

Managing for Excellence in State Islamic Universities in The 21st Century

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ABSTRACT

This research aims to identify managing for excellence practices at PTKIN in the current era. The research method used is qualitative with a descriptive approach, and data collection techniques include interviews, observation and documentation. The collected data will be analyzed using qualitative analysis techniques, including data collection, data reduction, and data display. Analysis will involve identifying patterns, themes, and trends that emerge from interview data, documentation, and observations. The research results show various types of superior leadership applied at PTKIN Century 21, such as transformational, transactional and participative leadership. In addition, this research reveals best practices in strategic planning, effective organization, implementation of academic and non-academic programs, as well as ongoing evaluation to achieve the excellence of Managing for Excellence at PTKIN. Transformative leadership is leadership that has insight into the future and seeks to improve and develop the organization not for current interests, but for the future. Transformative leadership is always committed to continuous improvement, which is based on a visionary view of the future (better organizational conditions), and encourages staff participation to realize the expected changes. Transactional leadership is a transactional leader determining the desires of followers and providing something that meets those desires in exchange because followers perform certain tasks or find specific goals. Participative leadership is leadership that provides a set of rules to determine the variety and amount of participative decision making in different situations.

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INTRODUCTION

In the era of the 21st Century, State Islamic Universities (PTKIN) face various challenges in managing themselves towards excellence. One of the main problems faced is limited resources, both in terms of finances, infrastructure and quality academic staff (Muhammad, 2023). Apart from that, the limited adoption of information and communication technology is also an obstacle in improving the efficiency and quality of education services. Other challenges include the need for curriculum reform to reflect the latest developments in science and technology as well as improving the quality of management and leadership within the PTKIN environment (Trisusanti & Diantoro, 2021).

To overcome these problems, various solutions can be implemented which require PTKIN leadership figures (Musfah, 2021). Leadership at State Islamic Universities (PTKIN) has a very important role in forming a superior PTKIN in the 21st Century era. PTKIN leaders are not only responsible for managing daily operations, but also have strategic responsibility in formulating the vision, mission and long-term goals of the institution. Effective leaders are able to inspire and motivate the entire academic and administrative community to excel and innovate in achieving academic excellence, research and community service (Suryadilaga, 2015).

PTKIN leaders also act as drivers of change and innovation (Iswahyudi et al., 2023). They must be able to identify the challenges and opportunities faced by PTKIN, as well as formulate appropriate strategies and policies to face them. With visionary and proactive leadership, PTKIN leaders can create a conducive environment for the growth and development of all members of the academic community, as well as facilitate the implementation of innovations that bring positive change to PTKIN (Abdullah, 2013). