

NAVIGATING INSTITUTIONAL CHANGE: POLICY DIRECTION AND COMMITMENT TO ACCESSIBILITY SERVICES IN ISLAMIC HIGHER EDUCATION AFTER TRANSFORMATION

Bashori¹

UIN Imam Bonjol Padang, Sumatera Barat, Indonesia (bashoriz@uinib.ac.id)

Novi Nur Lailisna

Yayasan Sakadiri, Kediri, Indonesia (nophy18@gmail.com)

Keywords:

Institutional
Change,
Transformation,
Accessibility, Higher
Education

ABSTRACTS

Background: This study explored and evaluated accessibility services at PTKIN (Perguruan Tinggi Keagamaan Islam Negeri or State Islamic Religious Universities) after institutional transformation. The vision of institutional change that is more universal and inclusive is one of the triggers to see the extent to which Islamic higher education institutions have realized their commitment to accessibility services. **Purpose:** This study had examined the policy and implementation of accessibility services in the aspects of policy, practice, and institutional culture at PTKIN, with the main focus on UIN Imam Bonjol Padang, which has undergone transformation from an institute to a university. **Method:** This study used a qualitative case study approach. UIN Imam Bonjol Padang as the object of research by considering aspects of the fulfillment of institutional transformation elements from institute to university. Data collection techniques were through interviews, observation, and document analysis. **Result:** The results of this study showed that the institutional transformation of PTKIN in this study has not been in line with the fulfillment of the accessibility rights of educational institutions. UIN Imam Bonjol Padang, as a case study, still shows a lack of concrete policies in accessibility services for students. The absence of specific policies and limited accessibility infrastructure are the main factors that hinder the fulfillment of educational rights for students with special needs. **Conclusion:** This study confirms that PTKIN needs to prioritize accessibility as part of its post-transformation institutional policy. The main recommendations in this study are the need for clearer and more implementable policies, the development of infrastructure that supports accessibility, and increasing the awareness of the academic community of the importance of inclusive education services. Thus, institutional transformation is not only a change in administrative status, but also reflects an increase in the quality of educational services for all without discrimination.

¹ Correspondence author

A. INTRODUCTION

Islamic higher education institutions in Indonesia have undergone significant transformation (Safarudin et al., 2023). Change, innovation and transformation are responses to society and the demands of increasingly complex challenges (García-Morales et al., 2021) ; (Akour & Alenezi, 2022) . True transformation does not only cover the academic domain, but also requires increased accessibility services for all the needs of the wider community. Institutional transformation is a challenge for universities to formulate effective and responsive policies, so as to meet the needs of various students. Institutional transformation is not merely a change in name, such as from high school to an institute, or from an institute to a university, but a broader structural and policy shift.

Based on data from the last five years, the transformation of State Islamic Religious Universities (PTKIN) in Indonesia shows significant dynamics. Data shows that the number of PTKINs nationally is 59 (<https://pendis.kemenag.go.id, 2024>) with details of State Islamic Universities (UIN), State Islamic Institutes (IAIN), State Islamic Religious Colleges (STAIN), and the Indonesia International Islamic University (UIII). Excluding UIII (international standard university), PTKIN nationally with clusters number 58 with the following details:

Based on the official UM-PTKIN website, the number of PTKI universities according to the cluster is as follows:

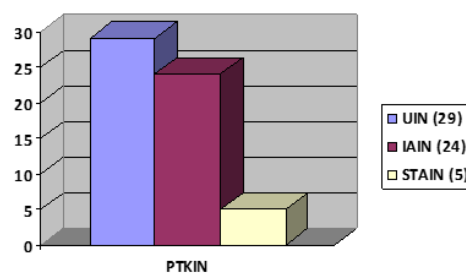


Figure 1: PTKIN Data in Indonesia (<https://um.ptkin.ac.id/home/ptkin>)

Data on changes in the transformation of *difabel* nationally has reached 50% of the total number. This means that the institutional commitment of PTKIN throughout Indonesia agrees to strive to provide a broader educational institution. One of the efforts is to make institutional changes from the smallest unit to a larger unit (institute or university)

The arguments are underlying the need for change are a response to the needs of society, the integration of religious science, technology, and the challenges and opportunities of PTKIN institutions (Nurudin & Wira Murti, 2023). In line with that, the strongest challenge and must be responded to immediately is post-change. Navigating institutional change in post-transformation Islamic universities has its own challenges as ensuring the realization of the vision and mission of change. One important component in organizing inclusive education is a commitment to accessibility.

Several indicators of access to education services show that people with disabilities have not fully achieved the expected equality. For example, the results of the study Riyadi (2021) show that access to higher education for people with disabilities is still very minimal. Educational services and infrastructure are still the main obstacles to accessing education for persons with disabilities. Dzulfikar in his

writing also mentioned the lack of services and facilities for people with disabilities in educational institutions, causing as many as 10.8 million people with disabilities, only 5% of whom received undergraduate education.

