

Optimizing Islamic Religious Colleges In Facing The Era of Globalization

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Abstract

Keywords:

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Globalization Era;
Religious Colleges;
International
Policy.

This study examines the role of state Islamic tertiary institutions in responding to the challenges of globalization in Indonesia. One tertiary institution was used as a research case study, UIN Sunan Gunung Djati Bandung. This study uses qualitative methods through literature data collection, field observations, and interviews. The results of the research show that UIN Bandung has designed and prepared a strategy for facing the globalization era, which consists of seven main methods, which include: financial planning and allocation management; improvement of research and publication programs; lecture management; improvement and empowerment of international standard human resources; increasing global insight by maintaining Islamic scientific values; pilot projects for international class programs; and development of the quality of study programs. The seven strategies are supported by the initiative of the academic community independently so that it has succeeded in realizing UIN Bandung as one of the PTKI, which is ready to welcome the era of globalization and gain an international reputation.

Abstrak

Kata kunci:
Pendidikan Agama
Islam;
era globalisasi;
perguruan tinggi
agama;
kebijakan
internasional.

Penelitian ini bertujuan untuk mendeskripsikan peran perguruan tinggi Islam negeri dalam menjawab tantangan globalisasi di Indonesia. Satu perguruan tinggi dijadikan sebagai studi kasus penelitian yaitu UIN Sunan Gunung Djati Bandung. Penelitian ini menggunakan metode kualitatif melalui pengumpulan data secara literatur, observasi lapangan, dan wawancara. Hasil penelitian menunjukkan bahwa UIN Bandung sudah merancang dan mempersiapkan strategi dalam menghadapi era globalisasi yang terdiri dalam tujuh strategi utama yang meliputi: perencanaan keuangan dan manajemen alokasi; peningkatan program penelitian dan publikasi; pengelolaan perkuliahan; peningkatan dan pemberdayaan sumber daya manusia bertaraf internasional; meningkatkan wawasan internasional dengan mempertahankan nilai-nilai keislaman; proyek percontohan untuk program kelas internasional; dan pengembangan mutu program studi. Ketujuh strategi tersebut didukung oleh adanya inisiatif civitas akademika secara mandiri sehingga berhasil mewujudkan UIN Bandung sebagai salah satu PTKI yang sangat siap menyongsong era globalisasi dan memperoleh reputasi internasional.

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INTRODUCTION

In particular, Islamic higher education institutions in the form of Islamic Religious Colleges (PTKI) certainly have a significant role because most of Indonesia's population is Muslim. Its existence in contributing to the nation's intellectual life is regulated in Government Regulation 46 of 2019 concerning Religious Higher Education.¹ Sociologically, globalization is closely related to large currents of social change.² In this context, higher education has a strategic role in participating in preparing the Indonesian nation to enter this era of globalization appropriately. According to Duderstadt, higher education has been and will continue to be significantly affected by the changes in our society and our world.³ In an increasingly knowledge-driven community, more and more people seek education to hope for a better future, the key to good jobs and careers, and meaningful and fulfilling lives. The complexity of our world, the impact of technology, the insecurity of employment, and the uncertainty of our times have led all sectors of our society to identify education in general and higher education in particular as the key to the future.⁴

On the one hand, the Indonesian people must be involved in the world village association forum (global village) by taking advantage of the conveniences of the industrial revolution 4.0.⁵ However, on the other hand, it must be carefully navigated so that, as a large, very pluralistic nation, it can remain upright and intact as a nation-state because it is not impossible that with all the conveniences of today's technology, it will cause social disharmony, which in the end can potentially lead to national disintegration. For example, how extraordinary is the impact of the arbitrary use of social media by some groups that present utterances of hatred, intolerance, hostility, and massive racist behavior in the public space.

Considering that there are not a few negative impacts from the development of globalization for society, especially Muslims, it is a challenge for all stakeholders of Islamic higher education to respond. According to Sibawaihi,⁶ if Islamic education does nothing in dealing with the development of sophisticated technology in this era of globalization, it is inevitable that Muslims will be passive as spectators, not players, or as consumers, not producers. Thus, efforts to reformat the theory and practice of Islamic education cannot be carried out immediately, namely by reforming the insights and mindset: act locally and think globally. Of course, implementing PTKI functions, primarily through the Tridharma of Higher Education, does not always run smoothly.

¹ Husnul Khatimah and Faisal Bin Husen Ismail, "Reformulation of Competency Development of Lecturers of State Islamic Religious Universities in Indonesia after COVID-19," *Asian Journal of University Education* 18, no. 1 (2022): 15-33.

² Ulrich Beck, *What Is Globalization?* (John Wiley & Sons, 2018).

³ James J Duderstadt, *A University for the 21st Century* (University of Michigan Press, 2009).

⁴ Maruša Hauptman Komotar, "Global University Rankings and Their Impact on the Internationalisation of Higher Education," *European Journal of Education* 54, no. 2 (2019): 299-310.

⁵ A R Herawati, "The Challenges of Industrial Revolution 4.0: An Evidence from Public Administration Ecology in Indonesia," *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 2021, https://api.elsevier.com/content/abstract/scopus_id/85114236884.

⁶ S Sibawaihi, "Globalizing Higher Education through Internationalization and Multiculturalism: The Case of Indonesia," *Higher Education Quarterly*, 2022, <https://doi.org/10.1111/hequ.12391>.

The challenges and problems that arise due to globalization from time to time are getting bigger and more complex.

Several studies on globalization in education have always focused on how educational institutions can absorb globalization developments implemented in these institutions. For example, vocational education in Indonesia prepares them to work in industries full of globalization characteristics.⁷ Other studies on globalization in education focus on developing teaching skills in the era of globalization,⁸ the establishment of international educational institutions,⁹ policies that have a global nuance in the world of education,¹⁰ and the use of modern technological devices in the teaching process and learning in educational settings.¹¹ These studies are sociologically very appropriate because the development of globalization must be followed by adapting various policies, attitudes, and the latest technology in the educational environment.

