Journal of English Language and Education
ISSN 2597- 6850 (Online), 2502-4132 (Print)
Journal Homepage: https://jele.or.id/index.php/jele/index

OPEN ACCESS Article

A Roadmap for Research Culture and Digital Transformation in Indonesian Student Organizations: A Case of PP HIMA PERSIS (2025–2028)

https://doi.org/10.31004/jele.v11i1.2032

Hafidh Fadhlurrohman, Faizal Rizqi Sawalludin, Aldi Surizkika[abc]
[1]Institut Teknologi Bandung, Indonesia
[2]Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia
[3]Institut Agama Islam Sahid Bogor, Indonesia
Corresponding Author: frhafidh@gmail.com

A B S T R A C T

Student organizations are increasingly seen not only as channels for leadership development but also as communities that generate knowledge. However, research initiatives and digitalization are often sporadic, dependent on individuals, and easily disrupted during leadership transitions. This article outlines a roadmap for strengthening the research culture and digital transformation in PP HIMA PERSIS for the 2025–2028 period, viewing research as the organization's capability and digitalization as the infrastructure for knowledge governance. Methodologically, this study uses narrative-based document analysis through a documentary review of organizational documents as primary data, analyzed using qualitative content analysis through repeated readings and thematic coding based on a framework, then synthesized with framework synthesis to generate a step-by-step implementation roadmap. The findings indicate that PP HIMA PERSIS has a strong normative foundation for research identity (Ulul Albab and community orientation) and programmatic support, but there is a gap between the claimed values and the institutional mechanisms that ensure continuity across periods. This gap is particularly evident in the lack of explicit output standards, quality rituals, peer review cycles, evaluation indicators, handover protocols, and an organizational memory system based on repositories and versioning that preserves decision-making traces. In conclusion, strengthening the research culture and digital transformation needs to be achieved through sequential stages from 2025 to 2028, covering standardization, habituation and quality assurance, as well as consolidation of governance and minimal digital infrastructure so that knowledge outputs can be repeated, reviewed, and accumulated sustainably.

Keywords: *Research Culture, Digital Transformation, Student Organization, Knowledge Governance, Quality Assurance, Roadmap, HIMA PERSIS*

Article History:
Received 13th January 2026
Accepted 12th February 2026
Published 14th February 2026

INTRODUCTION

Student organizations are increasingly positioning themselves not only as channels of leadership formation but also as communities that generate knowledge. Yet in many student-led research initiatives, outputs remain episodic, heavily dependent on a small number of motivated individuals, and vulnerable to collapse when leadership changes. This pattern is consistent with organizational learning research showing that knowledge does not automatically accumulate in organizations: without retention mechanisms, routines, and documentation, learning decays and is repeatedly restarted as members rotate (Levitt & March, 1988; Argote, 2013).

In higher education contexts, the challenge is sharpened by the fact that student organizations structurally face short tenures, competing academic workloads, and uneven methodological readiness across cohorts. As a result, organizations may succeed in running research-themed events but fail to build a reproducible research workflow that can be inherited. Capability perspectives emphasize that durable performance emerges when practices are stabilized through roles, norms, and governance arrangements rather than

treated as individual competence alone (Nelson & Winter, 1982; Scott, 2014). Therefore, the core issue is not whether a student organization can conduct research activities, but how it can institutionalize a research culture so that knowledge production becomes repeatable, auditable, and cumulative over time.

This institutionalization problem is inseparable from governance. Institutional theory suggests that values and identity claims provide legitimacy, but legitimacy must be translated into operational pillars such as rules, monitoring, and sanctions if it is to shape routine behavior (Scott, 2014; Suchman, 1995; Schein, 2010). In student research organizations, where intellectual aspiration is often articulated through normative narratives, the missing link is often the set of concrete devices that translate aspirations into obligations: output standards, peer-review cycles, documentation requirements, and handover protocols. When these devices are absent, organizations risk reproducing a research culture at the level of discourse while failing to ensure continuity at the level of practice.

Digital transformation plays a decisive role in closing this gap, but only if it is understood as infrastructure rather than as communication. Research on sociotechnical change highlights that technologies are enacted through practices and can either stabilize or fragment routines depending on how they are embedded (Orlikowski, 2000). In many NGOs and student-led groups, digitization is reduced to publication platforms, while the more consequential function is building an organizational memory: repositories, versioning, decision trails, and workflow coordination that preserve knowledge amid high turnover (Henderson & Venkatraman, 1993). In short, research culture requires governance and quality assurance, and governance becomes realistically enforceable when supported by a minimal but scalable digital stack for documentation and traceability.

Discussions on student organizations and digital transformation often focus on tools and activities, equating digital change with social media or communication platforms, while neglecting digital governance as an institutional mechanism for knowledge retention—such as repositories, versioning, decision trails, and documentation standards. Studies on student research emphasize individual capacity building but overlook how to institutionalize research practices through routines like output standards, peer reviews, and handover protocols to ensure continuity despite high turnover. Consequently, the literature offers limited guidance on integrating research culture, digital memory, and governance into a phased, implementable roadmap for student organizations. This article fills that gap by creating an institutional design framework and a 2025–2028 phased roadmap to make research outputs repeatable, reviewable, traceable, and inheritable across leadership terms.

