# THE ANALYSIS OF STRATEGIC MANAGEMENT TO GENERATING GRADUATES WITH ISLAMIC INSIGHT IN HIGHER EDUCATION

Hasnadi[1], Rahmat Saputra[2]
[1,2] STAIN Dirundeng Meulaboh, Aceh-Indonesia
hasnadi@staindirundeng.ac.id[1], rahmatsaputra@staindirundeng.ac.id[2]

Abstract

*This article aims to describe and analyze the implementation of strategic management in generating graduates with Islamic. Data was collected through interviews, observation, document study, and Focus Group Discussion. Also, its analysis was performed by reducing, displaying and concluding data in accordance with the focus of the study. The results showed that the strategic management, which were conducted to produce graduate with competence in the field of nursing and have Islamic insight include, developing an Islamic vision and mission, compiling a curriculum based on Islamic insight, developing a Semester Lesson Plan (RPS) by incorporating Islamic values in an integrated manner in all courses, compiling Islamic activity programs in a strategic plan, carrying out activities in accordance with predetermined plans and schedules, conducting scheduled and continuous evaluations, as well as determining follow-up steps. Considering this result, all campus residents are required to behave in an Islamic manner, create an Islamic culture in the university environment, conduct Islamic studies regularly, and teach students skills in communication strategies, and motivation for patients through a religious approach.*

***Key words:*** *Strategic Management, Higher Education, Graduates, and Islamic Insights.*

## INTRODUCTION

The advances of technology and information causes some changes in teaching patterns of education field (Kivati, 2017; Makarova et al., 2019; Bernacki et al., 2020). Education has a crucial and important role in facing the life of globalization era (Egger & Fischer, 2020). Education gives human knowledge, skills, and praiseworthy qualities, so that they are able to face the problems of life.

Higher education is a real institution in carrying out education, research, and community service to create reforms and intellectuals in order to improve the quality of human resources. Human resources are the most important resources of a country (Masum et al., 2018). Higher education is the level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as

well as specialist programs, which are organized by universities based on Indonesian culture (Article 1 of Law Number 12 of 2012 concerning higher education).

The obligations of higher education is related to the *Tridharma* of higher education. It should bridge the students with community, so that the various kinds of knowledge obtained in higher education could be useful for the students themselves, and for others in the surrounding environment (Ahmad & Ghavifekr, 2017). This can be done by implementing good and correct management concepts and clear objectives in building a university that will have a real impact on the surrounding environment and the labor market (Pârgaru et al., 2019).

Higher education quality indicators have been prepared for various needs. One measure of the quality of higher education in Indonesia is the accreditation carried out by the National Accreditation Board for Higher Education (*BAN-PT*). Accreditation is understood as the determination of quality standards and an assessment of higher education institution by the several parties (Mizwar et al., 2020). Higher education accreditation is a reflection of performance that describes quality, efficiency, and relevance of an organized study program.

Aceh is a province in Indonesia that is granted special autonomy and implements Islamic law. The implementation of Islamic Sharia is regulated in the Regional Regulation of the Special Region of Aceh Province number 5 of 200 concerning the Implementation of Islamic Sharia. The success of Islamic law in Aceh cannot be separated from the role, function and good governance of institutions (Helmi & Nurmandi, 2016). The Government of Aceh is committed to implementing Islamic Sharia values in every public policy. This has resulted an increase in the need for qualified human resources or workforce with Islamic insight in government and private institutions in Aceh.

One of the universities in Aceh that is fast responding to providing graduates as human resources who have competence in the field of expertise and Islamic insight is Teungku Fakinah Nursing Academy in Banda Aceh. The vision of Teungku Fakinah Nursing Academy is to become an excellent Diploma III Nursing Study Program in the field of Emergency, entrepreneurial spirit and Islamic insight in dealing with MEA in 2019.

The result of interviews and observations with the director of Teungku Fakinah Nursing Academy revealed that the entire academic community is committed to preparing qualified human resources in the field of nursing and Islamic insight. The projections of graduates on the job market in the future will have implications for effective human resource management.

Forecasting future human resource needs and planning the fulfillment of the

human resource needs are part of human resource planning which includes achieving goals and implementing programs. Educational institutions really need competent human resources to support the success and achievement of goals. Human resources are the driving force of a system and all facilities, assets, curriculum, infrastructure, and all other resources (Hasnadi, 2019a). Educational institutions need to carry out strategic, integrated, interrelated, and comprehensive human resource education management in preparing the desired graduates in the future.