However, studies of globalization in education, especially Islamic education, are still rare. This is because there is an assumption that Islamic education in Indonesia is still traditionalist, so it does not attract the interest of researchers to study it in depth.¹² Even though the dynamics of progress and development currently mark the growth of Islam in Indonesia. If two decades ago, Indonesian Islam was still often opposed to

⁷ B Fairman et al., "Re-Skilling Vocational Education and Training Practitioners in Indonesia," in *Journal of Physics: Conference Series*, vol. 1516 (IOP Publishing, 2020), 12045; Riana Nurmalasari, Blima Oktaviastuti, and Eddy Sutadji, "Vocational Education as the Answer of Challenges for Global Competition," in *Journal of Physics: Conference Series*, vol. 1273 (IOP Publishing, 2019), 12040; Y Rahayu et al., "Do Technological and Vocational High Schools Differentiate between Male and Female Teachers?," in *IOP Conference Series: Materials Science and Engineering*, vol. 306 (IOP Publishing, 2018), 12134; A P Siswanto et al., "Engineering Education System between Indonesian Vocational School and Japanese KOSEN," in *IOP Conference Series: Materials Science and Engineering*, vol. 801 (IOP Publishing, 2020), 12142.

⁸ Muharika Dewi et al., "The Understanding of Lecturers about the New Literacy in Industrial Revolution Era 4.0: A Study Case of University of Putra Indonesia Yptk Padang," in *Journal of Physics: Conference Series*, vol. 1339 (IOP Publishing, 2019), 12105; Astadi Pangarso, "Lecturer Sociometric Badge as Digital Platform in Indonesia Higher Education Institutions from Organizational Effectiveness Perspective," *Advanced Science Letters* 22, no. 12 (2016): 4308–11.

⁹ Junita Widiati Arfani and Ayami Nakaya, "Meanings of International High School Education in Indonesia and Japan," *Journal of Research in International Education* 18, no. 3 (2019): 310–25.

¹⁰ M Munadi, "Systematizing Internationalization Policy of Higher Education in State Islamic Universities," *International Journal of Higher Education* 9, no. 6 (2020): 96–106, <https://doi.org/10.5430/ijhe.v9n6p96>.

¹¹ H Baharun, "National Assessment Management Based on Information and Communication Technology and Its Effect on Emotional Intelligence Learners," *Journal of Physics: Conference Series*, 2019, <https://doi.org/10.1088/1742-6596/1175/1/012225>; D Sulisworo, "The Analysis of the Critical Thinking Skills between Blended Learning Implementation: Google Classroom and Schoology," *Universal Journal of Educational Research* 8, no. 3 (2020): 33–40, <https://doi.org/10.13189/ujer.2020.081504>; I Irsyadillah, "Do Accounting Textbooks Inculcate Global Mindsets: An Analysis of Textbooks Adopted in Indonesia," *Journal of Teaching in International Business* 32, no. 3 (2021): 262–83, <https://doi.org/10.1080/08975930.2022.2033665>; Sumarmi, "The Effect of Environmental Volunteer Integrated with Service Learning (EV_SL) to Improve Student's Environment Care Attitudes and Soft Skills," *Pegem Egitim ve Ogretim Dergisi* 12, no. 1 (2022): 168–76, <https://doi.org/10.47750/pegegog.12.01.16>.

¹² Hidayatulla Azra, "Islamic Education in Indonesia," *International Handbooks of Religion and Education* 7 (2018): 763–80.

globalization now,¹³ Indonesian Islam has extensively adopted the products of globalization.¹⁴

Islamic tertiary institutions, as one of the essential parts of the advancement of education in Indonesia in the study of globalization, are also rarely discussed, especially regarding their role in facing the global era. Indeed, many studies have been carried out in Islamic tertiary education today, but the focus is always on contemporary issues, such as the issue of campus radicalism.¹⁵

Therefore, this study will discuss the contribution of PTKI in entering globalization from the aspects of conception and policy, as well as challenges and problems. This study is essential in contributing to the study of globalization in the knowledge realm in Indonesia's Islamic tertiary institutions. In addition, this study is also practically crucial for describing the phenomenon of PTKI in responding to global challenges, which it hopes can be used as alternative study material for campus authorities in Indonesia.

METHOD

This study uses a qualitative research approach, especially the case study method, to understand the Islamic University's efforts, namely UIN Sunan Gunung Djati Bandung, West Java, Indonesia. Data collection methods focused on in-depth interviews and secondary data collection through field observations and document studies, including university recap data, university websites, and academic documents from journals and mass media information. Interviews and observations as primary data and document review for secondary data.¹⁶ A purposive sampling technique was used to get informants. This was done using a generally directed interview technique and questions adapted to the situation of the respondent face-to-face in the context of the actual interview.

Purposive sampling is used to select key informants who know the information and problems in-depth and can be trusted as data sources. The informant concerned has experienced following the issues, namely challenges and responses to globalization, and has extensive knowledge about these problems. Researchers conducted open interviews

¹³ M Tolchah, "Islamic Education in the Globalization Era; Challenges, Opportunities, and Contribution of Islamic Education in Indonesia," *Humanities and Social Sciences Reviews* 7, no. 4 (2019): 1031-37, <https://doi.org/10.18510/hssr.2019.74141>.

¹⁴ Wahyudi Akmaliah, "The Demise of Moderate Islam: New Media, Contestation, and Reclaiming Religious Authorities," *Indonesian Journal of Islam and Muslim Societies* 10, no. 1 (2020); Ali Maksum, "Discourses on Islam and Democracy in Indonesia: A Study on the Intellectual Debate between Liberal Islam Network (JIL) and Hizbut Tahrir Indonesia (HTI)," *Journal of Indonesian Islam* 11, no. 2 (2017): 405-22, <https://doi.org/10.15642/JIIS.2017.11.2.405-422>; Paelani Setia and Asep Muhamad Iqbal, "Adaptasi Media Sosial Oleh Organisasi Keagamaan Di Indonesia: Studi Kanal YouTube Nahdlatul Ulama, NU Channel," *JISPO Jurnal Ilmu Sosial Dan Ilmu Politik* 11, no. 2 (2021): 359-78.

