of Psychology. (5) Threats that have the potential to hinder the implementation of the transfer of the status of the Islamic psychology study program to the Faculty of Psychology

⁴ The dynamics of current and future changes in higher education are undoubtedly related to the organization of the academy (Duderstadt & Womack, 2003) and the organizational culture in higher education (Tierney, 1988). Organizational culture is widely seen as an important component that determines the type, extent, and success of changes in an organization. Organizational culture in higher education has its own uniqueness, its distinctive features are compared with the hierarchy, command and control peculiar to for-profit enterprises. In addition, different types of higher education institutions (two-year vs. four-year institutions, research universities vs. liberal arts colleges, and so on) embody their own cultural nuances, such as variations in corporate culture across industries, geographies, and sizes. Regardless of the dimensions of the changes studied or the type of college being studied, the dynamics of the phenomenon of change itself will be influenced by organizational culture. Chein (1985) asserts that culture includes basic assumptions, values, and norms. Culture is seen as a multi-level concept that includes individual, group/process, and organizational/structural level components. "Culture is essential for guiding behavior and making choices about organizational design" (Rothwell, Sullivan & McLean, 1995, p. 208). Culture can influence changes in higher education in many ways. Addressing the need for institutional change in higher education, Welsh and Metcalf (2003) examined the gulf between higher education faculties and administrators in their studies of changes relating to institutional effectiveness activities (e.g., assessment and evaluation needs programs). Faculty support for institutional effectiveness activities is

Organizational development (OD) seems to have originated around 1957 as an attempt to apply some of the values and principles of learning from laboratory training to total organization (France, 1969). The theoretical roots of organizational development are based on the training of human relations (Bennis, 1963), action research (Lewin, 1951; Kolb, 1960), participatory management (Likert, 1967), and strategic change (Jelinek & Litterer, 1988). The dominant influence on PO philosophies and methods as currently practiced is action research (Cummings & Worley, 2001; Rothwell, Sullivan, & McLean 1995). We adopt action research as a central element of our theoretical framework along with a comprehensive system model that combines several levels (organizations, working groups and individuals) and shows how organizations interact with their external environment. Action research and systems models, the Burke-Litwin model (Burke, 2002), are used to guide our understanding of how PO can be used as an approach to planned change in higher education. Action Research. Action research is based on the assumption that members of the organization itself must be actively involved in the process of change (Kolb, 1960). Action research is based on an iterative cycle of problem identification, clarification, data collection/analysis, and action planning for systemic change (France, 1969).

Change occurs when new data is collected and used to guide further changes, thus ensuring that actions are based on research. In the process, the organization develops its ability to identify and solve its own problems. In action research, the process of change itself is a "result". The organization is evolving because it improves its ability for change management. The action research model (ARM) is an eight-phase process of entry, initiation, assessment, action planning, intervention, evaluation, adoption, and separation. There are several versions of ARM—all variations on the core theme. Those responsible for change are all those involved and/or affected by the change (ideally, the entire system). "Sitting on the sidelines" is not recommended in action research. Collaboration for change occurs among

likely to be enhanced by ensuring that faculty feel that they are personally involved in it. In addition, faculty support is strengthened if the definition of quality prevailing in the institution is based on results not on resource inputs. The authors argue that administrators are more likely to interact with external stakeholders and more likely to be aware of and accept external aspirations for higher education. They state, "Contrary to the faculty, administrators believe that the institutions they serve revolve around the core of external forces that greatly affect the continuity of the vitality of the institution" (p. 447). Faculty tend to believe in academic culture more than administration. They remain committed to their educational discipline and mission. At the academic program level, faculty members often resist attempts to promote a systems approach that requires the program to assess results in the light of explicit objectives. For example, Wergin (1999) reports that although the department has recently carried out more evaluation activities, the cumulative effect of the evaluation does not generate constructive changes in the planning practices of the department, nor does it generate a stronger culture of collective responsibility. In addition, research shows that faculty are not used to thinking about curriculum changes as program-level activities and often go back to describing their own course planning when asked to discuss planning and change at the academic program level (Stark, Lowther, Sharp, & Arnold, 1997). Thus, the dynamics of changes in higher education today and in the future are undoubtedly related to institutional culture.

members of the organization, facilitated by (a) agents of change, which may be internal to the system, external, or both (Beer, 1980).