Teungku Fakinah Nursing Academy has developed a curriculum with an Islamic perspective. Every material taught in the course is related to Islamic concepts, so the students have the competence of each subject and understand the relationship between science and teachings of Islam. This shows that Teungku Fakinah Nursing Academy has integrated the nursing curriculum with the Islamic concept.

Religious education is one type of education that has very important role in the context of national and state life (Sahri, 2018). Religious education has the aim to develope the ability of students to understand, live and practice religious values that harmonize their mastery in science, technology and art. Islamic education for students is very important as an implementation of Islamic teachings in public universities with the learning

process such as co-curricular activities and other religious activities (Rahim, 2020).

Islamic education has two missions that must be realized, namely the academic/ scientific and missionary mission. Islamic education as an academic mission must provide capabilities and skills in developing Islamic teachings, so the students will have scientific and responsible attitude and able to take advantage of science in life. Islamic education as a missionary mission must be able to produce graduates who are able to provide religious explanations for the community, so that, the values of Islamic teachings can actually be implemented into the reality of national and social life (Lailiyah & Anan, 2018).

The integration of general education with Islamic education is an integrated and totality education system approach consisting of interconnected components to achieve predetermined goals. Integralistic education is a model of education that is oriented towards the components of life which include: Education that is oriented towards *rabaniyah* (divinity), *insaniyah* (humanity) and *alamyah* (nature in general) for the a good life, to realize *rahmatan lil'alamin*, as well as the education that considers human as a physical-spiritual, intellectual, emotional and individual-social beings (Fajar, 2005).

Integralistic education is expected to produce humans (students) who have high integrity, gratefulness and realize the God's will, unite with society, nature and

don't cause damage, maintain, empower and optimize natural potential according to human needs. Science and religion are interconnected and it is one of the efforts to build an integrated mindset towards Islam and science (Azizah, 2018). One way to overcome the negative impact of globalization is to have ethics and awareness that we teach to the graduates (Garfolo & L'Huillier, 2017).

This research is interesting to do because Teungku Fakinah Nursing Academy in has developed an integrated curriculum between the nursing curriculum and concept of Islamic teachings. The purpose of this research is to analyze and describe the implementation of strategic management in producing graduates with Islamic insight. This research is interesting to study because this academy has a vision to produce graduates who have competencies in the fields of nursing and Islamic knowledge. This shows that there is an integration between nursing science and Islamic knowledge.

**RESEARCH METHOD**

This research is a qualitative research. It aims to understand descriptively a social situation, events, roles, interactions and groups. The qualitative research method is a method that examines the condition of objects naturally, the researcher is a key instrument, the technique of collecting data is done through triangulation (a combination of observation, interviews, documentation), the data tends to be qualitative, data analysis is inductive/qualitative, and research results are used to understand meaning, uniqueness, construct phenomena, and find hypotheses (Sugiyono, 2017).

The objective of this research is to describe systematically and accurately the existing phenomena, the facts and the relationship between the phenomena and facts investigated regarding the implementation of strategic management in producing graduates with Islamic insight at Teungku Fakinah Nursing Academy in Banda Aceh. This research was conducted in June 2nd until October 28th 2020. The subjects of this study were the director, deputy director, lecturers, educational staff and students of Teungku Fakinah Nursing Academy.

Data collection was carried out in natural conditions, primary data sources, and data collection techniques were mostly in observation, in-depth interviews and documentation. Observations were made to check the correctness of the data provided through confirmation. Interviews are conducted to find out more in-depth things about participants in interpreting situations and phenomena that occur and cannot be found through observation. The interview was conducted in an unstructured or free interview, that is, the researcher did not use an interview guidance that had been structured systematically and completely for data collection. Document studies are conducted to obtain data directly from the

research site, including relevant books, regulations, activity reports, photographs, documentary films, relevant research data. The research instruments in this study were interview guidelines, observation guidelines and documentation guidelines.

Data analysis technique was done through some steps, they are: data reduction, data display, decision making and verification. The results of the research were carried out a credibility test to ensure that the data displayed was truly trustworthy, so there was no doubt about the level of truth. This step was by collecting a number of interview results between subjects and comparing it to each other, then analyzing and adjusting with documentary data, and finally concluding the result. The test of credibility was carried out by extending observations, increasing research persistence, triangulation, discussions with peers, negative case analysis and member checks.