Within this framework, the case of PP HIMA PERSIS is analytically relevant because its organizational texts articulate a strong intellectual telos and a mandate for scientific cadres, yet the practical challenge is how to translate this normative orientation into mechanisms that can survive leadership turnover. At this point, the problem should not be reduced to a lack of skills or tools, but understood as a tension between the emancipatory desire for knowledge production and the institutional necessity of governance. This article, therefore, asks how a phased institutional design for 2025–2028 can strengthen research culture and digital governance simultaneously, so that knowledge outputs are not merely produced, but also reviewed, archived, improved, and inherited across periods.

METHOD

This study is conceptual, qualitative, and design-oriented. Rather than measuring causal effects or testing hypotheses with primary field data, it develops an institutional design and implementation roadmap by interpreting organizational texts as institutional artifacts. The output is therefore a prescriptive framework intended for governance and program implementation in PP HIMA PERSIS (2025–2028).

The 2025–2028 roadmap was developed through an iterative design process grounded in documentary evidence and refined through structured synthesis. First, organizational documents were collected and mapped to identify formal mandates, stated objectives,

program instruments, and references to research and digitization. Second, the documents were coded using a framework-based qualitative content analysis to extract design-relevant elements, including intended outputs, governance mechanisms, evaluation practices, and knowledge-retention practices. Third, these themes were translated into design requirements (for example, standardized outputs, internal peer review routines, documentation and handover protocols, and repository-based traceability).

Fourth, the requirements were organized through framework synthesis into a staged roadmap, with sequencing following implementation logic—prioritizing foundational standards and minimal infrastructure before scaling quality assurance routines and governance roles. Fifth, as a form of organizational reflection and feasibility checking, the proposed actions were cross-checked against typical constraints of student organizations (short tenures, limited time, uneven skill distribution) to ensure that each phase remains implementable. Finally, the roadmap incorporates benchmarking against widely used governance principles in knowledge work—standardization, versioning, and auditable documentation—to ensure that the proposed digital stack functions as organizational memory rather than merely as a communication channel.

Empirically, the study uses a narrative documentary review of organizational texts as primary data to reconstruct the normative logic and operational mechanisms of strengthening research culture and digital transformation in the context of HIMA PERSIS (Bowen, 2009; Prior, 2003; Scott, 2014). Organizational ideas are treated as institutional artifacts that contain claims of legitimacy, value orientation, governance, and work designs that can be analyzed qualitatively.

The analysis follows a qualitative content analysis procedure, with repeated readings and thematic coding based on a framework (Hsieh & Shannon, 2005; Schreier, 2012). The main units of analysis are statements of objectives, norms, program instruments, evaluation mechanisms, and references to digitization and documentation. To maintain traceability, each theme required supporting evidence in the form of text excerpts or explicit claims from the documents, ensuring that the synthesis follows an auditable line of argument (Lincoln & Guba, 1985; Bowen, 2009).

The thematic findings are then synthesized through a framework synthesis to produce a phased, operational implementation roadmap (Dixon-Woods, 2011; Gale et al., 2013; Pope et al., 2000). Framework synthesis is used because it enables qualitative results to be mapped into a consistent conceptual structure while generating usable design outputs. In the synthesis stage, key themes are condensed into mutually reinforcing layers of institutional design, including output standards, quality rituals and peer-review cycles, governance through SOPs and indicators, and a minimal digital stack for documentation, repositories, and versioning.

FINDINGS AND DISCUSSION

The idea of PP. HIMA PERSIS to build a research culture is a logical consequence of *the* "scientific" *telos* of cadres linked to the philosophy *of Ulul Albab* and the orientation of the ummah. The conceptual narrative emphasizes the identity of cadres who are "scientific in thought" and places the intellectual agenda as the basis for action; while the PP. HIMA PERSIS Work Program is more specific in the fields of Studies, Research and Technology, showing efforts to formulate roles, programs, and a work ecosystem (guidance, development, execution) that lead to system requirements. However, at the implementation design level, there is a gap between normative claims (scientific requirements) and institutional mechanisms that make them repeat across periods: output standards, quality rituals, review processes, indicators, repositories, and handover protocols have not been fully explicated as *a system* that enforces continuity.

Findings

Institutional Design Framework

The discourse of epistemic values and institutional routines affirms that organizations do not "become" scientific simply by using scientific jargon; they become scientific when those

values are institutionalized as rules that constrain behavior and produce testable outputs. Within the framework of modern institutionalism, values function as *a legitimizing narrative that provides justification and identity, but the stability of practice demands regulatory and normative pillars that transform"* intentions into "auditable obligations" (Scott, 2014; Schein, 2010). At this point, the Ulul Albab philosophy in HIMA PERSIS is a strong "source of epistemic legitimacy" because it produces a moral-intellectual horizon for "scientific" cadres. However, sociologically, legitimacy does not automatically transform into capacity. Organizations require formal-informal mechanisms that enable values to function at the operational level, not merely at the level of slogans, and the narrative of research culture is not merely about "interest in research" or "methodological training," but rather a configuration of norms, incentives, leadership, and infrastructure that consistently guide collective behavior; without which, research culture easily becomes performative rhetoric that does not produce accumulation (Evans et al., 2020).