(<https://theconversation.com/the-long-road-for-disability-inclusive-education-in-indonesias-universities-128224>, 2023). In addition, the provision of universities in terms of facilities and infrastructure for people with disabilities is only 5 out of 4,500 universities throughout Indonesia (Liritantri et al., 2021). Seeing this phenomenon, accessibility is often an obstacle in obtaining proper education services (FHUI, 2019). This problem is exacerbated by barriers to access to education services that are specifically experienced by certain groups

Dedication of providing adequate accessibility services is very important, as it symbolizes the principles of equality and inclusivity in the realm of higher education. This means that organizational commitment is a promise that must be fulfilled. If we borrow Meyer and Allen's theory (*Three-Component Model of Organizational Commitment*) (Meyer & Allen, 1991) namely; *affective commitment*, *continuance commitment*, *normative commitment*, in the context of Islamic universities, this model is relevant to use how the commitment of leaders, staff, and students affects the successful implementation of post-transformation accessibility policies.

The affective commitment aspect could be seen from whether the organization really supports the value of inclusiveness so that it is able to meet adequate accessibility both from the policy, physical, and non-physical aspects. In the aspect of sustainability commitment, the organization has no other choice but to follow existing policies as a necessity. And the last part is normative commitment as an obligation to support policies based on Islamic or moral values.

Meyer and Allen's theory provided an appropriate framework for navigating post-institutional change and actor engagement in educational institutions. Whether the basic aspects have been fulfilled or simply neglected. The unrest of this research is also supported by the results of a study where private institutions are more willing to provide more adequate educational accessibility for persons with disabilities than state institutions (Afrianty, 2023). The study reinforces the data that government institutions of state universities still have chronic problems in fulfilling adequate accessibility

An equally relevant theory is that proposed by Tony Booth and Mel Ainscow. The management of institutional inclusiveness is guided by 3 main aspects namely; inclusive culture, inclusive policies, and inclusive practices (Booth & Ainscow, n.d.). This guide helps identify attitudes, barriers, potential and efforts. The two theories that have been presented provide comprehensive guidance on how educational institutions commit to and fulfill aspects of universal education

Meanwhile, the context of the study of PTKIN transformation after the change has not been adequately explored. Even more so if institutional transformation is linked to the fulfillment of accessibility. Therefore, the study of the combination of transformation and accessibility is a unique study in aligning organizational transformation with accessibility rights at PTKIN. This is because this study has not been well studied in existing studies.

Similar research that are examining institutional transformation and the fulfillment of accessibility services is still minimal. Even if found, it is still limited

to corporate change in general, implementation of change, and institutional change models. For example, research by Suryani et al (2022) and Aedi (2024) which focuses on the opportunities and challenges of changing from an institute to a university in IAIN Surakarta. Christou & Piller (2024) in their research focused on the complexities and challenges of organizational transformation, but also to provide an overview of strategies and approaches to successfully navigate the transformation process. Buckner et al.'s research (2016) emphasized the importance of organizational leaders in digital transformation and advocates for a responsible and people-centered approach to innovation. Meanwhile, the change of institute to university is part of an effort to improve the status and scope of Islamic higher education in Indonesia as well as improvement as the positioning of PTKIN in the international arena (Ghafar et al., 2023).

From the exploration of these studies, this research provides a new perspective by focusing on PTKIN's response after institutional transformation, a context that is not widely covered in previous literature. In addition, this study uniquely combines the themes of organizational transformation and accessibility rights, offering new insights into how these elements interact within PTKIN.

Universities should offer hospitality to all. Inclusive campus criteria include academic and non-academic activities, social interaction, academic infrastructure, administrative infrastructure, supporting infrastructure, planning, social conditions, physical accessibility, access to information, campus facilities, and the role of government (Liritantri et al., 2021). According to Saputri et al (2019), the fulfillment of the right to education must pay attention to several indicators, namely; 1) indicators of *availability (availability)* of services, programs from various educational institutions; 2) *accessibility* indicators, namely; fulfillment of access to educational services in a good and humanist manner. Both in the form of physical and non-physical services; 3) indicators of *acceptability* in this case everyone accepts the existing model, substance, curriculum and teaching methods; 4) indicators of *adaptability* in this case in order to adapt to diverse conditions, then educational services must be accessible

All of the above indicators should be well met and available. In addition, all of the above indicators should be realized by policy makers. One of the most fundamental indicators is *accessibility*, which must be fulfilled. The urgency of this research is certainly inseparable from the need to fulfill the same rights for all groups stated in the legislation, including accessibility to education. The big vision of transforming educational institutions includes universal education that accommodates equal accessibility in educational services.

Based on the above background, the need for this research is to ensure that the achievement of the vision of change is aligned with the availability of universal and inclusive education services. In addition, an evaluation is needed after organizational transformation that affects the availability of accessible facilities and infrastructure services to become the basis for future improvements. The purpose of this study is to comprehensively look at the policy direction and commitment of PTKIN after the transformation in fulfilling service accessibility seen from the aspects of culture, policy, and practice.

B. METHOD

This study had used a qualitative method with a *case study* approach (Cresswell, 2007); (Mackiewicz, 2018). The research was conducted at UIN Imam Bonjol Padang as one of the PTKIN that has undergone institutional transformation from IAIN to UIN. The focus of this study explores organizational commitment and policies after institutional transformation. The key informants of this research are: institutional policy makers, transformation actors, and other sources related to the change policy. The data collection phase was conducted through comprehensive interviews, systematic observations, and thorough documentation analysis. The data analysis phase was conducted using the methodology articulated by Miles and Huberman is an important approach in qualitative research, which includes three fundamental phases: data reduction, data presentation, and conclusion drawing and verification (Huberman & Miles, 2002).