¹⁵ A. R. Arifianto, "Islamic Campus Preaching Organizations in Indonesia: Promoters of Moderation or Radicalism?," *Asian Security* 15, no. 3 (2019): 323-42; I Nafi'a, "Mitigating Radicalism amongst Islamic College Students in Indonesia through Religious Nationalism," *HTS Teologiese Studies / Theological Studies* 78, no. 4 (2022), <https://doi.org/10.4102/hts.v78i4.7547>; Bagong Suyanto, Mun'im Sirry, and Rahma Sugihartati, "Pseudo-Radicalism and the de-Radicalization of Educated Youth in Indonesia," *Studies in Conflict & Terrorism* 45, no. 2 (2022): 153-72.

¹⁶ Howard Lune and Bruce L Berg, "Qualitative Research Methods for the Social Sciences" (Boston: Pearson, 2017).

with the chancellor's secretary, international class-program lecturers, heads, and secretaries of university quality assurance institutions, leaders of university libraries, and academics who actively participate in managing campus journals, websites, and social media.

Furthermore, observations and interviews were carried out for two months. Observations were carried out offline and online, including observing the learning process on campus and online observation by observing the campus activities on the internet. Meanwhile, interviews and document reviews were conducted in several sessions to ensure data availability. The agreement preceded the discussion with the study participants. Data triangulation was carried out by synchronizing campus data with ministry data and checking and re-interviewing other informants to compare the informants' understanding and implementation.

RESULTS

Readiness of UIN Bandung in Responding to Globalization

After the declaration of the university development roadmap, which was divided into several stages, the outcome (impact) of developments showed some improvements in various aspects of the university. Academic data on requests or applicants at UIN Bandung shows an increase in the number of applicants and applicants admitted, increasing by 70% over three academic years and resulting in an increase in students admitted year on year. Students who graduate in the academic year increased to 95.99% in four academic years. The university's reputation grew as all students' cumulative grade point average (GPA) increased from 3.40 to 3.64 over three academic years.¹⁷

The increase in student enrollment also impacts the growth of university infrastructure. The success of UIN Bandung in creating two new campuses, namely Campus 2 on Jalan Soekarno-Hatta, Bandung, and Campus 3 on Jalan Cileunyi, Bandung, is proof that increased student enrollment has led to the need for new facilities and buildings. The university has also attracted more international students. During 2018-2022, there were 50 students from 10 countries.

Furthermore, in 2021 and 2022, this university will receive an award as an Indonesian Islamic University for first place in the Webometrics version of the ranking.¹⁸ This award was obtained from research data and publications at UIN Bandung on the national and international levels. Research data shows an increase of 52.2%, and the number of journal authors also increased by 63.7% in one academic year. The number of research and book publications from the Institute for Research and Community Service

¹⁷ Data Center of UIN Sunan Gunung Djati Bandung, *UIN Sunan Gunung Djati Bandung Student Report for 2019-2022* (Bandung: UIN Sunan Gunung Djati Bandung, 2022).

¹⁸ UIN Sunan Gunung Djati Bandung, "Lagi, UIN Sunan Gunung Djati Bandung Peringkat Pertama Webometrics Di PTKN," *UIN Sunan Gunung Djati Bandung*, n.d., <https://uinsgd.ac.id/lagi-uin-sunan-gunung-djati-bandung-peringkat-pertama-webometrics-di-ptkn/#:~:text=Rektor UIN Sunan Gunung Djati,36 dan pertama di PTKN>.

(LP2M) increased by 64.52%, and books published increased by 45.16% during three academic years.¹⁹

Figure 1. Achievement of SINTA accredited journal of UIN Bandung



Source: LP2M Report of UIN Sunan Gunung Djati Bandung, 2022.

Furthermore, with the updating of data from the UIN Bandung Quality Assurance Institute (LPM), study programs at UIN Bandung have increased along with an increase in accreditation status for those accredited A, B, and C in bachelor, master, and doctoral programs. An accreditation has 25 study programs, B accreditation has 29, and C accreditation has one study program. Meanwhile, for institutional accreditation, UIN Bandung was officially accredited by the National Accreditation Board for Higher Education (BAN-PT) in 2019 through SK No. SK 125/SK/BAN-PT/Akred/PT/III/2019. In addition, the central library of UIN Bandung also received accreditation from the National Library of Indonesia in 2021. The library will also complete the Smart Library System (SLS) in full in 2025. The SLS system is currently running as much as 50 percent in libraries UIN Bandung.²⁰

International standard studies are one of the long-term planning agendas. They have been carried out by UIN Bandung, which is summarized in the roadmap for the continued development of UIN Bandung from 2019, which will be scheduled in its long-term program, namely 2025–2025. Furthermore, international standard special lectures are held to improve and empower human resources, including foreign language competency class programs, lecturer scientific work and lecturer activeness in conferences, strengthening journal writers (seminars, training, and workshops) with

¹⁹ LP2M UIN Sunan Gunung Djati Bandung, "LP2M Report of UIN Sunan Gunung Djati Bandung, 2022," LP2M UIN Sunan Gunung Djati Bandung, 2022.

²⁰ LPM UIN Sunan Gunung Djati Bandung, "Dokumen SK Akreditasi Universitas/Jurusan/Program Studi Terbaru," LPM UIN Sunan Gunung Djati Bandung, 2022, <https://lpm.uinsgd.ac.id/dokumen-sertifikat-akreditasi-universitas-jurusanprogram-studi/>.

national and international human resources. Has a memorandum of understanding (MoU) with overseas institutions (Universities in Egypt, Malaysia, Thailand, Brunei, Saudi Arabia, Singapore, Australia, and the United States).