Brke-Litwin Organizational Development Model. As Birnbaum (2000) notes, higher education serves as a system, although it does so in a different way from business and other types of organizations. A framework that can be adapted to understand POs in post-secondary institutions is the Burke-Litwin model (Burke, 2002) because it is a comprehensive system model that combines several levels (organizations, working groups, and individuals) and shows how organizations interact with their external environment. Changes in the external environment provoke changes. Changes are guided by work on transformational and transactional variables. Transformation variables—mission and strategy, leadership, culture—drive fundamental change, but cannot be effective without appropriate work on transactional variables—structure, management practices, and systems. Both variable levels affect the climate of the work unit, which in turn affects the motivation of the individual which is also influenced by the requirements of the individual's tasks and skills, abilities, needs and values. Individual and organizational performance is driven by work with variables in the model through feedback between the internal and external environment.

PO initiatives in higher education should consider the diverse constituents that influence its mission and culture. However post-secondary institutions are usually not structured in such a way that it makes it easier for any of the key players, let alone OD consultants, to easily influence and work with all critical constituents. OD change agents may also find themselves operating at the transactional level, not at the transformational level. Entry levels may make it difficult to reach constituents that can affect transformational variables. Even when fully adopted by private sector organizations, OD is a challenging and laborious endeavor. Unlike private sector organizations, universities have a broad educational and research-oriented mission that gives them different goals from private companies. The OD must take into account the fundamental differences between higher education and other types of institutions when considering the challenges of initiating planned changes in university settings.

The dynamics of time have required the State Islamic Religious College (PTKIN) to meet the demands of community development and respond to the development of the world of education as a whole, so that the transfer of status is a historical flow which is a necessity. Based on the Presidential Regulation (Perpres) of the Republic of Indonesia Number 71 of 2016 STAIN Jurai Siwo Metro changed its status to IAIN Metro. The transfer of status began at the starting point, namely the Lampung Islamic Welfare Foundation (1961), IAIN Raden Fatah Palembang (1964), the

Lampung Islamic College Foundation (1965), IAIN Raden Intan Lampung Metro (1966), STAIN Jurai Siwo Metro (1997), and IAIN Metro (2016). The last status switch is not the climax point. But the starting point goes to the State Islamic University (UIN).

The study by Muhammad Rais (2017) describes the capacity and performance achievements of UIN Alauddin makasar regarding post-status. This study uses qualitative methods, data sources obtained through *indepth interviews* (in-depth interviews) are the main data collection methods in the increasingly carried out, direct observation and documentation studies are used to improve the studies carried out. The results of this study found that, the capacity and performance of the Alauddin Makasar State Islamic University (UIN) have increased, which is classified as good from the interest and expectations of the community. In addition, the improving governance of institutional organizations, power, increasingly competitive infrastructure, increasingly proportional financing, learning, cooperation, and service to the community. However, there are still a number of weaknesses and challenges, for example, the institutional transformation process has not run as it should in terms of scientific integration and interconnection, there is still limited publication of research results through national and international journals.

Ismal's study (2014) found that substantially the transfer of the status of universities must be followed by three main things. First, changing the paradigm of teaching to research. This concept requires that the field of research should be the main activity for the entire academic community. This concept will foster the spirit of research for lecturers and students, hone research skills, and be supported by adequate funds. Then, from the results of the research, it should be disseminated in community service activities.

Second, in line with the strengthening of research, the learning paradigm must be changed from the concept of seeking knowledge to the creation and development of science. So far, the learning process still applies the transfer of knowledge function, not the creation of knowledge. This concept is time to change. If the purpose of college is to gain and accumulate knowledge, students in the digital era do not need to be in college. With internet facilities, students can find information and knowledge anywhere. Learning must be based on research oriented towards the creation and development of science. Students must be equipped with stronger scientific logic as a basic concept of how to think, both deductive and inductive logic or a way of thinking that emphasizes problem-solving procedures.

Third, the meaning and vision of lecturers must be broader, lecturers must be interpreted as facilitators and colleagues in research. Lecturers are not as learning centers, but students. This concept places that lecturers and students are equal as

realized beings who have high intellectual potential, and are equally thirsty for knowledge. An educational orientation that focuses on congenital intelligence will not be able to meet the essential needs of education. Education should be able to develop science that is imprinted in positive behavior. The final form of education is to form a humanist character of education. Humanist values are the guardians of self-harmony in the midst of society. With a strong and integrated research base, PTKIN must start innovations in the development of science with a special character, namely scientific development in the fields of science, and socio-religious. These three points should be the starting point to start substantively transferring the status of PTKIN. In order to realize this, it is time for PTKIN to design the future through fundamental tools such as redesigning strategic plans, compiling a PTKIN quality assurance system so that everything becomes planned, standardized and can be measured progress. Then no less important is that each component must re-read the body and its respective strategic content, even if necessary, it must carry out paradigmatic reformulation in the management of PTKIN. PTKIN as a top-level home intellectual must be managed with full awareness by prioritizing the renewal of determination and synergy of the academic community to reorganize PTKIN's orientation by strategizing, behaving, and acting for mutual progress. Managing PTKIN is not only achieved in the usual way but requires a significant quantum leap and synergy. Leaps rationally, contextually, brave with all risks, careful and fast in utilizing the achievements of scientific development.