Data validity in the current investigation was assessed using a credibility test, which incorporates triangulation of data collection methodologies. The triangulation method used to evaluate data credibility involves cross-verification of information drawn from identical sources using a variety of techniques. Meanwhile, the analytical process used is inductive, based on empirical observations derived from the field, which are then synthesized into theoretical constructs. The findings from this analysis were then articulated through a narrative format, presented descriptively, and conclusions were drawn.

C. RESULT AND DISCUSSION

An important element of this study is to see in detail how the policy direction and commitment of PTKIN after transformation in fulfilling the accessibility of disability services seen from the aspects of culture, policy, and practice. The results of this study could be presented through the following findings and discussion:

The Transformation Process of Islamic Universities

UIN Imam Bonjol Padang as one of the PTKIN in West Sumatra has a central role. Apart from being the oldest Islamic university in West Sumatra, this university has contributed greatly in giving birth to Muslim scholars both in the Sumatra region and in the national arena.

The transformation process in Islamic universities is at least influenced by several important factors, namely; market changes, global competition, globalization 4.0/5.0, policies, and religious norms in the spirit of change for the better. These factors can be described as follows:

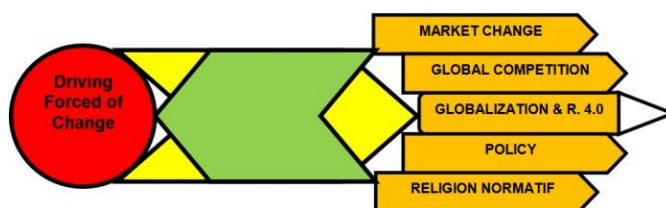


Figure 2: Adopted from dissertation research (Bashori, 2020)

Market change is one of the drivers of change (Massot, 2024); (Li & Suddaby, 2023). Educational institutions will make transformations, innovations, and changes to

meet the needs of society. The challenge of market needs is an opportunity for every organization to adapt to its environment. This evidence shows that the needs of the State Islamic Institute (IAIN) model that was once maintained by UIN Imam Bonjol Padang showed a lack of market share for the community. Therefore, the expansion to UIN Imam Bonjol Padang is one of the imperatives to be pursued in order to provide more universal educational services.

The next driver of change is global competition. Changes in global competition are often triggered by technological advances (Mason et al., 2023); (Stiles et al., 2023), changes in education policy, and increased access to information that enable the challenges of educational institutions operating in the international arena. The slow response of educational institutions to global competition can result in a decrease in public trust in educational institutions. Not only that, global competence offers new markets for global challenges and opportunities (Fan, 2024). Thus, educational institutions need to adapt quickly and appropriately to be able to compete in the global arena. These changes will not only improve the quality of education, but also prepare Human Resources (HR) to face the challenges and dynamics of an increasingly complex world of work.

Globalization and the industrial revolution have the same role, namely; drivers of change. Globalization and the industrial revolution are one of the driving factors of change (Su et al., 2024); (Harahap et al., 2023). These changes affect various aspects of life, including economy, culture, education and technology, which interact with each other to form a modern society (Siekman et al., 2023). These developments create new challenges and opportunities, forcing individuals and organizations to adapt quickly in the face of ever-changing dynamics. These changes also drive faster innovation, creating a competitive environment where creativity and collaboration are key to success. This pressure is one of the important drivers of UIN Imam Bonjol Padang's institutional development in order to meet global challenges and seize the opportunities of global competition.

In addition, the increasingly well-established government *policy* push determines the trend of changing the form of the university rather than maintaining the institute form. The pressure of internal and external needs is increasingly convincing organizational citizens to make changes in order to maintain a greater institutional existence. If not, it is possible that the institute's institutional existence is not much in demand by the community. In addition to the policy determining the change factor, the normative value of PTKIN is one of the important factors of change. The value of religious norms, namely; improvement of change is one of the keys as stated in the Qur'an Surat al-Rad verse 11. The foundation of the verse reinforces that we must make continuous improvements for better change.

Structurally, PTKIN changes nationally have almost the same change model. The model that occurs in general is carried out in stages. Islamic Religious Colleges become Islamic Religious Institutes. Furthermore, from the process of the Institute of Islamic Religion turning into an Islamic University. Although there are changes that are not gradual from Islamic Colleges to Islamic Universities, namely; State

Islamic College (STAIN) Malang to Maulana Malik Ibrahim State Islamic University Malang (<https://uin-malang.ac.id>). However, not all Islamic higher education institutions can follow this process because currently the changes in PTKIN are regulated in a more established policy in climbing the levels of high school, institute, and university.

To be able to see the analysis of structural and organizational changes in UIN Imam Bonjol, we can see the history of the transformation of this institution. In the early phase. IAIN Imam Bonjol Padang was part of the Faculty of *Tarbiyah*, a branch of UIN Syarif Hidayatullah Jakarta based on (KMA Number: 92 of 1963 dated September 21, 1963).

In the second phase, IAIN Imam Bonjol was definitively inaugurated as IAIN Imam Bonjol Padang based on (KMA Number: 77 of 1966 dated November 21, 1966) and inaugurated by the Minister of Religious Affairs.