**RESULT AND DISCUSSION**

Higher education is a foundation that comes from graduates who are skilled and qualified with the mastery of knowledge obtained. Education and training carried out by tertiary institutions are services produced by lecturers as a process in which quality graduates are. The services provided will be qualified lecturers who carry out these activities which can be determined and an environment that supports the creation of a good work atmosphere and culture.

Strategic management is very important to be applied by university leaders to determine the right strategy in achieving goals (Ahmad, 2017). Strategic Management is the process of planning, directing, organizing and controlling various decisions and actions of corporate strategy with the aim of achieving competitive advantage (Ismail, 2012)

The strategy management process carried out by the Teungku Fakinah Nursing Academy in preparing graduates with Islamic insight through several strategies, namely: environmental scanning, strategy formulation, strategy implementation, and strategy evaluation. Environmental scanning refers to the process of gathering, researching and providing information for strategic purposes. Environmental scanning is carried out to analyze internal and external factors that affect the Teungku Fakinah Nursing Academy in Banda Aceh. After carrying out the environmental scanning process, the Teungku Fakinah Nursing Academy in Banda Aceh conducts follow-up activities and tries to improve or improve it.

The strategy formulation carried out by the Teungku Fakinah Nursing Academy is formulating a vision, mission, determining internal strengths and weaknesses, identifying external opportunities and challenges, and making strategic choices including activities carried out at the formulation stage. The formulation of the vision and mission is stipulated in the Decree of the Director of

the Teungku Fakinah Academy of Nursing.

The vision of the Teungku Fakinah Nursing Academy is "To become a Diploma III Nursing study program that is superior in the field of emergencies, has an entrepreneurial spirit and has an Islamic insight in facing the MEA market in 2019". The missions of the Teungku Fakinah Nursing Academy are: (1) Carrying out education, research and community service in the field of emergencies and developing entrepreneurial skills, (2) Organizing cooperation in the field of emergency nursing, (3) Implementing the development of Islamic nursing education to produce graduates who have faith and piety, (4) Develop networks of cooperation and partnerships with stakeholders in order to support the activities of the Tri Dharma of Higher Education.

The formulation of the vision, mission, goals and strategies of the Teungku Fakinah Nursing Academy in preparing Islamic-minded graduates involves many parties, both internally and externally. The team involved in the preparation of the vision, mission, goals and objectives was confirmed in the Decree of the Director of Nursing Teungku Fakinah. The formulation of the vision, mission, goals and objectives was carried out by means of a Focus Group Discussion (FGD) which was attended by lecturers, librarians, education staff, foundation leaders, alumni and stakeholders. The purpose of involving many parties in the formulation of the vision, mission, goals and objectives is to obtain information, suggestions, input and support from various elements related to the format of the vision, mission, objectives and targets.

The results of the FGD resulted in the team evaluating the vision, mission, goals and strategies. The results of the evaluation and suggestions for each team member were conveyed through follow-up FGDs to obtain a standard vision, mission, goals and targets for socialization. The socialization of the vision, mission, goals and objectives is carried out through the website, making pamphlets and banners to be posted in the campus environment.

The strategy of the Teungku Fakinah Nursing Academy in carrying out its vision, mission and objectives is to compile programs and set in a strategic plan based on the vision, mission and objectives as well as the main issues concerning nursing. Strategic plans that contain strategies and programs for achieving the vision and mission of the study program are used as detailed guidelines and references per budget year (short term) and five years (long term), forward oriented, goal setting and strategy formulation more specifically and based on the capabilities of the study program and trends in environmental change.

Strategy implementation begins with making policies, organizing human resources, building an academic culture

that supports the strategy and creating an effective organizational structure. The strategy implementation policy is based on the Director's decree regarding the Vision and Mission Evaluation Team, Goals and Targets, the Director's decision regarding the determination of the vision and mission, goals and objectives and the Statute of the Teungku Fakinah Nursing Academy in Banda Aceh

Vision, mission, goals and objectives are implemented in programs that are implemented in accordance with the stages that have been determined in the strategic plan. The implementation of the vision, mission, goals and objectives formulated through the program increases the relevance of the curriculum to the vision, mission, goals and objectives, manages and improves the quality of education and graduates, improves the education process, the evaluation system, improves management, improves performance, improves and enhances HR competencies, as well as providing advice and infrastructure.