However, the study of status transfer is not only oriented towards changing IAIN to UIN alone, but is also possible from a Study Program to a faculty. Considering that the Islamic Psychology Study Program has been established since 2001 and has even been designed for the establishment of the Faculty of Psychology, when UIN Imam Bonjol Padang designed the transfer of IAIN status and became UIN in 2017. But the limited funding for the construction of the building is one of the obstacles to the establishment of the Faculty of Psychology.

RESEARCH METHODS

The design model used in this study is descriptive quantitative. As for what is meant by quantitative methods here, they are methods that are reality (can be classified, komkrit, observed and measured). Then from the aspect of the relationship between the researcher and the object of research is independent (free) in order to build objectivity. Then it tends to show cause and effect. The next has a tendency to make generalizations. When from a value point of view, it tends to be value-free. The research location is UIN Imam Bonjol Padang, which consists of seven faculties, including: Faculty of Ushuluddin and Religious Studies (FUSA), Faculty of Sharia, Faculty of Tarbiyah and Teacher Training (FTK), Faculty of

Economy and Islamic Business (FEBI), Faculty of Sharia, Faculty of Adab and Humanities (FAH), Faculty of Science and Technology (FST), Faculty of Da'wah and Communication Sciences (FDIK) . In addition, it also involves heads of institutions at the Central Ministry of Religion (Kemenag RI) in Jakarta, leaders at the Ministry of Education and Culture and Research and Technology (Ministry of Education and Culture and Research and Technology) in Jakarta, employees and students in the UIN Imam Bonjol Padang environment. Furthermore, the population in this study is the entire academic community involved as leaders and administrative staff as well as 367 students of UIN Imam Bonjol Padang. However, the sample in this study was 192 people.

The sampling technique used is probability random sampling (simple random sampling). The simple random sampling method is chosen by drawing off the research elements or elementary units in the population. This is chosen considering that the elementary units (research units) have been arranged in the sampling frame have been known with certainty. Then from the side skeleton is drawn as a sample of some elements or units to be studied. Next, there are three forms of data collection techniques in this study, including: (1) Direct observation, namely collecting data through direct observation, (2) questionnaires or questionnaires, namely compiling a list of questions asked to students who were involved as respondents in this investigation. (3) Documentation, which is to examine previous investigation materials in the form of books, journals or other scientific papers that can support the investigation process. This study used questionnaires or questionnaires made by the investigator himself. Then before the questionnaire is used by the investigator, a test of the validity and reliability of the research measuring instrument is first held, so that the results obtained can measure what is to be measured in this study properly and correctly. A set of questionnaires that have been used in this investigation to obtain the required information. The questionnaire used is in the form of a five-eye likert scale i.e. from always, often, sometimes, ever and never. Meanwhile, in the identity section of the respondent, the question ranges from the respondent's biodata. As for the way of assessment of the questionnaire, it is based on the form of the question item asked. Whether the question item asked is positive or the question item asked is negative. In the following table, the procedure for judging based on question items of a positive and negative nature will be shown:

According to Black and Champion, there are two important aspects for a research measuring instrument, namely: (1) aspects of the validity of research measuring instruments, (2) aspects of reliability of research measuring instruments. Furthermore, Kerlinger also stated that reliability is the accuracy of the results obtained from the measuring instruments used in the research. So that if the same

exam is carried out, it will produce consistent findings at different times. Reliability for testing measuring instruments is to use *Cronbach's Alpha* which gives clues to the degree of reliability of a test run according to Cronbach's Alpha. Cronbach's Alpha method is suitable for use to measure reliability for items using the likert scale. Therefore, investigators used the Cronbach's Alpha method to examine aspects of the reliability of the research measuring instrument. Data analysis techniques using *pearson correlation* or *product moment* as a statistical model.

RESEARCH RESULTS and DISCUSSION

1. Results of The Spread of Mean (Average), Frequency and Percentage of *Strength, Weakness, Oppurtunity and Threath* (SWOT) Analysis.