In the third phase, in 1968-1970 IAIN Imam Bonjol Padang developed with the addition of 1 more faculty, and 3 branch faculties, namely; 1) Faculty of *Da'wah* in Solok, 2) Faculty of *Tarbiyah* branch in Batusangkar, 3) Faculty of *Tarbiyah* branch in Padang Sidempuan, 4) Faculty of *Ushuluddin* branch in Padang Sidempuan. Next, in 1973-1977 in the context of rationalization of Islamic Higher Education, a policy was taken to centralize all regional faculties to the center in Padang and release the Faculty of *Tarbiyah* and Faculty of *Ushuluddin* Padang Sidempuan Branch. In 1978 IAIN Imam Bonjol Padang had 5 faculties in Padang and 2 faculties each in Bukittinggi and Batusangkar with a total of 14 departments (Amar, 2016).

In the fourth phase, IAIN Imam Bonjol Padang experienced rapid development. In 1993, the institution of IAIN Imam Bonjol Padang structurally and academically developed. This was reaffirmed by the Decree of the Minister of Religious Affairs Number: 19 of 2013, concerning the Organization and Administration of IAIN Imam Bonjol Padang. In 1994, the Postgraduate Study Program (S2) was established with KMA Letter Number: 287 of 1994 dated August 1, 1994 (Amar, 2016). From the fourth phase, UIN Imam Bonjol Padang is a change of form from the Imam Bonjol State Islamic Institute (UIN) based on Presidential Regulation Number 35 of 2017. Structurally, the process of changing IAIN into UIN Imam Bonjol can be described as follows:

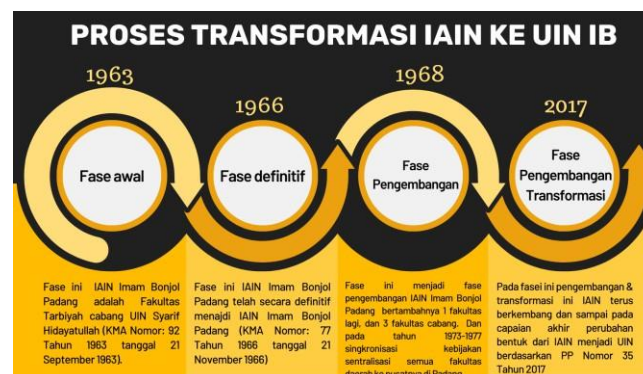


Figure 3: Adopted from the results of the history of the stages of change from IAIN to UIN

Adaptation of Islamic Higher Education in the context of modernization is an important part of responding to the challenges and changes of globalization.

Post-transformation Institution Policy Direction

Based on the findings of this study, it can be presented 3 formulations of institutional policy direction models after the transformation of UIN Imam Bonjol (UIN IB) Padang, namely; aspects of Human Resources (HR) development, increasing accreditation of study programs / institutions, and internationalization of education (Interview, 2023); Observation 2023). The three models illustrate the direction of policies developed within UIN IB Padang after the transformation.

Figure 4: Processed from UIN IB development program priority scale data



First, the policies presented are related to human resource development in general, for example; training, workshops, technical guidance (*Bimtek*) etc. The policy has been included in the draft budget each year. In addition, the development of UIN Imam Bonjol infrastructure is also a major aspect in realizing a representative campus in West Sumatera. However, the fulfillment of accessibility has not been fully based on standardized accessible building references.

Second, the aspect of increasing the accreditation of institutions and study programs is the main policy after institutional transformation. In addition to quality improvement, accreditation also functions as quality control. Efforts to increase accreditation are one of the efforts to improve the image of PTKIN's reputation nationally.

And *third*, the implementation of internationalization policies for educational institutions. This policy program is in order to provide a different and competitive atmosphere abroad while accommodating Merdeka learning programs for students.

The post-transformation policy framework aims to improve institutional resilience and adaptability, ensuring that the organization can effectively respond to highly dynamic changes. However, what is very important is how the policies undertaken by PTKIN are highly relevant to the institution's vision of change. One of the big visions is to provide a *wider mandate* for all to access education safely and conveniently.

To achieve this broader mandate, it is important for PTKIN to engage in strategic partnerships with various stakeholders, including local communities, businesses and government organizations. Such collaborations can facilitate resource sharing and improve the relevance of educational programs by aligning with community needs (Bhawra et al.,2022). Moreover, incorporating community-based approaches into

institutional policies not only fosters inclusiveness but also empowers students to actively contribute to community development, thus strengthening the institution's role as a catalyst for change. This shift towards a more integrative model underscores the importance of adaptability in higher education frameworks, ensuring that they remain responsive to evolving social dynamics and technological advancements. As such, PTKIN can serve as a bridge that connects the academic world with the real needs in the field, creating synergies that benefit all parties involved.

Implementation of Accessibility Services in Islamic Universities

Accessibility in educational institutions includes both physical and non-physical dimensions. Therefore, it is important to foster an inclusive environment for all, especially those with special needs. Integrating accessibility into curricula and institutional practices is essential to overcome barriers and increase participation. This overview will explore key aspects of physical and non-physical accessibility in educational settings. Moreover, the promise of universityization is not just to add more non-religious programs (Garomssa, 2024); (Ezzeddine et al., 2023). However, it provides a broader *mandate* (Medina-Bueno et al., 2024).

To see the implementation of accessibility services at UIN Imam Bonjol Padang after the transformation can be seen through 2 things, namely; non-physical and physical accessibility. These two basic access services are the basic essence in meeting accessibility needs in a universal and non-discriminatory manner.