UIN's Efforts in Responding to the Challenges of Globalization

UIN Bandung makes several efforts to answer various problems and problems related to preparation for the era of globalization. These efforts are made so that tertiary religious institutions in Indonesia become more advanced amidst the projection of a golden Indonesia in 2045.

First, financial planning and allocation management. Collaboration with foreign countries ran smoothly in almost every faculty when funding came from the government, so when there was a transfer of funds, internal control - external cooperation with other institutions, both domestic and foreign, became an important matter for the university to pay attention to; continuing cooperation programs with universities abroad, then surviving with existing funds. In addition, lecturers organize training independently without a unique budget and carry out journal houses for research centers. In the context of accelerating the lecturers' title of professors carried out by tertiary institutions, one of which is by providing funds for international conferences and publishing journals for lecturers who are completing the professor program.

Apart from that, UIN Bandung is also active in international cooperation. According to data from the UIN Bandung collaboration center, UIN has undergone 85 active international collaborations with various countries worldwide. Finally, in October 2022, UIN Bandung signed a cooperation with campuses in the ASEAN region entitled the International Conference on Islam in Malay World (ICON-IMAD). This collaboration aims to establish relationships through international conferences, which are held annually, including UIN Bandung, University of Malaya, Malaysia, Prince of Songkla University, Thailand, and the Sultan Sharif Ali University of Brunei Darussalam. In this collaboration, one of the agreements is to organize universal education and prepare an academic community ready to face the era of globalization. This form of partnership has spawned a new collaboration program, especially between UIN Bandung and University Malaya, namely the double degree program in the Law, Economics, Education, and Communication study programs.²¹

“I am sure that this collaboration with University Malaya will further reinforce and strengthen our efforts in realizing a superior campus in Southeast Asia in 2025, in accordance with the vision of UIN Bandung. This is also part of the effort to respond to globalization's challenges, which require us to collaborate on campus and between institutions” (Rosihon Anwar, Deputy Chancellor for Academic Affairs, Interview, October 2022).

Second, improvement of research programs and publications, especially in terms of quality, number of researchers, and research facilities, including mastery of basic

²¹ UIN Sunan Gunung Djati Bandung, “International Conference on Islam in Malay World XI ‘Malay Civilization Facing the Global Challenges of Covid-19,’” *UIN Sunan Gunung Djati Bandung*, 2022, <https://pps.uinsgd.ac.id/icon-imad-xi/>.

science and technology; learning activities and community service; disseminating research results through scientific communication media; reputable international journals: Journal of Islamic Education (JPI);²² sharing knowledge and experiences, training, workshops, sharing, discussions, access to national and international journals, journal house facilities, and awarding rewards; and collaborations of university libraries and journal houses.

To foster lecturer enthusiasm in writing and also to become a gathering place for academics who wish to discuss their research results, the library and journal household supporting activities including discussion and sharing, namely the initiative of lecturers to hold weekly talks to discuss how fellow lecturers write and can penetrate journals internationally accredited. Sharing knowledge and experience is done by presenting speakers from various countries and exchanging ideas so lecturers become familiar with internationally reputable journals. The existence of this journal house fosters the enthusiasm of lecturers to try to publish their studies in journals because many factors support it, including training, workshops, sharing, discussions, access to national and international journals, room facilities, and office equipment in the journal house, as well as providing rewards for lecturers whose work has been published in SCOPUS indexed journals. The journal house also has a research data bank, and all research results managed by lecturers are stored in the journal house.

Third, lecture management. To achieve a superior campus at the international level while increasing the knowledge of lecturers, professor acceleration funds are provided for professor programs. Those currently completing their professorship program receive support for accelerated scientific work and a reduced teaching load. Arrangement of lecturer teaching schedules in the context of accelerating professorship is carried out to support the smooth running of their education to reach professorships. Each faculty contributes to providing human resources to achieve the targets set by the university leadership. LPM contributes as a place of consultation to manage lecturer workload. This shows the existence of collaboration between the academic community and each faculty at the university.

The professor acceleration program at UIN Bandung has obtained good results; in 2020, UIN Bandung broke the MURI record in Indonesian religious tertiary institutions by inaugurating 13 professors simultaneously with the title "Great" Harvest for Professors at UIN Sunan Gunung Djati Bandung. In 2022, UIN Bandung also won a MURI record in a similar event, namely the "Professional Harvest of Professors Volume 2," by inaugurating 14 new professors.²³ Thus, a good lecture management program, especially in supporting the professor acceleration program, has increased the university's quality in realizing a superior and competitive campus in ASEAN in 2025. In addition, UIN Bandung's desire to learn at a World Class University is also one of the reasons for strengthening the professor acceleration program.

²² UIN Sunan Gunung Djati Bandung, "Jurnal Pendidikan Islam UIN Bandung Terindeks Scopus," *UIN Sunan Gunung Djati Bandung*, 2022, <https://uinsgd.ac.id/?s=scopus>.

²³ UIN Sunan Gunung Djati Bandung, "Panen Raya Guru Besar Jilid II," *UIN Sunan Gunung Djati Bandung*, 2022, <https://uinsgd.ac.id/panen-raya-guru-besar-jilid-ii/>.

Fourth, improvement and empowerment of international standard human resources. To reach a global campus, mastery of English as an international language must be carried out. This made UIN Bandung concentrate on improving the English language skills of office staff and educators. The academic community welcomed this. This was done through training which previously carried out a mapping strategy to improve language skills, then the departure of human resource training in collaboration with international scale English training courses, domestically and abroad, namely in Jakarta and the Netherlands. Activities carried out to achieve international standards include bilingual programs (English and Arabic) in lectures, funds for the needs of international journals and journals for lecturers completing professor programs, and English language courses for human resources, both academy as well as staff. The university also encourages and selects lecturers to attend international conferences and provides funds for international conferences and journal publications.