The results of the frequency search from the SWOT analysis (*Strength, Weakness, Oppurtunity Threath*) that have been carried out are illustrated in Table 1: below:

		Statistics			
		Strength	Weakness	Oppurtunity	Threat
N	Valid	166	166	166	166
	Missing	0	0	0	0
	Mean	35.05	24.57	20.46	22.51
	Mode	36 ^a	32	24	21
	Std. Deviation	6.920	6.738	4.218	5.128
	Range	36	32	20	26
	Minimum	13	8	10	9
	Maximum	49	40	30	35

a. Multiple modes exist. The smallest value is shown

Based on the data in table 1 above, what is interesting is that: (1) The spread of the mean in the strength aspect (strenth) is relatively high. Meanwhile, the weakness aspect is also relatively high. When in the opportunity aspect, it has a min score that is equivalent or balanced between a high score and a low score. Next, in the aspect of challenge (threath) the spread of the mean is relatively low. More specifically, the discussion below will detail all aspects based on the spread of the mean or average in each aspect analyzed, along with the bar chart table obtained:

a. Strength Aspect

In the strength aspect, the picture is obtained that, the lowest score obtained is 13 while the highest score is 46 with the average value is 35.05. Thus it can be understood that the average score spread based on frequency and percentage can be described as follows below:

Table 2. Data On Average Value Ranges, Frequencies and Percentages On Strength Analysis

N0	Information	Range	Frequency	Percentage
1	Tall	32 - 49	112	67,47%
2	Low	13 -31	54	32,53%
	Total		166	100%

Based on the data above, it is illustrated that the strength possessed by the Islamic Psychology Study Program is relatively high, namely as many as 112 or equivalent to 67.47%. While the relatively low strength is only 54 or equivalent to 32.53%. This means that respondents are of the general view that the Islamic Psychology Study Program has high strength. More specifically, the distribution of the mean or average results of frequency calculations about the aspect of strength (strangth) owned by the Islamic Psychology Study Program is described in the table below:

b. Weakness Aspects

In the aspect of weakness, an idea is obtained that, the lowest score obtained is 8 while the highest score is 40 with an average score of 24.57. Thus it can be understood that the average score spread based on frequency and percentage can be described as follows below:

Table 3 Data On Average Value Ranges, Frequencies and Percentages On Weakness Analysis

N0	Information	Range	Frequency	Percentage
1	Tall	25 - 40	88	53,01%
2	Low	8 - 24	78	46,99%
	Total		166	100%

Based on the data above, it is illustrated that the weaknesses possessed by the Islamic Psychology Study Program are relatively high, namely as many as 88 or equivalent to 53.01%. While the relatively low strength is only 78 or equivalent to 46.99%. This means that respondents are of the general view that the Islamic Psychology Study Program has high weaknesses. More specifically, the distribution of the mean or average results of frequency calculations about aspects of weakness (weakness) owned by the Islamic Psychology Study Program is described in the table below:

c. Opportunity Aspects

In the opportunity aspect, the picture is obtained that, the lowest score obtained is 10 while the highest score is 30 with an average score of 20.46. Thus it can be understood that the average score spread based on frequency and percentage can be described as follows below:

Table 4. Data On Average Value Ranges, Frequencies and Percentages On Weakness Analysis

N0	Information	Range	Frequency	Percentage
1	Tall	21 - 30	83	50%
2	Low	10 - 20	83	50%
	Total		166	100%

Based on the data above, it is illustrated that the opportunities owned by the Islamic Psychology Study Program are classified as comparable between high scores and low scores, which are as many as 83 or equivalent to 50%. While the relatively low strength is also 83 or equivalent to 50%. This means that respondents are of the general view that the Islamic Psychology Study Program has an equal chance between high and low. More specifically, the distribution of the mean or average results of frequency calculations about the aspects of opportunity (opportunity) owned by the Islamic Psychology Study Program is described in the table below:

d. On the Challenge Aspect (Threath)

In the opportunity aspect, the picture is obtained that, the lowest score obtained is 9 while the highest score is 35 with the average score is 22.51. Thus it can be understood that the average score spread based on frequency and percentage can be described as follows below:

Table 5. Data On Average Value Ranges, Frequencies and Percentages On Weakness Analysis

N0	Information	Range	Frequency	Percentage
1	Tall	25 - 35	62	37,35%
2	Low	9 - 24	104	62,65%
	Total		166	100%

Based on the data above, it is illustrated that the challenges owned by the Islamic Psychology Study Program are relatively low, namely as many as 104 or equivalent to 62.65% %. While the relatively high strength is only 62 or equivalent to 37.35%. This means that respondents are of the general view that the Islamic Psychology Study Program has low challenges.