Within the framework of organizational learning and capability theory, strong values and underdeveloped mechanisms are a classic pattern in new organizations that are in the *aspiration* stage but have not yet entered the *routinization* stage. Organizational knowledge survives not because people are "smart," but because organizations have mechanisms to store, transfer, and repeat the same processes with increasing quality (Argote, 2013; Levitt & March, 1988). This is where the concepts of routines and dynamic capabilities become relevant: collective capabilities arise from a series of standardized, repetitive practices with clear roles and evaluation mechanisms (Teece, 2007; Nelson & Winter, 1982). Sustainable organizational change requires implementation drivers such as role competencies, supportive organizations, and adaptive leadership; without these, initiatives stall at the pilot phase or become dependent on specific figures (Fixsen et al., 2005; Damschroder et al., 2009). Therefore, when the narrative *of Ulul Albab* HIMA PERSIS is well-established but the SOP, quality gate, manuscript production cycle, and output indicators are not yet clear, the problem is not a "lack of motivation," but rather the lack of a knowledge *operating system*—that is, a mechanism that makes scientific work a structural habit, rather than individual heroism.

Furthermore, today's institutionalization problem cannot be separated from the logic of digital transformation as a socio-technical change. Many organizations view digitization as a channel for publication, whereas many studies place it as *a reconfiguration of routines*—a transformation of work methods, accountability, and organizational memory through data infrastructure and platforms (Orlikowski, 2000; Vial, 2019). In organizations with high turnover such as HIMA PERSIS, the biggest issues are organizational memory and traceability: without repositories, versioning, workflow reviews, and metadata standards, knowledge remains fluid and is lost when management changes. Digital transformation also emphasizes that success is not determined by technology adoption alone, but by alignment with governance structures, work culture, and process design that produces value (Verhoef et al., 2021). Thus, Ulul Albab as the *telos of* HIMA PERSIS provides the "why," but institutionalization provides the "how"; and digitization provides the "how it is maintained so that it does not disappear." At this stage, "scientific" must be reduced to concrete tools—research SOPs, editor-reviewer roles, quality indicators, digital archives, and handover protocols—so that aspirations can be transformed into cumulative capacity across generations of cadres.

Digitalization, as a symbol, usually operates at the level of representation. Organizations appear modern because they have platforms, publication channels, or content intensity, but technology has not changed the structure of practices that determine how knowledge is produced, filtered, validated, and passed on. In the lens of *practice theory*, new technology becomes transformative when it "adheres" to routines—disciplining workflows, shaping role divisions, and creating accountability trails—rather than merely adding communication channels (Orlikowski, 2000). This is where HIMA PERSIS faces a challenge in its leadership transition: the extent to which it can drive digital transformation by reconfiguring its operating model, governance, and values through a combination of strategy,

structure, and technology. Thus, the criticism is not on the use of social media or popular tools, but on the tendency to replace knowledge infrastructure development with visibility performativity.

Instead, digitization as knowledge infrastructure positions technology as the organization's *operating system*—repository, versioning, review pipeline, indicator dashboard, and audit protocol—forcing the organization to "remember" and "repeat" quality processes across periods. The *strategic alignment* framework emphasizes that technology is valuable when it is aligned with the organizational architecture (goals, structure, processes, and roles), so the question is not "what platform to use," but "what processes to standardize and who owns the processes" (Henderson & Venkatraman, 1993). In the context of the idea of "disruption" in the HIMA PERSIS program, the consequence is a shift from macro rhetoric to operational micro design, establishing the source of inspiration for the movement, defining (draft–review–final), establishing the role of editor/reviewer as a governance function, linking KPIs to the production pipeline, and ensuring an audit trail of changes. Thus, digitization is no longer an accelerator of image, but rather an engine of continuity: it reduces personalism, suppresses knowledge loss during management changes, and makes output quality measurable and cumulatively improvable—in line with the logic that digital transformation is a socio-technical change in practice and governance, not merely the use of tools (Orlikowski, 2000; Vial, 2019; Verhoef et al., 2021).

Roadmap for Building a Research Culture and Digitalizing HIMA PERSIS Governance

The roadmap for the development of HIMA PERSIS studies, research, and technology is divided into four phases, each refined using three theoretical frameworks. The proposed Phase 1–4 roadmap in this study can be understood as an institutional strategy to transform *the Ulul Albab ethos* from a mere narrative of identity into a stable organizational capability that transcends leadership changes. In practical terms, this implies a shift from an "activity" orientation to a "knowledge production system" orientation with traceable quality standards. Within the framework of *institutional theory*, *Ulul Albab* functions as *a legitimizing narrative that binds the organization to a particular epistemic telos, but capacity is formed only when these values are manifested in rules, role divisions*, and repetitive routines (Scott, 2014; Schein, 2010). Therefore, the recommended practice here does not start with adding literacy events or methodological training, but rather with establishing "rules of the game" that make scientific work a collective habit that can be audited.