The program for improving English skills is carried out by the Language Center of UIN Bandung (Language Center) for academic staff who take turns from one faculty to another. In December 2022, the program targeted education staff at the UIN Bandung Postgraduate Program, focusing on programs that increase online dialogue skills for one month. The participants acknowledged that this program had succeeded in improving their English speaking skills, especially at a fundamental level, such as starting conversations, serving students, and communicating with superiors.

“I am delighted with this English training, especially those directed at education staff at the Postgraduate. The benefits are very pronounced, especially in applying basic skills in speaking, such as short dialogues. In 2023, the Postgraduate will have an assessment by the Foundation. For International Business Administration Accreditation (FIBAA), especially for the Master of Religion Studies study program, Master of Islamic Broadcasting Communication, and Islamic Education. Therefore, this language training is also a preparatory ground for welcoming the program” (Supiana, Postgraduate Director, Interview, November 2022).

Fifth, increasing global insight by maintaining Islamic scientific values. The knowledge developed at UIN Bandung follows the paradigm of revelation-guiding knowledge that pays attention to universal human values and is based on the Al-Qur'an and As-Sunnah. The principle is to maintain good traditions (turns) and adopt new, better practices that are still guided by the revelation of Allah SWT. Therefore, programs created and developed by tertiary institutions are educational activities that cannot be separated from Islam. Several programs are carried out towards globalization while maintaining Islamic values, such as incorporating them into each study program's vision, integrating the Merdeka Learning Kampus Merdeka (MBKM) curriculum with the Indonesian National Qualifications Framework (KKNI), and maintaining the UIN Bandung curriculum with the paradigm of revelation guiding knowledge.²⁴ This curriculum integrates secular sciences and Islamic sciences from the Al-Qur'an-Hadith.

²⁴ UIN Sunan Gunung Djati Bandung, “FGD Muatan Wahyu Memandu Ilmu Dan MBKM Pada Kurikulum UIN Sunan Gunung Djati Bandung,” *UIN Sunan Gunung Djati Bandung*, 2021, <https://uinsgd.ac.id/fgd-muatan-wahyu-memandu-ilmu-dan-mbkm-pada-kurikulum-uin-sunan-gunung-djati-bandung/>.

Implementing an Islamic studies curriculum in a lecture system with a paradigm of integration between material sciences and Islamic philosophy of science and Tahfidz Al-Qur'an (memorization of the Al-Qur'an); intensive learning of Arabic and English; The Islamic boarding school (Ma'had) program for UIN Bandung students, and Islamic standards, namely knowledge within the framework of revelation.

The revelation paradigm guiding knowledge initiated by UIN Bandung is also directed at globalization programs as manifested in courses according to the needs of the modern era, such as courses in digitizing interpretations, digitizing hadiths, information technology, religiometry, religion and media, and understanding-based entrepreneurship. Al-Qur'an and Hadith. These courses are taught at UIN Bandung by taking modern and secular studies but are still mediated with Islamic understandings.

Sixth, the existence of a pilot project for the international class program (ICP). After obtaining accreditation A (excellent) in 2020, UIN Bandung responded to the need for global recognition by holding international classes. This international class program has been running in the Hadith Studies program at the Postgraduate Program of UIN Bandung, which has been running since 2020. This class program was attended by 36 students from countries such as Morocco, Egypt, Lebanon, Malaysia, Thailand, and Mongolia. In 2023, UIN Bandung also plans to open other international classes for the study programs of Islamic Religious Education (PAI), Religious Studies (SAA), Al-Qur'an Studies and Interpretation (IAT), Islamic Broadcasting Communication (KPI), History of Civilization Islam (SPI), English Literature, Comparison of Schools and Laws (PMH), and Management of Islamic Education (MPI). There is a particular test for students who pass the ICP selection. Students in language proficiency tests and potential academic tests in international test book project quality performance standards. This course consists of the same lecture stages as the national program, consisting of eight and four semesters in the postgraduate program. Lecturers are also required to be able to deliver material in English. Diplomas are also issued in three languages, Indonesian, Arabic, and English, accompanied by a certificate accompanying the certification.

UIN Bandung has also achieved international cognition (AUN-QA, ASEAN University Network Quality Assurance) at undergraduate level study programs in Al-Qur'an and Interpretation, English Literature, Comparative Schools and Law (PMH), and Management of Islamic Education (MPI).²⁵ This program, in January 2023, has entered the revision stage and is ready to go to the final assessment stage. The presence of this national assessment was realized to implement the vision of UIN Bandung, especially in preparing a superior campus on a global scale.

Seventh, the development of the quality of study programs (departments). In this process, UIN Bandung took several steps, starting from optimizing the quality assurance unit (Quality Assurance Institute-LPM) to complement the university's efforts to improve human resources as members of the organization. Internal Quality Audit Evaluation (AMI) is carried out once a year. The AMI procedure consists of annually

²⁵ UIN Sunan Gunung Djati Bandung, "Menuju AUN-QA," *UIN Sunan Gunung Djati Bandung*, 2022, <https://mpi.uinsgd.ac.id/>.

filling in the Study Program Performance Report (LKPS). It can also be seen that the document for measuring departmental performance indicator instruments is prepared in detail, both from the device itself and an explanation of the assessment procedure. AMI's evaluation always emphasizes the improvement of study programs in their activities in publications, collaboration, lecturers, curriculum, and study program dedication at the international level. After the assessment is complete, LPM UIN Bandung gives gifts to each study program as a form of appreciation.²⁶