2. Correlation Analysis Results

Based on the results of the correlation analysis between the strength aspect and the weakness aspect in the SWOT analysis carried out, it shows a significant negative relationship between the strength and weakness aspects. This is shown through table 6 below:

Correlations

		Strength	Weakness
Strength	Pearson Correlation	1	-.796**
	Sig. (2-tailed)		.000
	N	166	166
Weakness	Pearson Correlation	-.796**	1
	Sig. (2-tailed)	.000	
	N	166	166

** . Correlation is significant at the 0.01 level (2-tailed).

This means that high strength will contribute greatly to the decrease in weakness. As for the opposite, where the decreased strength will further increase the weakness that occurs. Thus, the strengthening strategy needs to be the top priority in developing human resources, existing facilities and selecting the quality of students which continues to be improved from time to time.

Based on the results of the correlation analysis between the strength aspect and *the opportunity* aspect in the SWOT analysis carried out, it shows a relationship between the strength and opportunity aspects. Where the correlation is positively significant. This is shown through table 7 below:

Correlations

		Strength	Opportunity
Strength	Pearson Correlation	1	.774**
	Sig. (2-tailed)		.000
	N	166	166
Opportunity	Pearson Correlation	.774**	1
	Sig. (2-tailed)	.000	
	N	166	166

** . Correlation is significant at the 0.01 level (2-tailed).

This means that high strength will contribute greatly to the increase in opportunities. Meanwhile, in the opposite, where the declining strength will further decrease the chances that occur. Thus the strategy of strengthening strength needs to be a serious concern. For example: opening up opportunities for young lecturers to continue their education to the doctoral level. So that they get the opportunity to develop themselves on the one hand, on the other hand they are challenged to be able to open a network of cooperation with parties (individuals or institutions) that can support the development of institutions.

Based on the results of the correlation analysis between the strength aspect and *the threath* aspect (challenge) in the SWOT analysis carried out, it shows a

relationship between the strength and opportunity aspects. Where the correlation is positively significant. This is shown through table 8 below:

		Strength	Threat
Strength	Pearson Correlation	1	.796**
	Sig. (2-tailed)		.000
	N	166	166
Threat	Pearson Correlation	.796**	1
	Sig. (2-tailed)	.000	
	N	166	166

** . Correlation is significant at the 0.01 level (2-tailed).

This means that high strength will contribute greatly to the increase in challenges. Meanwhile, in the opposite, where the declining strength will further reduce the challenges that occur. Thus the strategy of strengthening strength needs to be fundamental in formulating policies. For example: the increasing number of students who are interested in entering the Islamic Psychology Study Program, Imam Bonjol State Islamic University, Padang, where if the average is known to reach 2000 prospective students. then the higher the threat level is in the form of; competition between institutions faced where other colleges are also trying to seize the opportunity to be the best. As an illustration, there are four universities that have floated study programs or departments, Faculty of Psychology, including: Faculty of Psychology at Andalas University, Faculty of Psychology and Public Health at Padang State University, Faculty of Psychology at Putra Indonesia University, in West Sumatra. For all regions of Indonesia, Islamic Higher Education institutions that have developed Psychology science as many as 17 State Islamic Higher Education Institutions only. This means that, strength needs to be maximized. So that the tough challenges can be faced and won at the level of competition.

Based on the results of the correlation analysis between the weakness aspect (weakness) and *the opportunity* aspect (opportunity) in the SWOT analysis carried out shows a relationship between the weakness and opportunity aspects. Where the correlation is positively significant. This is shown through table 9 below:

		Weakness	Opportunity
Weakness	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	166	166
Opportunity	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	N	166	166

** . Correlation is significant at the 0.01 level (2-tailed).

This means that, the weaker (declining) the quality of institutions, the lower the opportunities. On the contrary, where the increasing quality of institutions will contribute to increased opportunities as well. This is possible because weak institutions provide minimal access to the emergence of meaningful opportunities in improving the existence of institutions. For example: when many students graduate for a long time, it will provide a small opportunity for the public to trust the quality of the institution in question. Until now, the Islamic Psychology Study Program has only been able to graduate from a bachelor of psychology with a study period of more than four years. So this needs to be improved to be able to convince the public that, studying psychology at Imam Bonjol State Islamic University Padang can complete studies for only four years, with qualifications and standards adjusted by AP2TPI (Association of Indonesian Psychology Higher Education Providers). Given that weakness is more of an inadequacy, while threats are more of a competitive divide. So the findings of this study found that, there is a positive relationship between weakness and *thrath* or threat / challenge. Where this is explained in table 10 below:

Correlations

		Weakness	Threat
Weakness	Pearson Correlation	1	.850**
	Sig. (2-tailed)		.000
	N	166	166
Threat	Pearson Correlation	.850**	1
	Sig. (2-tailed)	.000	
	N	166	166

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the data in the table above, a picture of a significant positive relationship with the high category is obtained. Where the weaknesses that arise are accompanied by challenges or threats that come with them. In the context of Islamic psychology is that, the lack of lecturers owned. As an illustration, Islamic Psychology only has 18 permanent lecturers, while at the same time the number of students has reached 987 people. This shows a ratio that is not ideal for the development of the Islamic Psychology Study Program. Therefore, the addition of lecturers is also a problem that shows how minimal (weak) human resources are, while the threat of inability to manage the ideal ratio of lecturers and students is a very basic challenge for the development of the Psychology Study Program into the Faculty of Psychology in the future.