In the study of non-physical accessibility at UIN Imam Bonjol Padang, there is no document on Standard Operational Procedure (SOP), policy, or how this religious institution provides inclusive services. In addition to the inadequate disability database, the fulfillment of access rights for certain groups has not been widely discussed as an important discourse in the institutional setting. To see the basis of fulfillment in general, for example having access to special information, special New Student Registration (PMB) pathways, or operational procedures for the fulfillment of special services for those who need them, the two components have not been clearly illustrated how UIN Imam Bonjol Padang accommodates non-physical needs for limited groups. More clearly, researchers can explain in the following explanation:

First, with regard to disability-specific information and services, UIN Imam Bonjol has not provided much information. New Student Admission (PMB) has no technical guidelines that specifically regulate disabilities. Furthermore, even information on disability services has not been well formulated in the campus environment. In fact, if referring to data sources, there are several students with special needs who study at UIN Imam Bonjol Padang. Starting from physical disabilities, unable to walk, use a wheelchair and cannot see (blind) (Interview, 2023).

Secondly, the components of operational documents and designs are intended, namely; the existence of formal documents that explain and strengthen the position of disability accessibility services as a necessity. Accommodating official policies and technical guidelines is important in seeing the tendency of leadership elements in institutional management. The absence of official documents in operationalizing the terms disability, disability services, fulfillment of disability rights, and disability accessibility in the Strategic Plan (*Renstra*), Technical Guidelines (*Juknis*) for new student admissions, and or other disability service *Juknis* is one

important factor how far educational institutions have accommodated service accessibility properly.

When viewed from the aspect of readiness of the two factors that researchers have described above, UIN Imam Bonjol Padang's policies and commitments after institutional transformation have not touched much on the discourse of accessibility of non-physical and physical services for limited groups. Not only that, operations and designs in the policy setting as an institutional parameter have also not been present to explain the urgency of accessible services. This data is emphasized by the absence of keywords disabilities, access services with special needs, and institutional affirmation for colleagues with disabilities (observation, July 10, 2023). Thus, the big vision of the transformation of UIN Imam Bonjol Padang has not made accessibility the main focus after the change in institutional form. To describe the existence of non-physical and physical accessibility in UIN Imam Bonjol Padang, it can be described as follows:



Figure 5: *Non-physical accessibility components of UIN Imam Bonjol Padang*

The description above shows that the fulfillment of accessibility services in UIN Imam Bonjol Padang has not been maximized. The commitment is also reflected in the absence of a supporting document (*policy*) related to accessibility services for people with disabilities in the institutional environment as an operational guideline.

Meanwhile, to see the aspect of physical accessibility services, there has not been much fulfillment of physical accessibility of buildings in UIN Imam Bonjol Padang except for some new buildings. For example, in the new building of campus III UIN Imam Bonjol Padang, there are limited ramps and disabled toilets. Although its existence is still not in accordance with national accessibility service standards. In general, the formulation of physical accessibility in UIN Imam Bonjol Padang can be described as follows:



Figure 6: *Physical accessibility components of UIN Imam Bonjol Padang*

From the picture above, UIN Imam Bonjol Padang has not maximally provided accessibility service components. Limited physical access in higher education institutions greatly affects the comfort and safety of students. Apart from being a mandate of legislation, institutional transformation is part of a big vision in providing inclusive services including accessible services for the needs of all groups.

Institutional Commitment to Inclusivity and Accessibility Services

The biggest challenge of a change process is meeting all the vision targets in the change plan. To effectively navigate this challenge, institutions must ascertain whether or not they have prioritized accessibility as an essential service. If not, the organization's change transformation may fail fundamentally because it cannot meet universal needs.

That way, to be able to see the model of the achievements of this study that the results of this study describe a model of three components of organizational commitment as the theory of Meyer & Allen (1991) which can be described empirically, namely: *First, the affective component*. This component provides an understanding of each individual in the organization that the institution has not supported and realized the importance of the value of inclusiveness in accessibility. That way, a serious institutional commitment response will be able to fulfill adequate accessibility both from the policy, physical, and non-physical aspects. This is also reinforced by the absence of discourse issues that have been raised in major forums within UIN Imam Bonjol Padang related to service accessibility. The lack of support about the importance of fulfilling accessibility service rights can be caused by the lack of education and socialization from internal campuses and the role of PTKIN leaders in raising this strategic issue. Moreover, if the need for transformation is only limited to changing the name from "institute" to "university".

Second, the organizational sustainability component. This commitment component is one of the most important models of commitment components. When viewed comprehensively, UIN Imam Bonjol Padang has not fully examined organizational sustainability as a whole. For example, the achievement of transformation and evaluating the needs of post-transformation universities. If you look at this aspect, the issue of fulfilling accessibility has not become an important focus in developing a more advanced campus. Thus, in the aspect of organizational sustainability commitment, it has not made the main choice to fulfill accessibility rights to build reputation. Moreover, institutional universityization should provide full services for all groups.