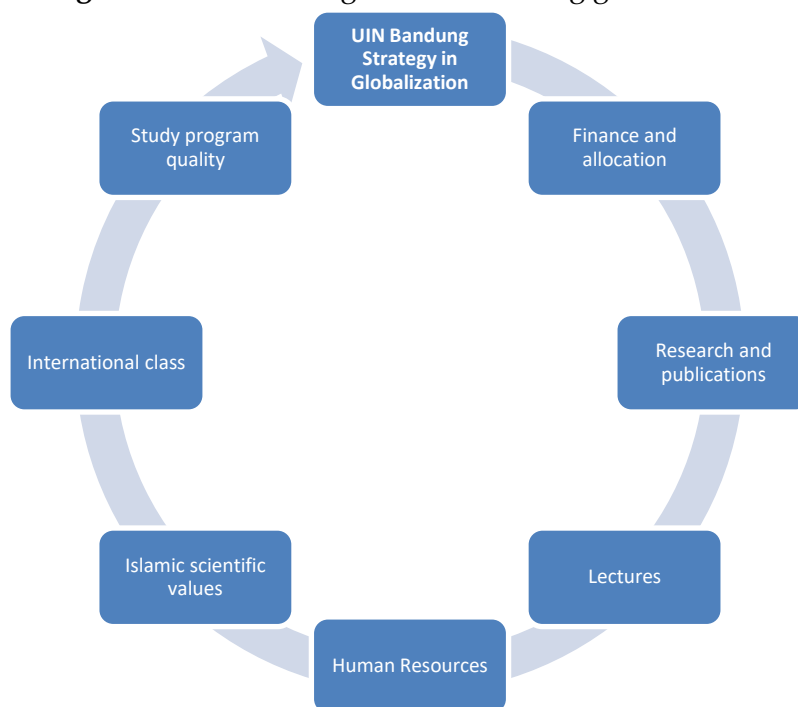
Dynamics of Efforts to Respond to Changes and Challenges

Various efforts have been made by UIN Bandung as an Islamic University towards globalization, carrying out the mandate of the Indonesian Ministry of Religion to become a PTKIN with global standards while maintaining Islamic characteristics and values. To maintain Islamic values, UIN Bandung has developed globally oriented programs and then developed indicators to become a standard. The reason UIN Bandung is sensitive to globalization is the recognition that an institution's international standards are measured using progress and achievement parameters. For a tertiary institution, the parameters include academic human resources, developed research, graduates needed by the market, published scientific papers, benefits to society, and other academic achievements. Several traditions and values need to be developed to achieve these goals, such as discipline, a strong work ethic, skills, commitment, goals, and passion for knowledge.

Changes in strategy and movement in dealing with globalization are illustrated in the following figure (Figure 2), which explains the dynamics related to university efforts in responding to the changes and challenges faced. This shows that the actions and responses of UIN Bandung to deal with the phenomenon of globalization face obstacles and challenges that cause limitations in carrying out programs or plans that are carried out at this pilot project stage. Various problems with constraints faced by UIN Bandung, including financial issues, challenges in managing international standard study programs, resources, institutional continuity, and maintaining Islamic values amid secular scientific developments.

²⁶ LPM UIN Sunan Gunung Djati Bandung, "Laporan Monitoring Kegiatan AMI 2022," *LPM UIN Sunan Gunung Djati Bandung*, 2022, <https://lpm.uinsgd.ac.id/laporan-monitoring-kegiatan-mbkm-2022/>.

Figure 2. UIN Bandung's efforts in facing globalization



Source: Field research results, 2022.

Although the Indonesian Ministry of Religion has mandated universities to achieve international standards, the government's commitment to budgetary support is still low after several years. The government's policy of taking over funding during UIN Bandung's efforts to optimize its research products has caused obstacles to research and publication. Even though the university has formalized the journal house, it is not yet connected to LP2M, even though it has become a center for scientific work by academics. The library is an implementation place to anchor it, primarily digital libraries. Meanwhile, to add insight into the field of writing scientific papers, the lecturers took the initiative to study together during the semester breaks and scheduled training sessions for themselves. Lecturers enthusiastically consult their colleagues in the journal house. In addition, UIN Bandung has also shown a willingness to study research publications through consultation with other universities that have attained the status of Legal Entity Higher Education (PTN-BH). Program-based innovation is carried out to implement the vision of a superior campus in 2025 as a related target to be achieved by UIN Bandung amidst limited funds.

DISCUSSION

This section discusses the strategy of Islamic higher education, UIN Bandung in dealing with the challenges faced by globalization. The change in the process allows the organization to overcome its difficulties and obstacles. Aspects of organizational change strategy include the organization's ability to do things such as change with minimal friction when the context changes by demonstrating flexibility; withstanding sudden shocks; and returning to the desired balance, both old and new while maintaining the

continuity of its operations. Lengnick-Hall, Beck, and Lengnick-Hall found that organizational action in dealing with disturbing threats is to combine knowledge, skills, abilities, and routines that are carried out.²⁷ The ability to overcome difficulties and be responsive to environmental situations and conditions will be very much needed, in this case, an Islamic university.

According to Salmi,²⁸ for educational institutions, positive results related to global flows require resources, including funding, ideas, students, and academic staff. Without this, they may not be able to survive internationally. In this case, the importance of the financing is also in line with what was stated by Salmi. This has forced the country's higher education institutions to re-examine their vision and mission. Moreover, these pressures have forced governments to go far, especially in allocating available funds for higher education and re-examining their commitments and expectations from their higher education institutions. Etzkowitz, and Zhou stated that government investment is significant for developing higher education. But they are also coupled with generations of academics to build the campus's reputation in the global arena.²⁹ Therefore, the government's policies and the practice of multi-academic sponsors determine the autonomy of the academic community in the strategic system chain to build an internationally reputable campus. As a consequence, the degree of independence of the academic community varies greatly. One example is what happened in China, where the level of commitment shown by both parties, namely the government and campus institutions, interlocked and collaborated to achieve an internationally reputable campus.³⁰

The government also contributes to supporting policies and adequate investment in pushing campuses to have international reputations. UIN Bandung experienced this at the beginning of the year. Budget problems and others were not yet felt due to other support from the Ministry of Religion for policies to make Islamic universities gain an international reputation. But lately, in 2020, they have faced the problem of cutting funds, which has an impact on many aspects, including the Covid-19 factor. On the other hand, to move forward in pursuit of an internationally reputable campus, the university has to take matters into its own hands and deal with them.

Seeing the condition of Indonesia with all its bureaucracy, to create a superior campus on a global scale, the impact is that the university itself must be financially independent, and the ability to invest is essential without taking too much of the government's budget and subsidies. Existing subsidies should be allocated. Be practical on investments contributing to increased competitiveness, such as multiplying research

²⁷ Cynthia A Lengnick-Hall, Tammy E Beck, and Mark L Lengnick-Hall, "Developing a Capacity for Organizational Resilience through Strategic Human Resource Management," *Human Resource Management Review* 21, no. 3 (2011): 243–55.

²⁸ Jamil Salmi, *The Challenge of Establishing World-Class Universities* (World Bank Publications, 2009).

²⁹ Henry Etzkowitz and Chunyan Zhou, *The Triple Helix: University–Industry–Government Innovation and Entrepreneurship* (Routledge, 2017).

³⁰ Yutao Sun, Chen Zhang, and Robert A W Kok, "The Role of Research Outcome Quality in the Relationship between University Research Collaboration and Technology Transfer: Empirical Results from China," *Scientometrics* 122, no. 2 (2020): 1003–26.

grants and increasing foreign cooperation. This was important not only from a financial standpoint but also because it led to high morale and morale among those working on the front lines. By strengthening their research capacity, universities can make appropriate changes to how they collaborate with their international partners.

Previously, this international cooperation and exchange were mainly limited to discussing personnel and information. However, amid funding constraints, the academic community is still trying to maintain and foster enthusiasm for writing and publishing works among lecturers. The solution is the development of internationally reputable journals (SCOPUS) to accommodate the writings of researchers. Lecturers should also be encouraged to publish their research and turn it into articles that meet international publication standards.

When these various challenges affect the organization due to the demands for change, their organizational members must respond to changes quickly and effectively.³¹ To overcome this problem, UIN Bandung is assisted by a journal house that has developed a platform called a research repository to collect research data (input-output) from all researchers. This initiative came from the Chancellor of UIN Bandung for research management, and the lecturers appreciated this program. The journal house has also developed into a publication center to improve journal accreditation nationally and internationally. The certification of the Journal of Islamic Education (JPI) by SCOPUS is proof of the success of the journal house in creating a global campus, especially in the ASEAN region in 2025.

“After receiving a work letter from the chancellor, we consulted at the journal house and formulated programs for developing publications and writing. One of our focuses is that as many journals at UIN Bandung achieve international journal accreditation (SCOPUS). We are new; there is one journal, namely JPI. Still, we have also prepared other journals managed for the target of SCOPUS accreditation from now on, such as Wawasan Journal, at the Ushuluddin Faculty and others” (Busro, Jurnal House, Interview October 2022).

The research results show that this journal house fosters the enthusiasm of lecturers to try to publish their studies in journals. Furthermore, there are rewards for lecturers whose work is published in SCOPUS. Tierney writes that the reward structure is also directed at achieving university goals that want an international reputation.³² When rewards are clearly defined, they create a sense in individuals of what they must do to achieve these goals. In this study, the successful publication of scientific papers in SCOPUS-indexed journals is vital to attain international standards. Any strategy at the institutional level to build a campus with an international reputation requires strong leadership, a clear vision of the institution's mission and goals, and precise strategic planning to translate the vision into concrete targets and programs. These values emphasize the importance of developing individual work competencies in an

³¹ Stewart R Clegg, Tyrone S Pitsis, and Matthew Mount, *Managing and Organizations: An Introduction to Theory and Practice* (Sage, 2021).

³² William G Tierney, *Higher Education for Democracy: The Role of the University in Civil Society* (SUNY Press, 2021).

organization and helping them to get job satisfaction. In this case, the academic community works together to appreciate the journal publication. However, the journal house initiative became a means for gathering and sharing experiences. There is awareness (an attitude that helps change) among the academic community regarding the global competition they face.

This follows what Stephanie Duchek, stated regarding individuals who, as part of a system, take the perspective of continuing to move along with the changes in the entire system in their organization.³³ Individuals who are resilient in organizations can make a difference because their collective actions can create resilient responses in organizations. For example, in light of the declaration of a global campus project, a university in China decided that it must meet standards regarding scientific, technical, and human resources and began offering a series of advanced degree programs.³⁴ To be resilient despite limited funds, UIN Bandung organized a volunteering program to obtain assistance for LP2M related to data collection and field research, such as helping community service programs and related research. For example, the Real Work Lecture (KKN) and Field Work Practice (PKL) programs or work placement practices. Volunteers during KKN who are involved in the program get substitutions such as new locations for research based on empirical field research instead of material.

In addition, the collaboration between individuals in the form of a revitalization movement was initiated by academics, namely in terms of curriculum, according to Islamic teachings; it is summarized in the target and process (goal-setting) of tertiary institutions, namely the development roadmap which is the strengthening of the MBKM program with "Knowledge Integration and Frame Wahyu Memandu Ilmu," produces a comprehensive curriculum by combining divine knowledge with contemporary-modern science. They succeeded in integrating Islamic learning and values into UIN Bandung, a religion-based university. This seems to be written by Dunn, states that communities under religious organizations can compete globally even though they still maintain their ideology.³⁵ This can be summed up as an effort of creative resilience in globalization, which requires support from individual, national and regional units. UIN Bandung and its members, as a unified system, can maintain their Islamic identity and characteristics even when they compete internationally.