In general, an idea is obtained that, based on a SWOT analysis at the student level, it can be described as follows:

1. Analysis of Educators and Learners

Strength

A total of 11 lecturers who have doctoral degrees from 18 permanent lecturers owned. There are 6 psychologists who help control field practice activities and carry out other guidance activities related to students' practical experience. Have good networking with government agencies, practical psychology service institutions and hospitals, schools and so on.

The lecturers won research and community service grants, organized by imam bonjol state Islamic university padang, so that it can be used to develop field knowledge from studies that have been carried out by lecturers through research. As an illustration every year 3-5 research teams from Psycholohi Islam who win research or community service grants, at the University level or even the national level.

Raw student input that is increasing in quality. Where the students obtained are generally from the Invitation (students graduate with the best grades in their respective schools). This number is approximately 30% of the freshmen admitted.

Increase in the amount of budget for the fulfillment of minimum labor standards to support the implementation of student practice.

Conducive academic activities that not only organize educational and teaching activities, but also carry out periodic webinar activities from various speakers, both inside and outside the Islamic Psychology Study Program.

Increase the chances of lecturers to continue their education to the doctoral level. Currently, he is completing his doctoral studies, 2 more lecturers in Islamic Psychology. Of course, this will contribute to improving the quality of existing institutions and human resources. Support from parents, family, friends, and friends in moral and material forms is very encouraging factor for a student in carrying out his lecture.

Passion for oneself which is also a very necessary thing to continue to be able to survive and motivate himself in undergoing lectures. Confident, this is a capital that he is indeed able to take part in adult education, and the major he chooses is in accordance with his interests and ideals. Luck, is one of the things that cannot be wasted casually. Not everyone can study and carry out education in college. The goal, is a target that becomes the goal of a student in the future maa after he graduates from college. Faith, as a foundation in order to keep up with the intelligence he possesses. Faith can fortify oneself not to do things that harm itself or others.

Weakness

The increasing number of students who graduated from time to time where the last two graduations there was an increase in the number of students who graduated by 30%. More and more students are saved from the threat of *drop out*, if it used to be about 5% of students *dropout*, but now only 2%. The provision of supporting facilities and infrastructure in the form of labor equipment that continues to be sought to improve from time to time, for example: the purchase of psychological test kits and so on. Increasing number of psychology institutions and schools and hospitals are interested in collaborating with the Islamic Psychology Study Program to be used as a place of practice. It's not just schools, hospitals and government agencies. Even private companies in various other areas around West Sumatra that asked to be partners in carrying out student field practice activities. Even some Islamic boarding schools also offer their place to be a location for practicing Islamic Psychology students. *Inadequate facilities and infrastructure* both in students themselves and those in universities. This will affect as an obstacle or disruption in the lecture process. *Lazy, lazy* usually appears when a student begins to feel saturated with the lecture routine. Routines such as studying, doing assignments, campus events, and so on. Lazy attitudes must be avoided because once you are lazy, it will usually become a habit that will later harm yourself.

Undisciplined, this attitude is a matter of course that should have been eliminated. The age of students can be said to be still a labile age, so they must be able to adjust to their environment.

Wrong association, in making friends, we should not be picky, but as students we must also have a stance of being somewhat unaffected or following the bad qualities of our friends.

Arrogant, sometimes students feel more informed and all-knowing. It could even feel smarter than his own friends or even his lecturers. This kind of thing that takes *a lesson or course for granted* will make him not serious in the lecture.

Less grateful, this must be avoided because in fact students who can qualify for the university are not easy, the costs incurred by their parents are also not small, therefore there is a need for gratitude so that they can continue to take advantage of their college years.

Opportunity

Even if the cooperation has been established, it will be improved in its realization. For example: this year the collaboration of international seminars has been held with the 5 best universities from Islamic Universities: Sultan Syarif Qasim State Islamic University Pekanbaru, Padjadjaran University Bandung, Sunan Djati State Islamic

University Bandung and Imam Bonjol State Islamic University Padang and Arizona State University, United States.

This gives an idea that the opportunity to expand and strengthen the better scientific network, will make a meaningful contribution to each institution. But at the same time, students gain new knowledge that they did not learn in class.