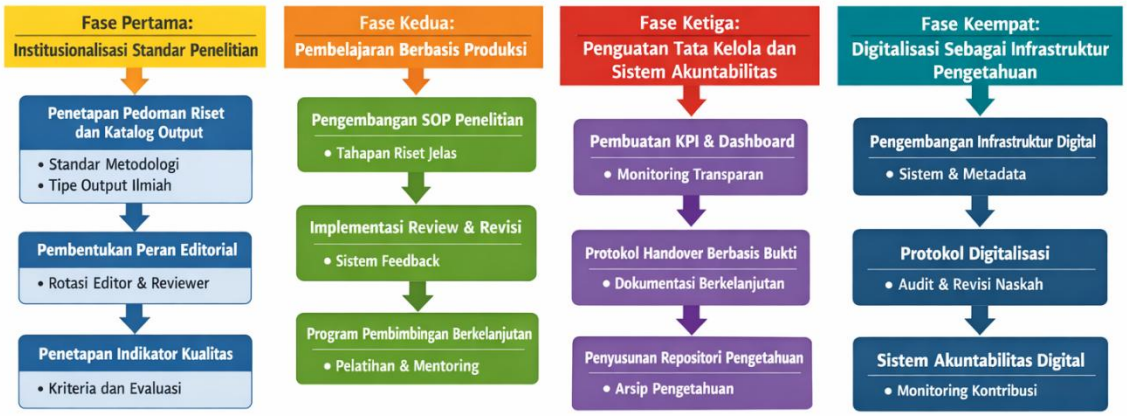

Figure 1. Roadmap for Building a Research Culture and Digitalizing HIMA PERSIS Governance

Phase One: Institutionalization of Research Standards

In the first phase, the most direct implication is establishing value-based standards. HIMA PERSIS needs to establish research guidelines and an Output Catalog that defines "HIMA PERSIS scientific products" (e.g., policy briefs, study reports, research and technology guidelines, reputable scientific journal articles, and books). At this stage, quality gates are a key instrument because they translate "scientific" into a minimum checklist that can be tested before publication. Theoretically, this step constitutes an initial form of institutionalization because it builds normative and regulatory pillars that enforce consistency, rather than relying

solely on moral encouragement (Scott, 2014). The managerial implication is that PP. HIMA PERSIS needs to assign clear editorial roles (editor/reviewer), because without process owners, standards will once again become passive documents. Thus, the value *of Ulul Albab* remains the foundation, but it functions as an operational norm that guides production, not merely a rhetorical device.

Figure 2. First Phase: Institutionalization of HIMA PERSIS Research Standards

This step is crucial for HIMA PERSIS, as it strengthens the quality of the scientific products produced. The application of these standards creates an objective control mechanism that can be tested through a quality checklist prior to publication, ensuring that every scientific product that comes out of HIMA PERSIS is accounted for and meets the desired quality (DiMaggio & Powell, 1983). Quality indicators, as key instruments, help ensure that every scientific product complies with established standards. These quality indicators are a concrete application of regulatory theory, whereby the examination and evaluation process is carried out before scientific products are published. With this instrument in place, every paper or scientific work produced by HIMA PERSIS will undergo a verification stage that guarantees its scientific validity, in terms of methodology, the reliability of references, and conformity with the values that underpin the organization. In this case, it is important to note that quality is not only a matter of technical accuracy but also of the relevance of scientific products to HIMA PERSIS's vision and mission (Tushman & O'Reilly, 1996).

At the managerial level, implementing this system requires establishing a clear and effective structure, especially for assigning editorial roles responsible for the quality and validation of scientific products. Without clear process owners, the standards set out in the research guidelines and Output Catalog can easily become documents stored on shelves with no real implementation. Therefore, assigning editorial and reviewer roles throughout the scientific production process is crucial to ensure that all scientific work meets established standards. Editors and reviewers serve as quality gatekeepers who assess works against existing standards and provide constructive feedback for further improvement (Huang & Benbasat, 2007).

The importance of this editorial role is also related to social theory in organizations, which emphasizes the creation of roles and structures that can improve operational effectiveness (Scott, 2014). In the context of HIMA PERSIS, the editorial role is not only to ensure that scientific products meet quality standards but also to serve as an agent of change, introducing better scientific practices within the organization. Thus, the *Ulul Albab* value, which is the foundation of HIMA PERSIS, remains an operational norm that guides the scientific production process. However, this value is not merely a rhetorical device that accompanies every activity, but functions as a principle that is translated into concrete operational practices, thereby having a real impact on every work produced by HIMA PERSIS (Schein, 2010).

Second Phase: Production-Based Learning

The second phase in the development of the research system at HIMA PERSIS focuses on the shift from attendance-based learning (learning-by-attending) to production-based learning (learning-by-producing). This concept holds that organizations, to truly learn and

develop, must be actively involved in knowledge production, not just by attending seminars or training sessions. This perspective is drawn from organizational learning theory, which emphasizes that organizations learn through routines and repeated experiences that eventually stabilize into reliable collective work patterns (Levitt & March, 1988; Argote, 2013). For HIMA PERSIS, this means that cadres do not only attend academic activities or discussions, but they must also participate directly in the research process, which involves writing, revising, and publishing scientific papers.