Third, the normative component. The norms of Islamic institutions are actually very relevant for the fulfillment of fair accessibility services for all groups. It's just that it focuses on the value of normative texts. What is the third commitment is actually the residents of UIN Imam Bonjol Padang really understand the essence of the value of equality, equality, inclusiveness, and universality. Therefore, UIN Imam Bonjol Padang should provide accessible services for all students and be done in real terms and not limited to religious norms alone. Although, having a normative commitment is one clear evidence that Islamic institutions have supported policies based on Islamic values or morals. However, concrete implementation is much more important to be able to build an inclusive and universal campus. The description of these findings can be described as follows:

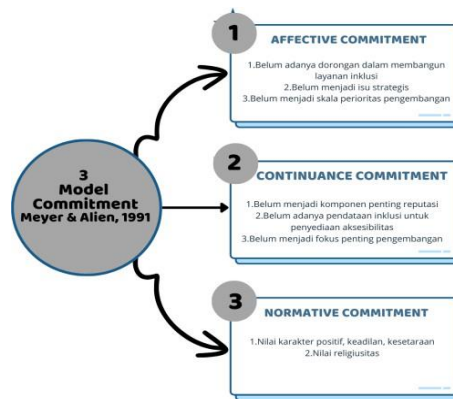


Figure 7: Model commitment Mayer & Allen at UIN Imam Bonjol Padang

In achieving successful change, one of the main elements in formulating change outcomes is the role of leadership (Higgs et al., 2023) ; (Ouedraogo et al., 2023) . The role of leadership in strengthening the commitment of accessibility services is very large. As the highest position holder, the direction of post-transformation policies should depend on leadership navigation. This commitment is in line with the strategic role of leaders to be able to lead educational institutions to become more qualified. This position includes the capacity to inspire and motivate all constituents of the organization, enabling them to collaboratively pursue more profitable collective goals.

While leaders play an important role in building an inclusive culture through accessible services, building an organizational culture that supports inclusive services is even more important. An organizational culture that champions inclusive services fosters an atmosphere where each individual feels valued and is given the opportunity to contribute to his or her full potential. This not only increases stakeholder satisfaction but also stimulates innovation and creativity within the team, which consequently has the potential to improve overall organizational performance.

By cultivating a culture that values diversity and inclusion, organizations can attract and retain key talent from diverse backgrounds, thereby increasing their competitiveness in the marketplace. The development of an organizational culture is not a ready-made endeavor; rather, it requires long-term commitment and collaborative engagement from all members of the organization to guarantee that the principles of inclusion are embedded in every aspect of operations. Proactive participation in diversity-oriented training and further professional development can facilitate a deep understanding of the importance of accessibility, empowering each individual to make a constructive contribution.

This synergy will achieve real commitment between leaders and institutional commitment in achieving long-term goals after a more meaningful institutional transformation. Not only that, this achievement can also be built not only normatively and culturally but also realized through policy and practical directions in the field.

Relationship between Policy, Commitment, and Accessibility

If formulated from the direction of policy, commitment and accessibility after the institutional transformation of UIN Imam Bonjol Padang, it can be found that the achievement of the organizational commitment model is still at the normative

and pragmatic level. That means, policy implementation, implementation, and embodiment of service accessibility cannot be realized in the form of real policies. The biggest challenge of PTKIN transformation in this study is that "accessibility" services have not become a special concern despite the transformation from institute to university.

Referring to the inclusion index proposed by Tony Booth and Mel Ainscow that in the management of institutional inclusiveness is guided by 3 main aspects namely; inclusive culture, inclusive policies, and inclusive practices (Booth & Ainscow, n.d.) . The guide helps identify attitudes, barriers, potential and efforts. Based on this, culture, policy and implementation can be further developed and improved in the sense of inclusion. The inclusion index aims to help educational institutions manage inclusiveness in all spheres of public life. The 3 dimensions can be described as follows:



Figure 8: *Three indicators of Booth & Ainscow's inclusion index*

The Booth and Ainscow inclusion index is a tool used in the context of educational institutions to measure and understand the level of inclusiveness of accessible services in educational institutions. Inclusion in education refers to efforts to ensure that all students, including those with special needs have equal access to quality education in an inclusive educational setting.

This study found that first, culturally, the PTKIN educational environment, especially UIN Imam Bonjol, has a cultural harmony that is friendly, tolerant and inclusive for all groups. There is no opposition that discriminates against certain groups. Moreover, Minangkabau as the cultural base of West Sumatra strengthens the identity of UIN Imam Bonjol Padang open to all groups. The culture that is built is actually also a culture that is attached to the religiosity values of UIN itself, namely; Islamic institutions built from the foundation of Islamic values. Thus, inclusiveness, equality, and justice become the basic foundation in institutional development.

Second, policy. Policy indicators in this study have not been found as real data. Because UIN Imam Bonjol Padang does not have a specific policy, circular, or guidelines in providing certain accessibility services. Although, it has been found that students who have special needs for special service guidance and assistance. The absence of this data is closely related to the fact that it has not yet become a priority achievement after the transformation of UIN Imam Bonjol Padang.

And thirdly, practice, implementation is one of the most important components in looking at this study. At least the extent to which policies and institutional commitments are transformed and provide adequate accessibility services. Looking at the results of the data that researchers have presented above, it is clear that the achievement of practice has not been achieved. This can be caused by the lack of socialization, education, and recognition of accessibility as one of the *branding* reputations of PTKIN. Not only that, this policy and commitment must also be evaluated through the vision and mission of institutional change from the

beginning. Both the *core* (main) vision of change, namely; mandate expansion and basic ones such as accessibility of educational institutions.

In order to address this finding, institutions should consider the following; 1) Integrating policies with inclusive service practices. Policy integration determines the success of service delivery. Without strong policies, it is impossible for services and procedures to be implemented properly. So, the role of leaders and citizens of the organization should synchronize policies and services; 2) Collaboration between units to improve accessibility. Collaboration is a surefire solution in building service accessibility. Service accessibility needs cannot be resolved by one or two people. All units must move together in building good service accessibility for all groups; and 3) Service strengthening strategies through evidence-based policies. This strategy strengthens so that existing policies can be implemented properly. Evidence-based policies guide us all so that the conversion of IAIN to UIN is not in vain and a mere name change. Ensure that the change to a university guarantees inclusivity and universality for all groups.