The presence of guest lecturers has provided a great opportunity to provide an opportunity for institutions to interweave intensely with other institutions that are the origin of each of these guest lecturers.

Periodic webinars held by the Islamic Psychology Study Program have also involved participants from other countries, Malaysia, Singapore and Brunei Darussalam. Providing an opportunity to share information with each other and also provide opportunities to become resource persons for lecturers who fill out the webinar activities.

Inter-institutional work provides opportunities for alumni to be able to devote themselves to the institutions where they practice. So that the field practice activities carried out provide opportunities for students to seriously carry out their duties and responsibilities in the practice place. Although the number of students absorbed in their practice is only 2% of the existing graduates, this also contributes to the community's trust in the quality of the graduates produced.

Students who graduate and then continue their education to the S-2 level are only about 7% of the existing graduates, but they also provide opportunities for their younger class to be able to continue their education to the next level, because the scientific community believes that the Islamic Psychology Study Program has good graduates and deserves to be considered for acceptance to continue their education to the master or doctoral level. In the past, there were no institutions that believed in being able to accept graduates of the Islamic Psychology Study Program to continue their education to the professional level (psychology). But now there are alumni of Islamic Psychology who are accepted into the Psychology Profession path at the University of Muhammadiyah Malang. This shows that Islamic Psychology graduates have been able to be trusted to carry out education to the level of further education with a concentration in the field of psychologist profession.

Excellent bachelor, is a bachelor who can be said to be mature and ready to face the post-campus world by capitalizing on the knowledge he has while at university.

Worship, is the most important value. Because basically when we study with the intention of worship, we will get rewarded.

Graduating faster, this can be achieved when students are really focused on their studies.

Scholarships, winning scholarships are the dream of every student. For those who have *good grades and high IP*, then have more opportunities to be able to get scholarships during college. This will later ease the burden of tuition fees incurred by parents and by themselves.

Job opportunities are waiting for scholars who have become experts in their fields and are able to compete with other students.

Filial piety, returning to society is one of the things we must go through. *Devoting himself to society* is a noble job as well as advancing society with the knowledge he has.

2, Analysis Towards Leaders or Policy Makers

Threats

The toughest threat in the transition of the Islamic Psychology Study Program to the Faculty of Psychology is the solid support and synchronization of policies from all leaders at the Faculty and University levels, as well as the joint concern of the entire academic community of Imam Bonjol State Islamic University Padang. The struggle about responsibility and important roles to realize the Faculty of Psychology needs to be assessed in a to-down process where the Imam Bonjol Padang State Islamic University facilitates the development of institutions administratively and educational personnel who are able to provide full support. Then at the same time the Faculty of ushuluddin and Religious Studies needs to support human resources to realize the Faculty of Psychology. Where in a rough picture, of course, this reduces the number of students of the Faculty of Ushuluddin and Religious Studies on the one hand. On the other hand, of course, it will have an influence on the activities of the study program that will hold the transfer of status.

Then it is no longer looking for a "scapegoat" to see the perolana transfer of the status of islamic psychology, where who needs to be held accountable. Is it a full-fledged wawanang of the University as the parent institution of this Islamic College. At the same time, it is also the responsibility of the faculty to support the University's policy in developing new faculties. So that there will no longer be a cross-section to determine what roles and positions policymakers need to play, both at the University level, namely the rector and the ranks below. Then the Faculty at a lower level below it, but played a significant role for the birth of the Faculty of Psychology, as the youngest faculty later.

The threat above has decreased along with the increasingly intense dialogue from stakeholders, this is evidenced by the benchmarking activities of the Islamic Psychology Study Program to some of the best universities in Indonesia, including: Syarif Hidayatullah State Islamic University, Sunan Kalijaga State Islamic University, Yogyakarta and Gajahmada University. Of course, this is a positive indication in the context of joint policy making in responding to the establishment of the Faculty of Psychology at Imam Bonjol State Islamic University, Padang.

Wrong major. This happens if there is no conformity with the interests and talents that exist in him. It can happen because he first entered the major he chose just because he participated or chose because of prestige alone.

Promiscuity. This is what needs to be avoided, because it is not impossible to kill ideals and opportunities.

Drop out. There are several things that are the reason why students are dropped out, one of which is because of grades that continuously get bad grades, then from the students, there is no visible intention to improve themselves.

Pass longer. If the student is not serious about studying or studying while at university, then be prepared to become an eternal student.

If during college we are lazy and not serious about going to college, then be prepared to bear the title of unemployment. Because those lazy people will be useless to society.