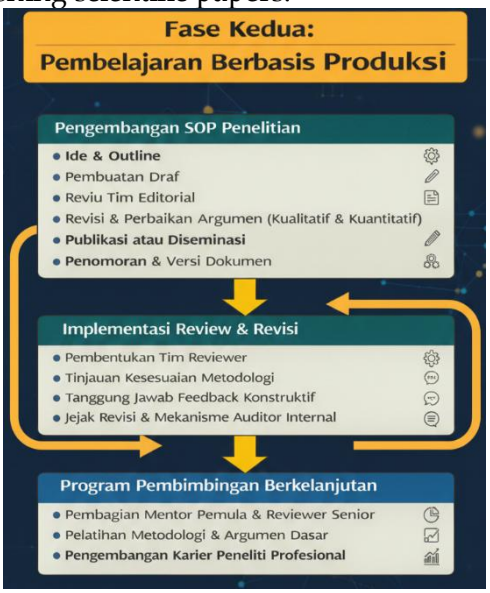

Figure 3. Second Phase: Production-Based Learning

The practical implication of this phase is the development of SOPs that document the research cycle that must be followed, namely a cycle that involves stages such as idea–outline–draft–review–revision–publication–archiving. With these clear SOPs, each stage in the research and writing process will become part of a routine that can be repeated and evaluated. This routine provides a structure that enables HIMA PERSIS to manage and control the quality of the scientific results produced. In addition, with a structured cycle, each member of the organization can see their progress more clearly and objectively, because each scientific product undergoes a systematic process and can be assessed at each stage. This process not only creates measurable scientific output but also minimizes the risk of "busy activity, empty output," in which many activities are carried out without clear, measurable results.

Furthermore, this mechanism plays an important role in creating *a scientific habitus* among HIMA PERSIS members. *Habitus, in this context, refers to scientific habits and dispositions* formed through continuous experience and routine. Through revision, recording reviews, and disciplined use of credible sources, members not only learn from the material taught but also from the critical processes that accompany it. For example, the review and revision process helps members understand how their work is received and interpreted by others, and how to improve the quality and accuracy of their arguments. Thus, this *scientific habitus* involves not only knowledge but also ways of thinking and acting that develop naturally as they engage in the scientific production cycle.

With a structured research cycle, cadres in HIMA PERSIS can more easily progress from novice writers to competent reviewers. In this case, the mentoring levels that regulate member progress are very important. Good mentoring can help cadres overcome the challenges they face during the writing process and provide insight and skills for reviewing others' scientific work. This leads to the formation of a system in which each member, regardless of their level of experience, can develop continuously, not only in producing scientific work, but also in contributing to the review process that can enrich the quality of the scientific products produced.

From an *organizational learning* perspective, implementing this routine also creates a continuous feedback system. The revision process and review notes received by the authors

provide very important information for their future development. By using this feedback, members can refine their scientific products and improve their thinking and work in a scientific context. In this way, every process they undergo becomes part of a broader learning process that ultimately improves the organization's overall quality in producing credible and accountable scientific work.

This second phase integrates technical and social aspects within the organization, steering HIMA PERSIS toward a more sustainable approach to developing its members' scientific capacity. With a clear system and predictable routines, each member not only gains knowledge but also the practical skills necessary to become a competent writer and reviewer, capable of producing quality scientific work.

Third Phase: Strengthening Governance and Accountability Systems

In the third phase, the main focus is on strengthening governance so that the research culture does not stop as a "field agenda" but becomes part of the organization's accountability system. KPIs and monitoring dashboards are not merely numerical instruments but a feedback loop that allows the organization to learn from its performance, reduce dependence on figures, and stabilize output over time. In the context of knowledge retention, this is the stage at which organizations begin to store knowledge as procedures and metrics that can be passed on, rather than relying solely on the memories of individuals (Argote, 2013). Because HIMA PERSIS is highly dynamic, evidence-based handover protocols are a non-negotiable requirement. Repositories, lists of outputs and their review statuses, editorial decision notes, and KPIs must be submitted as a protocol package. Institutionally, this transforms leadership transitions from a "reset" to a "memory-based succession."