The strategy for achieving the vision, mission, goals and objectives of the Teungku Fakinah Nursing Academy is: (1) Disseminating the vision, mission, goals and objectives to the entire academic community, (2) Developing programs that are relevant to the vision, mission, goals and objectives and implementing them in accordance with the planned program, (3) Arranging curriculum in accordance with the vision, mission, goals and objectives, (4) Developing Semester Learning Designs, implementing effective lectures and teaching materials, (5) Improving education management and (6) Increasing competence Human resources and career development, (7) creating an Islamic culture in the college environment, and (9) teaching students skills about communication strategies and patient motivation through a religious approach.

The Teungku Fakinah Nursing Academy recruits new prospective students who pass the selection in the field of general materials, special materials on nursing, Islamic religious material, organizational experience, lecture motivation and al-Quran reading tests which are carried out through written and non-written tests. The new student selection system includes passing written examinations, then continued with medical tests, interviews and special services, namely passing the reading of the Koran. The programs that are carried out during the lecture process are obliging all students to take part in routine recitation on Fridays at the Mushalla Campus, hold an Islamic holiday commemoration event, and integrate nursing lecture materials with Islamic concepts.

Strategy evaluation is carried out as a step to control the achievement of the vision, mission, goals and objectives. The evaluation strategy is carried out on a scheduled and continuous basis. The results of the evaluation of the achievement of the vision, mission, goals and objectives of the Teungku Fakinah Nursing Academy in producing graduates

with Islamic insight can be seen in the following SWOT analysis.

**Strength**

The strengths to prepare graduates with Islamic insight are: (1) The preparation of the vision, mission, goals and strategies of the study program is carried out clearly, realistically and can be socialized effectively, (2) implementing Islamic nursing education development in order to produce graduates who are faithful and devoted, (3) develop networks of cooperation and partnerships with stakeholders in order to support the activities of the Tri Dharma of Higher Education, (4) Islamic insight programs are described in a strategic plan that is measurable and clearly achieved, (5) the availability of adequate facilities and infrastructure to support the achievement of the vision, mission, goals and objectives, (6) Every material delivered by the lecturer is always linked to the verses, hadith and Islamic teachings so that students have Islamic insight, (7) Islamic study activities are held every Friday and must be attended by all lecturers, staff education and students. (8) Conducting a scheduled, systematic, continuous evaluation, well documented in the form of a report and determining follow-up actions.

**Weakness**

The Weaknesses to prepare graduates with Islamic insight are: (1) Not all students are able to master Arabic and English passively or actively, (2) The quality management unit has not been running optimally.

**Opportunities**

Opportunities to prepare graduates with Islamic insight are: (1) Having strong cooperation in increasing the competence of graduates both nationally and internationally, (2) There is no diploma III study program that is superior in the field of emergencies, entrepreneurial spirit and Islamic insight, ( 3) Stakeholders who need nursing staff who have work experience abroad, such as Malaysia, (4) Many parents, stakeholders, and work environments need nursing personnel who have Islamic personalities apart from having competence in the field of nursing.

**Threats**

The Threats for preparing graduates with Islamic insight are: (1) Tight competition with public and private nursing study programs to produce competitive graduates, (2) Limited foreign language skills will find it difficult to compete in the AEC market.

Based on the SWOT analysis above, the Teungku Fakinah Nursing Academy does several follow-ups, namely: (1) Increasing students' ability to master Arabic and English both passively and actively by increasing Arabic and English lesson hours, (2) Increasing motivation students to become nurses who have Islamic insight, (3) Provide information to students and alumni about career development and efforts to get competitive jobs.

Reforms carried out in achieving the vision and mission of higher education are reforming the curriculum in accordance with the development and progress of science and technology, improving the quality of learning by using more flexible learning methods, student-centered learning. emphasis on intellectual intelligence (IQ), emotional intelligence (EQ) and spiritual (SQ) in harmony as well as knowledge of Soft skills and Success skills in an integrated manner in the subject matter; higher education management system is carried out using sustainable quality management in order to be able to anticipate changes.

The main determining factors for the quality of higher education are qualified human resources, committed and have high moral ethics. One strategy to streamline human resources is to use a SWOT analysis technique. Thus, the quality of graduates is not underestimated, it has a very large role in society (Khori, 2016). Students must have the ability of hard skills and soft skills, vision, understanding, clarity, and agility (VUCA) in the era of disruption (Poernomo, 2020).

The application of the quality standardization process should be more focused on managing educators, students, integrated curriculum concepts, commitment, quality student input and the existence of superior programs and strengthening soft skills and hard skills (Indrawan & Widjanarko, 2020), application of character values in the lecture process by using an integrated approach to all lecture materials (Hasnadi et al., 2020).

Higher education leadership and lecturers play a strategic role in determining the quality of graduates and the quality of higher education institutions (Nazaruddin et al., 2020). Thus the performance of lecturers will contribute to the quality of their graduates who are products of a higher education (Cristianingsih, 2020; Batool & Ahmad, 2020). Improving the quality of education and graduates can be done by integrating knowledge in the educational curriculum through a critical interrelation model. This model is relatively effective enough to anticipate pseudo interconnection, prevent hybridity and new hegemony in the interconnectivity pattern (Elbadiansyah, 2017).

The academic culture of higher education is one of the factors that affect the quality of education (Mala & Munirah, 2019). The formation of human quality starts from the environment they are in, the various characters and cultural values of the institution which can directly influence the character building of lecturers, employees and students (Sheikhalizadeh & Piralaiy, 2017). Perceptions of organizational culture give rise to a response in the form of support or rejection of organizational culture which in turn affects behavior and performance. Therefore, the cultivation of culture-based character values can be done by optimally utilizing and empowering all learning

environments to instill, improve, strengthen and perfect character education (Hasnad, 2018).

Higher education has a strategic role in building an information literacy culture for students as graduates who will compete globally. Information literacy culture in higher education can be carried out by assigning students, optimizing library functions, literacy-based learning processes, conducting literacy training, building awareness of the existence of media, establishing and developing literacy study centers, utilizing information and communication technology, campus-friendly (Hasnadi, 2019b).

Creating a quality-oriented culture is creating an environment that is conducive to the formation and improvement of quality in a sustainable manner because a quality-oriented culture is an organizational value system consisting of philosophies, beliefs, attitudes, norms, traditions, procedures, and expectations to improve quality. . This organizational culture will change the paradigm of higher education management, namely a change in the cultural orientation of an organization towards a quality organizational culture condition which in turn can improve the competence of graduates and the quality of higher education.

## CONCLUSION

Strategic management is needed in higher education organizations to achieve the desired vision, mission and goals. The strategic management process in higher education includes internal and external environmental analysis, determining strategy formulation, strategy implementation and strategy evaluation. All academics are required to be active in developing strategies, implementing strategies and controlling strategies that have been decided and mutually agreed upon. The implementation of strategic management in preparing graduates with Islamic insight requires higher education commitment, decisions and actions to produce graduates according to the needs of the job market.

The writing of this article is expected to be useful for higher education leaders in implementing management strategies to prepare graduates according to the vision, mission and goals of the college. Therefore, it is based for other researchers to conduct further research at other universities and study the absorption of graduates in competing competitively for jobs.

## BIBLIOGRAPHY

Ahmad, H. H. (2017). Implementation of strategic education policy plan at micro-level contexts: Management and leadership challenges. *MOJEM: Malaysian Online Journal of Educational Management*, 2(2), 1–21.

Ahmad, R. H., & Ghavifekr, S. (2017). School leadership for the 21st century: A conceptual overview. *MOJEM: Malaysian Online Journal of Educational Management*, 2(1), 48–61.

Azizah, N. (2018). Hubungan Ilmu dan

Agama dalam Prespektif Islam Telaah Pemikiran Kuntowijoyo. *Prosiding Konferensi Integrasi Interkoneksi Islam Dan Sains*, *1*, 151–156.

Batool, A., & Ahmad, S. (2020). Relationship of Information Transfer and Conceptual Development Teaching with Learning Performance of Students at Secondary Level. *Hamdard Islamicus*, *43*(2).

Bernacki, M. L., Greene, J. A., & Crompton, H. (2020). Mobile technology, learning, and achievement: Advances in understanding and measuring the role of mobile technology in education. *Contemporary Educational Psychology*, *60*, 101827.

Cristianingsih, E. (2020). Kepemimpinan Visioner, Kinerja Dosen, dan Mutu Perguruan Tinggi. *Jurnal Ilmiah Magister Administrasi*, *10*(2).

Egger, H., & Fischer, C. (2020). Increasing resistance to globalization: The role of trade in tasks. *European Economic Review*, *126*, 103446.

Elbadiansyah, D. (2017). Mutu Pendidikan Pada Perguruan Tinggi Keagamaan: Dari Manajemen Kelembagaan Hingga Konstruksi Kurikulum Interrelasi. *Muaddib: Studi Kependidikan Dan Keislaman*, *7*(01), 47–66.

Fajar, A. M. (2005). *Holistika Pemikiran Pendidikan*. Jakarta: Raja Grafindo Persada.