This study is very different from previous studies. Previous studies of institutional change and transformation have been limited to the history of change, transformation of change, change models of STAN, IAIN, UIN. The strong distinction in this study is to look at the direction of the institution's post-change policies and commitments in fulfilling adequate accessibility services for all groups. This study becomes very important to ensure that the promise of change is achieved to the basic elements. And in the end, change is not just in name, but institutional performance must be proven concretely.

CONCLUSION

After going through the discussion in the findings and discussion session, this study can be concluded that the policy direction and commitment of PTKIN (UIN Imam Bonjol Padang) after transformation in fulfilling accessibility has not gone well and seems to be neglected. This is reinforced by the absence of policy aspects that accommodate the accessibility of both physical and non-physical services. The priority scale of development focus after the transformation of UIN Imam Bonjol Padang is the development of human resources, infrastructure, and internationalization and has not made accessibility an important part of institutional development. In line with this, the pattern of institutional commitment in responding to accessibility, both in terms of affective commitment and institutional sustainability, has not shown concrete and sustainable efforts. The commitment achieved is still in the normative & pragmatic setting, namely; the value of equal rights, equality, and the norms of religious values. From the results of this study, it is still possible to conduct a quantitative comparative follow-up study that examines the effect of institutional changes on service access at PTKIN.

REFERENCES

- Aedi, N. (2024). Islamic Higher Education on Innovation and Transformation Challenges; A View of Management Change. *International Journal of Religion*, 5 (10), 4516-4522. <https://doi.org/10.61707/zo8tes32>
- Afrianty, D. (2023). Disability Rights and Inclusive Education in Islamic Tertiary Education. In *Islam, Education and Radicalism in Indonesia: Instructing Piety* (pp. 306-320). Routledge. <https://doi.org/10.4324/9781003269229-17>
- Akour, M., & Alenezi, M. (2022). Higher Education Future in the Era of Digital Transformation. *Education Sciences*, 12 (11), 784. <https://doi.org/10.3390/educsci1211078>
- Amar, R. (2016). *Iain Imam Bonjol 1966-2016*.
- Bashori. (2020). *Dissertation on Change Management of Islamic Higher Education Towards World Class University at UIN Sultan Syarif Kasim Riau and UIN Sunan Gunung Djati Bandung* (pp. 1-488). UIN SULTAN THAHA SAIFUDDIN JAMBI.
- Bhawra, J., Buchan, M. C., Green, B., Skinner, K., & Katapally, T. R. (2022). A Guiding Framework for Needs Assessment Evaluations to Embed Digital Platforms in Partnership With Indigenous Communities. *PLoS ONE*, 17 (December 12), e0279282. <https://doi.org/10.1371/journal.pone.0279282>
- Booth, T., & Ainscow, M. (n.d.). *Index for Inclusion*.
- Buckner, C. A., Lafrenie, R. M., Dénommée, J. A., Caswell, J. M., Want, D. A., Gan, G. G., Leong, Y. C., Bee, P. C., Chin, E., Teh, A. K. H., Picco, S., Villegas, L., Tonelli, F., Merlo, M., Rigau, J., Diaz, D., Masuelli, M., Korrapati, S., Kurra, P., ... Mathijssen, R. H. J. (2016). Organizational Culture Change and Technology: Navigating the Digital Transformation. *Intech*, 11 (tourism), 13. <https://www.intechopen.com/books/advanced-biometric-technologies/liveness-detection-in-biometrics>
- Christou, E., & Piller, F. (2024). Organizational Transformation: A Management Research Perspective. *Transformation Towards Sustainability*, 303-330. https://doi.org/10.1007/978-3-031-54700-3_11
- Ezzeddine, R., Otaki, F., Darwish, S., & Algurg, R. (2023). Change Management in Higher Education: A Sequential Mixed Methods Study Exploring Employees' Perception. *PLoS ONE*, 18 (July 7), e0289005. <https://doi.org/10.1371/journal.pone.0289005>
- Fan, C. C. (2024). Globalizing Research on Global Cities and International Business. *Journal of International Business Studies*, 55 (1), 28-36. <https://doi.org/10.1057/s41267-023-00670-7>
- FHUI, M. (2019). *Guidelines for Handling Cases of Persons with Disabilities Against the Law within the Court*.
- García-Morales, V. J., Garrido-Moreno, A., & Martín-Rojas, R. (2021). The Transformation of Higher Education After the COVID Disruption: Emerging Challenges in an Online Learning Scenario. *Frontiers in Psychology*, 12, 616059. <https://doi.org/10.3389/fpsyg.2021.616059>
- Garomssa, H. (2024). The Entrepreneurial University Concept as a Narrative of Change in HEIs. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2024.2338884>
- Ghafar, M., Sartika, D., Ponorogo, I., & Takengon, I. (2023). Analysis of IAIN

- Transformation into UIN as an Effort to Improve Reputation and Global Position. *Ta'dib: Journal of Educational Thought*, 13(2), 35–40.
- Harahap, M. A. K., Wurarah, R. N., Fathurohman, A., Suroso, A., & Iskandar, Y. (2023). Globalization Substance And Industrial Revolution 4.0 And The Role Of Technological Innovation For Economic Development Towards Entrepreneurship. *Journal of Businessman: Business and Management Research*, 4 (3), 37-51. <https://doi.org/10.52005/bisnisman.v4i3.122>
- Higgs, M. J., Kuipers, B. S., & Steijn, B. (2023). Change Leadership and Change Embeddedness in Public Organizations: Connecting Macrolevel Reform to Microlevel Implementation. *Public Administration*, 101 (3), 902-916. <https://doi.org/10.1111/padm.12833>
- Huberman, M., & Miles, M. B. (2002). *The Qualitative Researcher's Companion*. sage.
- Li, Y., & Suddaby, R. (2023). How Institutions Communicate Change: Casuistry and Loosely Coupled Change in China's Market Transformation. *Management Communication Quarterly*, 37 (3), 629-658. <https://doi.org/10.1177/08933189221144995>
- Liritantri, W., Handoyo, A. D., Bazukarno, K. P., & Arnita, L. K. (2021). Evaluation of the Implementation of Accessibility Design for Physical Disabilities at the Faculty of Creative Industries, Telkom University. *ARSITECTURE*, 19(2), 263– 274.
- Mackiewicz, J. (2018). A Mixed-Method Approach. In *Writing Center Talk over Time*. <https://doi.org/10.4324/9780429469237-3>
- Mason, J., Niedziela, D., Morin, J. B., Groll, A., & Zech, A. (2023). The Potential Pmpact of Advanced Footwear Technology on the Recent Evolution of Elite Sprint Performances. *PeerJ*, 11. <https://doi.org/10.7717/peerj.16433>
- Massot, P. (2024). Explaining Change in Global Market Institutions. In *China's Vulnerability Paradox* (pp. 55-91). Oxford University Press. <https://doi.org/10.1093/oso/9780197771396.003.0003>
- Medina-Bueno, J. L., Guimón, J., Uyarra, E., & Sánchez Barrioluengo, M. (2024). Universities as Catalysts of Change in Locked-in and Vulnerable Resource-Based Regions of the Global South. *Regional Studies*, 1-14. <https://doi.org/10.1080/00343404.2024.2326172>
- Meyer, J. P., & Allen, N. J. (1991). A Three-Component Conceptualization of Organizational Commitment. *Human Resource Management Review*, 1 (1), 61-89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Nurudin, L., & Wira Murti, A. (2023). Organizational Transformation of Islamic Education Institutions in Facing Global Competition. *Journal of Management and Culture*, 3 (1), 14-23. <https://doi.org/10.51700/manajemen.v3i1.416>
- Ouedraogo, N., Zaitouni, M., & Ouakouak, M. L. (2023). Leadership Credibility and Change Success: Mediating Role of Commitment to Change. *International Journal of Productivity and Performance Management*, 72 (1), 47-65. <https://doi.org/10.1108/IJPPM-01-2021-0017>
- Riyadi, E. (2021). Implementation of Fulfillment of the Right to Accessibility of Higher Education for Persons with Disabilities in Yogyakarta. *Ius Quia*

- Iustum Law Journal*, 28 (1), 71-93.
<https://doi.org/10.20885/iustum.vol28.iss1.art4>
- Safarudin, R., Zulfamanna, Z., Suprizen, S., & ... (2023). The Development of Islamic Higher Education in Indonesia: The Case of IAIN, STAIN, UIN. *Innovative: Journal Of ...*, 12 (4), 901-910. <http://j-innovative.org/index.php/Innovative/article/view/2023%00Ahttp://j-innovative.org/index.php/Innovative/article/download/2023/1479>
- Saputri, E. L., Yani, A. A., Haning, M. T., Public, I. A., Hasanuddin, U., Administration, D. I., & Hasanuddin, U. (2019). *Accessibility Analysis of Education Services for Persons with Disabilities in Higher Education: Case Study of Makassar City*. 1(2), 185-205.
- Siekman, F., Schlör, H., & Venghaus, S. (2023). Linking Sustainability And The Fourth Industrial Revolution: A Monitoring Framework Accounting for Technological Development. *Energy, Sustainability and Society*, 13 (1), 1-18. <https://doi.org/10.1186/s13705-023-00405-4>
- Stiles, P., Scott, E. T., & Debata, P. (2023). Technology, Capitalism, and the Social Contract. *Business Ethics, the Environment and Responsibility*. <https://doi.org/10.1111/beer.12567>
- Su, J., Liu, J., & Wang, S. (2024). A Study on The Action Mechanism of Digital Transformation on The Output Quality Of Technological Innovation. *Total Quality Management and Business Excellence*, 35 (3-4), 321-340. <https://doi.org/10.1080/14783363.2023.2290651>
- Suryani, Firda Imah, D. M. W. (2022). Opportunities and Challenges of Transforming IAIN Surakarta into UIN Raden Mas Said Surakarta. *Literacy: Journal of Multi- Perspective Islamic Studies*, 2(2), 193-210.
<https://pendis.kemenag.go.id/direktorat-perguruan-tinggi-keagamaan-slam/30-tahun-ban-pt-refleksi-dan-inovasi-kawal-mutu-pendidikan-tinggi-indonesia>
<https://uinib.ac.id/>
<https://uin-malang.ac.id/r/161101/perjuangan-mengubah-stain-menjadi-uin-malang.html>
<https://um.ptkin.ac.id/home/ptkin>