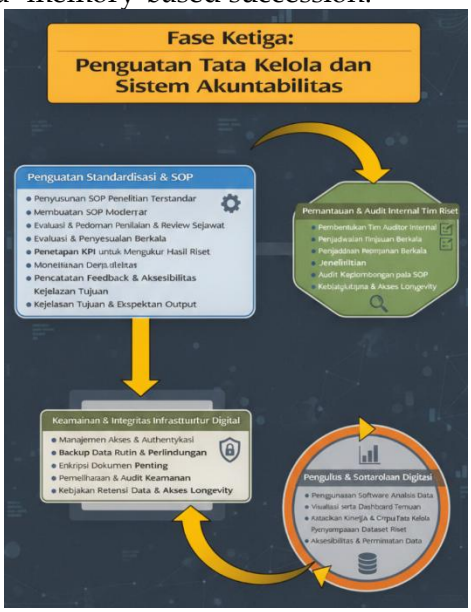

Figure 4. Phase Three: Strengthening Governance and Accountability Systems

The third phase in the development of the research system at HIMA PERSIS emphasizes strengthening organizational governance so that the research culture built in previous phases does not stagnate as a "field agenda" but truly becomes an integral part of the organizational accountability system. This means that research must be a continuous focus, not just a temporary activity or project that depends on certain individuals, such as the chair or research field administrators. To achieve this, a more structured, measurable system is needed in which research and scientific development results are monitored and evaluated using instruments such as *Key Performance Indicators* (KPIs) and monitoring dashboards. KPIs and monitoring dashboards are not just tools for measuring numbers or results; they are also feedback tools that enable organizations to learn from their performance, reduce dependence on individual figures, and ensure that research output remains stable and of high quality at all times.

KPIs and monitoring dashboards serve as a feedback loop, enabling HIMA PERSIS to continuously evaluate and improve the quality of its research. With objective, transparent

measurements of each research program's performance, the organization can identify areas for improvement and plan strategic steps for continuous improvement. This is not just about the numbers produced, but about the organization's ability to organize, respond to, and improve existing processes to be more efficient and productive in the future. In addition, the use of KPIs and monitoring dashboards helps reduce dependence on specific figures within the organization, which can often hinder the continuity and consistency of research programs when there is a change in management.

Within the framework of *knowledge retention* described by Argote (2013), this third phase emphasizes the importance of storing and maintaining knowledge as transferable procedures and metrics, rather than relying solely on individuals' temporary memory or experience. This process involves creating systematic, accessible documentation, such as repositories that store research documents, output lists that record review status, editorial decision notes, and KPIs that monitor research progress. With clear repositories and documentation, knowledge accumulated over time can be retained and passed on to the next generation, enabling the organization to continue growing without starting from scratch every time there is a change in management or members.

One practical implication that cannot be compromised in this phase is the need to implement an evidence-based *handover* protocol. This protocol will ensure that each change in management does not interrupt the research process or cause the knowledge acquired to be lost. Each new manager or member must receive an information package that includes the research repository, the review status of ongoing publications, editorial decision notes, and KPIs relevant to the existing research program. This protocol allows for a smoother transition and ensures that the gathered knowledge remains accessible and usable for further research and development. With a clear *handover* system in place, HIMA PERSIS can ensure the continuity of its research program even if there are changes in management or members involved.

Institutionally, this third phase changes the perspective on management changes within the organization. What was once seen as *a reset* that started everything from scratch has now turned into *a memory-based succession*. This means that each management change will be more like a relay process, in which knowledge and best practices that have proven effective can be passed on and refined by the next management team. Thus, sustainability and consistency in research quality can be maintained, and the organization does not need to repeat steps that have already been taken. Management changes are no longer a moment that disrupts continuity, but rather a part of a continuous and evidence-based development process.

By strengthening governance and systems grounded in clear performance metrics, HIMA PERSIS can foster a stable and sustainable research culture. Clear documentation protocols, performance measurement systems, and evidence-based *handover* structures provide a strong foundation for the sustainability of future research activities, strengthening the organization's capacity to continue adapting and evolving. With this approach, HIMA PERSIS not only produces high-quality research but also fosters a culture that supports innovation and continuous improvement over the long term.

Fourth phase: Digitalization as Knowledge Infrastructure

The fourth phase in the development of the research system at HIMA PERSIS emphasizes the importance of digitization as a broader knowledge infrastructure, not merely as a channel to increase visibility or for external presentation. Digitization becomes transformative when it is integrated into and embedded in the organization’s operational practices, shaping routines, accountability, and sustainable organizational memory (Orlikowski, 2000). At this point, technology is no longer just a tool used to facilitate administrative tasks or communication, but has become part of the foundation that supports and optimizes the knowledge production process within the organization. Therefore, HIMA PERSIS needs to establish clear guidelines in using this technology, with rules covering document naming, metadata management, manuscript status (draft, review, final), and

revision audit trails. These guidelines are important to ensure that the research process is well documented, transparent, and easily accessible to members of the organization, as well as to ensure that every step in scientific production is accountable.

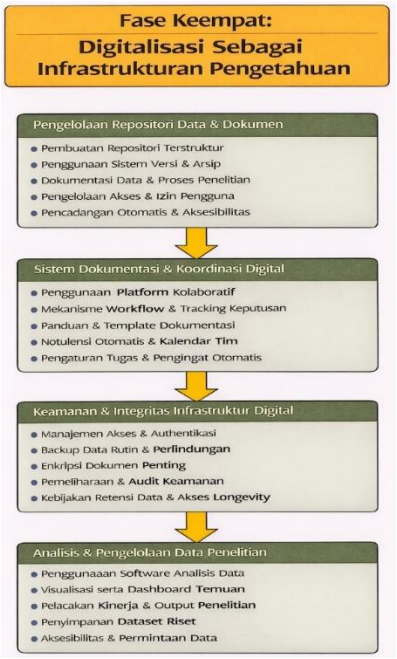

Figure 5. Fourth phase: Digitalization as Knowledge Infrastructure

In addition, digitization integrated with organizational systems and processes aligns with the concept of *strategic alignment* proposed by Henderson and Venkatraman (1993). In this framework, the value of technology lies in its ability to align with the organization's architecture, including existing goals, processes, roles, and indicators. Technology is not only considered a tool available for use, but as part of a larger structure that supports the organization's strategic objectives. With digitization aligned with this structure and process, HIMA PERSIS can create a system that is more efficient, more transparent, and easier to measure. This allows the organization to use technology to truly support its long-term goals, without getting caught up in the idea that technology itself is an instant solution.