The challenge that arises within the organization is related to quality control. The solution provided by UIN Bandung is to form and optimize a strict quality assurance institution (LPM) to complement the university's efforts to improve human resources. Every year LPM conducts internal quality audits for each study program and gives awards to study programs that are creative, innovative, and adaptive to changes in globalization. In addition, LPM created the LPM UIN Bandung application to ensure

³³ Stephanie Duchek, "Organizational Resilience: A Capability-Based Conceptualization," *Business Research* 13, no. 1 (2020): 215–46.

³⁴ Mohammed Aboramadan et al., "Human Resources Management Practices and Organizational Commitment in Higher Education: The Mediating Role of Work Engagement," *International Journal of Educational Management*, 2019.

³⁵ Joshua Dunn, "A Landmark Ruling for Religious Schools," *Education Next* 21, no. 1 (2021).

that all standards are implemented and met in each study program. In 2022, for example, LPM will award the Masters's level Religion Studies (SAA) study program as the best study program in the field of curriculum. The Master of Religion Studies develops a curriculum for implementing religious moderation in ASEAN by collaborating with Parahyangan Catholic University in Bandung and the University of Malaya, Malaysia, as partner institutions. Therefore, LPM assesses each department according to each study program's mission and performance indicators. Yilin Wei and Christopher Johnstone points to a similar case at Yanbian University, China.³⁶ They experience exponential growth in enrollment, faculty, and facilities, considering the right time to move to meet global standards. However, despite the apparent optimism among the campus community, being a campus minority faces significant challenges. Much of this challenge may stem from the dual function of universities, which, on the one hand, maintain their traditional mission of preserving the ethnic character and serving resident communities and, on the other hand, deal with their new mission of mainstreaming – institutions and their graduates.

Furthermore, challenges related to the lecturer-student ratio are also a problem for UIN Bandung because they hurt the productivity of writing scientific journals. Lecturer scientific integration is carried out because the average lecturer at UIN Bandung is religious knowledge which is then integrated with broader scholarship globally in social sciences-humanities and natural sciences. The integration of their knowledge is carried out by organizing training for lecturers through workshops and training. LP2M contributes to this program as a consulting house for faculties to manage their lecturers' workload. LP2M also plays a role in the professor acceleration program in collaboration with journal houses, staffing bodies, and each faculty. This is in line with the study by Cristina Ruiz-Martin, Gabriel Wainer, and Adolfo Lopez-Paredes,³⁷ the organization's strategy in achieving global goals is that its overall direction is determined by its members collaborating with a standard view on the need for innovation globally.

This study's results reveal ongoing efforts to improve quality, resilience, and competitiveness in a globalized world. One of these efforts is the successful transformation of the university by winning the Webometrics award over several years. Collaboration with world countries, the existence of international classes, and increasing journals toward SCOPUS ranking are also ongoing efforts in supporting international campuses in 2025 and especially responding to the challenges of globalization. In addition, the research findings also explain that change at the individual level is also a determinant of the success of the change. They have made efforts to improve academicians' management, knowledge, and skills, international curriculum standardization, and internal and external cooperation with foreign institutions, which are found continuously.

³⁶ Yilin Wei and Christopher Johnstone, "Examining the Race for World-Class Universities in China: A Culture Script Analysis," *Higher Education* 79, no. 3 (2020): 553–67.

³⁷ Cristina Ruiz-Martin, Gabriel Wainer, and Adolfo Lopez-Paredes, "Exploration of Network Theory to Evaluate Organizational Resilience," *International Journal of Mathematical, Engineering and Management Sciences* 7, no. 1 (2022): 28.

Furthermore, these efforts are inseparable from the challenges faced internally and externally, including policies related to funding, length of study time, implementing an integrative curriculum based on religion and secular subjects, and other matters related to the management of the Islamic University towards international reputation. Even though the institution faces many challenges, the efforts made by related parties demonstrate their adaptability to remain steadfast in difficult situations. This shows the success of the university's strategy in facing the era of globalization.

CONCLUSION

Research shows that Islamic campuses have shown massive efforts and responses in facing the challenges of globalization, even though the characteristics of Islamic identity have always been considered obstacles to changing institutions' orientation towards international transformation. UIN Bandung answers how these challenges are managed, carried out, and overcome through creative solutions according to the character of the campus, which has a religious nuance. Islamic identity is maintained through marriage and integrating spiritual knowledge with secular sciences. Structurally, UIN Bandung is ready to face the challenges of globalization through the achievements that have been achieved, namely the growth of class infrastructure, accredited A institutionally, the first rank of PTKI in the Webometrics version, accredited journals internationally and nationally with the highest level, the existence of international class programs and the number of study programs which has been accredited superior and very good. These preparations were then translated into a systematic strategy for creating a campus responsive to globalization and achieving an international reputation. UIN implements the seven leading strategies, which include: financial planning and allocation management; improvement of research and publication programs; lecture management; improvement and empowerment of international standard human resources; increasing global insight by maintaining Islamic scientific values; pilot projects for international class programs; and development of the quality of study programs. Although the seven strategies are implemented simultaneously, research shows that structural policy deficiencies are still caused by limited budget and human resources. However, this was restored by individual lecturers' initiatives to improve their abilities and quality in meeting the needs of the globalization era. Through this lecturer's role, UIN Bandung became the first PTKI with the best quality and the most publications in Indonesia, so in 2021-2022 it was ranked first in the Webometrics version of PTKI.

This research still has shortcomings, especially in photographing PTKI institutions and other public educational institutions in the face of the globalization era. Because of this, the authors recommend that other researchers continue studying the role of Islamic religious education institutions (PTKI) and public universities by comparing the two in response to the pace of globalization in Indonesia. If examined, the different management systems at PTKI and public tertiary institutions can become a recommendation for the government in realizing the World Class University program,

the Merdeka Learning Campus program (MBKM), and the campus internationalization program launched by various ministries whose implementation must be seen on campuses. In Indonesia. Through this comparative study, the opportunities and challenges of each tertiary institution will be seen, and there will also be opportunities for collaboration between Indonesian tertiary institutions in facing globalization.

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