The scum of society. If our brains and mentalities really don't want to be educated in a better direction, then the student is just someone who is useless and does not have any skills. So that it will not be able to enter the scope of society.

3. Analysis of Education Personnel

Based on the findings in the field, it was found that SWOT analysis is a strategy to solve problems in the world of education by looking at the strengths and weaknesses of the internal environment and the opportunities and obstacles of the external environment. The explanation of the four factors is as follows:

1) Strength Factor (Strenghts)

Strenghts (strengths) are positive internal conditions that provide competitive advantage in the face of competition for educational institutions. *These strenghts* are also the advantages of the institution, both in terms of *the human resources* owned and the efforts that have been made, which are better than competitors. This strength then becomes the key to the difference between one educational institution and another educational institution (competitor). From this, it can be understood that the

strength factor in an educational institution is the special competence or excellence of the educational institution that causes a plus in the views of society. This can be seen if an educational institution has advantages that make people prefer the educational institution for their children, such as the skills (skills) possessed by students, in addition to the *output* or results of graduates of the educational institution become a mainstay and can continue to a better level of education, as well as other advantages that make it superior to other educational institutions.

2) Weaknesses

Weakness is a negative internal condition that can degrade the assessment of schools/madrasahs. Weaknesses can be in the form of low human resources owned (mainly educational personnel; there are still leaders whose education is only high school graduates) owned, products that are not of high quality, an image that is not strong, poor leadership, and others. In other words, weaknesses are shortcomings that an educational institution has, so the educational institution must know how to determine policies to minimize weaknesses so that they become advantages and do not become obstacles in the future.

3) Opportunity Factors (Opportunities)

Opportunity is a favorable present or future condition for the school /madrasah. Opportunities are external conditions that can provide opportunities for the advancement of the institution, such as changes in the law, declining competitors, and an increase in the number of new students. If you can identify opportunities appropriately, it will bring benefits to educational institutions in the form of the sustainability of the institution and the future of the institution better.

From this it can be understood that opportunities are a favorable condition for the educational institution, such as:

- a) Important tendencies among learners.
- b) Identification of educational services that have not received attention.
- c) Relationship with the public.
- d) Adequate and supportive environment.
- e) The needs of the community in accordance with the vision, mission and objectives of education.

4) Challenge Factors (Treats)

Treats (challenges) are external conditions of schools/madrasahs, present and future that are unfavorable, and can seriously affect the future of the educational institution. These challenges can be in the form of the emergence of new competitors, a decrease in the number of students, and others. From this it can be understood that the challenge is the state of the external environment that threatens the success and sustainability of the educational institution itself.

Substantively, the fundamental problem related to education personnel is the dichotomy of the performance of "educators and education personnel" that needs to be done. Where lecturers certainly do not need to carry out very detailed administrative performance such as: making invitation letters for proposal seminars, minaqasah exams and so on., This is so important that it is the responsibility of educational personnel but is forced or "forced" to be the task of administrative personnel in the Study Program. So that the Study Program does more administrative work than its responsibility to develop the study program. Both in terms of academics (education and teaching), research, and community service as well as implementing the tri dharma of higher education.

CONCLUSION

In general, the results of this study indicate that the teaching staff and students in the Islamic Psychology Study Program are part of the strengths and weaknesses possessed in the perspective of changing the status of the Islamic Psychology Study Program to the Psychology Faculty. However, strength can be optimized when human resources in the form of lecturers are added according to existing needs. Given that the ratio is too sharp, the difference between students and lecturers is also a determinant of the strength of the resources that enable the improvement of the quality of the institution. The addition of facilities that are still relatively minimal is also a very substantial weakness in equipping students with optimal knowledge in the future. Islamic Psychology Study Program only has one observation laboratory with limited test equipment. This is also a separate issue. Considering that other universities are already good, at least they have psychology laboratories.

The toughest challenge in changing the status of the Islamic Psychology Study Program to the Faculty of Psychology lies at the policy level that needs to be synergized between the State Islamic University of Imam Bonjol Padang and the Faculty of Ushuluddin and Religious Studies. Where there is no longer time to debate "top-down" or "bottom'up" policy issues in realizing the establishment of the psychology faculty. However, what is very substantial is the integrated integrated policy to provide the best for the birth of the Faculty of Psychology in the future. Considering that the building that supports the existence of the Faculty of Psychology has been established on the new campus of the Imam Bonjol State Islamic University, Padang.

It should not be forgotten that the education staff is also an integral part in supporting the process of transferring the status of the Islamic Psychology Study Program to the Faculty of Psychology. Where education personnel certainly play a role and have the duty to facilitate administrative processes that need to be prepared. Besides contributing to the process of implementing the necessary administrative arrangements.

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