The micro design referred to here is the implementation of technology that is highly structured and oriented toward measurable results. With clear rules for each stage of the process, how the review flow is conducted, and how success indicators are monitored, the organization can ensure that every scientific product remains consistent and meets established quality standards. This technology-based operational system also allows organizations to ensure that every change or revision made during the writing or review process can be clearly tracked. The revision audit trail is crucial in this regard, as it facilitates transparency and accountability in every change made to the manuscript or research results. With this highly structured design, "digital disruption," which is often a threat in many research program narratives, can be transformed into a more measurable and reliable system.

Overall, the roadmap proposed in this fourth phase provides an overview of a realistic "research culture" for HIMA PERSIS: the ability to produce knowledge repeatedly and sustainably, maintain quality through structured review rituals, and preserve organizational memory through accessible, well-managed digital artifacts and infrastructure. This makes research not just a sporadic activity or seasonal project, but part of a routine that is well integrated into a larger organizational system. With an integrated digital infrastructure, organizations can maintain continuity in scientific production and minimize the risk of losing previously generated knowledge, even if there is a change in management or personnel.

The strategic implication of this phase for PP HIMA PERSIS is the need to focus energy on developing an organizational "machine" that includes SOPs, roles, KPIs, and repositories as a top priority before expanding the variety of research programs. Developing an effective organizational machine ensures that the knowledge production system runs smoothly and

efficiently. Once this engine is running well, diversifying research programs will be easier and safer. This is because the accumulation of knowledge no longer depends on specific individuals, but is supported by a well-structured system. With a mature system, new research programs can be developed and managed without worrying about losing continuity or the quality previously achieved. A system based on clear SOPs, defined roles, and a repository for storing and accessing knowledge digitally will enable HIMA PERSIS to develop more stably and sustainably, even amid rapid management changes.

Therefore, this fourth phase directs HIMA PERSIS to optimize the use of technology to support scientific production and sustain the research process. By implementing an integrated, transparent digital system and ensuring that all members are involved in a structured process, the organization can achieve a level of maturity in research management that enables more sustainable development grounded in solid knowledge.

Discussion

The insights from this study can be analyzed using frameworks from organizational learning and institutional theory. The observed discontinuity in research initiatives during periods of employee turnover aligns with the principles outlined in organizational learning theory. Specifically, when organizations lack effective retention mechanisms and stable operational routines, the valuable knowledge individuals possess begins to erode. This phenomenon often leaves organizations having to restart projects rather than build on previously acquired capabilities, as highlighted by Levitt & March (1988) and Argote (2013).

In light of these challenges, the proposed roadmap underscores the importance of establishing robust documentation processes, centralized knowledge repositories, and systematic handover protocols. These elements are not merely bureaucratic necessities; they are essential components of a learning infrastructure. By prioritizing these practices, organizations can foster a culture of continuous learning and knowledge retention, enabling them to maintain a competitive edge and enhance overall effectiveness amid personnel changes.

From an institutional perspective, this case study underscores the critical importance of translating legitimacy claims and epistemic values into concrete operational frameworks that shape daily practices and activities (Scott, 2014; Suchman, 1995; Schein, 2010). The Ulul Albab philosophy serves as a compelling legitimizing narrative, providing a foundational support system for institutional identity and purpose. However, this analysis reveals that mere legitimacy is insufficient to foster actual capacity and effectiveness. To truly drive organizational performance, these legitimacy claims must be woven into a framework of established standards, rigorous monitoring processes, and systematic quality rituals. Such elements are essential because they ensure that performance is not only measurable but also replicable, thereby facilitating continuous improvement and accountability across the institution.

The discussion delves deeper into the concept of digital transformation, specifically within student organizations. From a sociotechnical perspective, introducing digital tools alone does not guarantee better coordination among members. These tools become effective and consistent only when integrated thoughtfully into established workflows and governance structures, as Orlikowski (2000) highlights. In this light, the proposed digital stack is envisioned not merely as a collection of tools but as a comprehensive framework for organizational memory and traceability. This infrastructure is designed to align strategic goals with operational activities by ensuring that all outputs, critical decisions, and revisions are not only easily searchable but also versioned and inheritable. This means that past actions can be referenced efficiently, fostering a culture of accountability and continuous improvement, as discussed by Henderson and Venkatraman in 1993.