Garfolo, B. T., & L'Huillier, B. (2017). Ethics, Globalization, and the Role Educators Play. *Athens Journal of Education*, *4*(3), 211–222.

Hasnad, H. (2018). Penerapan Pendidikan Karakter Berbasis Budaya Sekolah di SD Negeri 15 Kota Banda Aceh. *Seminar Nasional Bimbingan Konseling 2018*.

Hasnadi, Asiah, N., & Fatimahwati. (2020). *School Management in the Implementation of Character Values in the Teaching-Learning Process BT - Proceedings of the 1st Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2019)*. 645–648. https://doi.org/https://doi.org/10.2991/assehr.k.200824.147

Hasnadi, H. (2019a). Perencanaan Sumber Daya Manusia Pendidikan. *Bidayah: Studi Ilmu-Ilmu Keislaman*, 141–148.

Hasnadi, H. (2019b). Membangun Budaya Literasi Informasi pada Perguruan Tinggi. *Prosiding SEMDI-UNAYA (Seminar Nasional Multi Disiplin Ilmu UNAYA)*, *3*(1), 610–620.

Helmi, H., & Nurmandi, A. (2016). Dinamika Kelembagaan Dalam Pelekasana Otonomi Khusus Syariat Islam Di Aceh (Kajian Kelembagaan). *Journal of Governance and Public Policy*, *3*(2), 263–281.

Indrawan, M. I., & Widjanarko, B. (2020). Strategi meningkatkan kompetensi lulusan universitas pembangunan panca budi medan. *JEpa*, *5*(2), 148–155.

Ismail, S. (2012). Manajemen Strategik. *Jakarta: Erlangga*.

Khori, A. (2016). Manajemen strategik dan mutu pendidikan Islam. *Manageria: Jurnal Manajemen Pendidikan Islam*, *1*(1), 75–99.

Kivati, G. (2017). The Role of Kenya's formal higher education in sustainable development within the context of globalization. In *Handbook of theory and practice of sustainable development in higher education* (pp. 17–33). Springer.

Lailiyah, A., & Anan, A. (2018). Nilai-Nilai Pendidikan Islam Dalam Dakwah Ajaran Sunan Kalijaga. *Mafhum*, *3*(2), 121–134.

Makarova, E. A., Makarova, E. L., & Korsakova, T. V. (2019). The role of globalization and integration in

interdisciplinary research, culture and education development. *Journal of History Culture and Art Research*, *8*(1), 111–127.

Mala, A., & Munirah, M. (2019). Organizational Culture and Quality of Services at IAIN Sultan Amai Gorontalo. *Al-Ulum*, *19*(2), 421–442.

Masum, A. K. M., Beh, L.-S., Azad, M. A. K., & Hoque, K. (2018). Intelligent human resource information system (i-HRIS): a holistic decision support framework for HR excellence. *Int. Arab J. Inf. Technol.*, *15*(1), 121–130.

Mizwar, M., Hariyady, H., & Basuki, S. (2020). Desain dan Implementasi Sistem Akreditasi Institusi Perguruan Tinggi (AIPT) Standar 3 Berbasis KPI. *Jurnal Repositor*, *2*(9), 1195–1202.

Nazaruddin, I., Sofyani, H., & Saleh, Z. (2020). The Role of Ethical Leadership, Organizational Support and Participative Decision-Making in the Implementation Of Effective Performance Measurement Systems in Higher Education Institutions. *MOJEM: Malaysian Online Journal of Educational Management*, *9*(1), 38–57.

Pârgaru, I., Alecu, I., Boca, G., & Nicolăescu, V.-G. (2019). The Development of Higher Education in Globalization Era. *LUMEN Proceedings*, *8*, 297–305.

Poernomo, B. (2020). Peran Perguruan Tinggi Dalam Menyiapkan Pemimpin Masa Depan menghadapi Era VUCA. *Prosiding Seminar STIAMI*, *7*(2), 70–80.

Rahim, R. (2020). Problematika Pendidikan Agama Islam di Perguruan Tinggi Umum (PTU). *Jurnal Andi Djemma/ Jurnal Pendidikan*, *3*(1), 49–58.

Sahri, I. K. (2018). Pendidikan Agama dan Keagamaan Islam Masa Reformasi. *TARBAWI*, *7*(1), 47–60.

Sheikhalizadeh, M., & Piralaiy, E. (2017). The Effects of Organizational Culture on University's Academic Staff Knowledge Management. *MOJEM: Malaysian Online Journal of Educational Management*, *4*(1), 17–31.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.