The phased design logic underscores the importance of implementation research, which focuses on gradually building capacity and stabilizing new practices through structured mechanisms rather than relying on isolated, one-time initiatives (Fixsen et al., 2005). This understanding suggests that organizations such as PP HIMA PERSIS, along with similar

student-led groups, can enhance the continuity of research efforts. They can do so by initially prioritizing a select group of enforceable routines. By establishing these foundational practices, the organizations can then progressively expand their roles and systems. This systematic approach enables the development of established habits and robust quality assurance (QA) cycles, which are crucial for sustaining long-term success and ensuring the effectiveness of their research initiatives.

CONCLUSIONS

This article concludes that strengthening research culture and advancing digital transformation in PP HIMA PERSIS are best understood as an institutional design challenge, as the organization's strong epistemic identity and programmatic intent are undermined by structural turnover and the absence of enforceable mechanisms that translate values into sustained practice; theoretically, the study advances a capability-and-institutional perspective by demonstrating that research culture is not an individual attribute but a system of standardized routines, roles, and legitimized obligations that make knowledge production auditable and cumulative, while conceptually reframing digital transformation as governance infrastructure for organizational memory and traceability rather than mere communication tools; practically, it offers an institutional design framework and a phased 2025–2028 implementation roadmap built on four reinforcing layers—output standards and priorities, quality rituals and peer review cycles, governance through SOPs and indicators, and a minimal digital stack encompassing repositories, documentation rules, versioning, and decision trails—translating them into feasible sequential actions within student organizational constraints; organizationally, the proposed design operationalizes the Ulul Albab intellectual telos into a governance system that ensures continuity across leadership cycles by mandating standardized documentation, fixed handover packages, and embedded review routines, thereby reducing person-dependence, retaining institutional knowledge, and enabling cumulative learning and outputs, while for student organizations more broadly, the findings underscore the need to treat knowledge governance as a formal policy domain through enforceable internal standards, mandatory archiving and handover procedures, regular review cadences with clear role assignments, protected shared repositories, and minimal indicators to monitor compliance and learning, ultimately improving accountability and making research and digital transformation sustainable under high turnover conditions.

ACKNOWLEDGEMENTS

The author expresses his highest gratitude and appreciation to the Central Leadership of HIMA PERSIS for their institutional support, strategic guidance, and trust, which enabled the ideas and writing of this article on *the roadmap* for strengthening research culture and digital transformation to be formulated more systematically. Appreciation is also extended to all administrators, cadres, and parties involved in discussions, gathering input, and organizational work practices that form the basis of reflection in this article. Hopefully, this manuscript will be a useful contribution to strengthening knowledge management, improving the consistency of regeneration, and enhancing the quality of HIMA PERSIS' intellectual tradition in a sustainable manner.

REFERENCES

Argote, L. (2013). *Organizational learning: Creating, retaining and transferring knowledge* (2nd ed.). Springer.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27–40.

Damschroder, L. J., Aron, D. C., Keith, R. E., Kirsh, S. R., Alexander, J. A., & Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: A

consolidated framework for advancing implementation science. *Implementation Science, 4*, 50.

DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review, 48*(2), 147–160.

Dixon-Woods, M. (2011). Using framework-based synthesis for conducting reviews of qualitative studies. *BMC Medicine, 9*, 39.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network.

Gale, N. K., Heath, G., Cameron, E., Rashid, S., & Redwood, S. (2013). Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC Medical Research Methodology, 13*, 117.

Henderson, J. C., & Venkatraman, N. (1993). Strategic alignment: Leveraging information technology for transforming organizations. *IBM Systems Journal, 32*(1), 4–16.

Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277–1288.

Huang, W., & Benbasat, I. (2007). Research note: Investigating the persuasive effectiveness of online shopping recommendation agents: An explanation from dual-process theories. *Information Systems Research, 18*(1), 75–93.

Levitt, B., & March, J. G. (1988). Organizational learning. *Annual Review of Sociology, 14*, 319–340.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Nelson, R. R., & Winter, S. G. (1982). *An evolutionary theory of economic change*. Harvard University Press.

Orlikowski, W. J. (2000). Using technology and constituting structures: A practice lens for studying technology in organizations. *Organization Science, 11*(4), 404–428.

Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analysing qualitative data. *BMJ, 320*(7227), 114–116.

Prior, L. (2003). *Using documents in social research*. SAGE Publications.

Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.

Schreier, M. (2012). *Qualitative content analysis in practice*. SAGE Publications.

Scott, W. R. (2014). *Institutions and organizations: Ideas, interests, and identities* (4th ed.). SAGE Publications.

Suchman, M. C. (1995). Managing legitimacy: Strategic and institutional approaches. *Academy of Management Review, 20*(3), 571–610.

Teece, D. J. (2007). Explicating dynamic capabilities: The nature and microfoundations of sustainable enterprise performance. *Strategic Management Journal, 28*(13), 1319–1350.

Tushman, M. L., & O'Reilly, C. A. (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. *California Management Review, 38*(4), 8–30.

Verhoef, P. C., Broekhuizen, T., Bart, Y., Bhattacharya, A., Qi Dong, J., Fabian, N., & Haenlein, M. (2021). Digital transformation: A multidisciplinary reflection and research agenda. *Journal of Business Research, 122*, 889–901.

Vial, G. (2019). Understanding digital transformation: A review and a research agenda. *The Journal of Strategic Information Systems, 28*(2), 118–144.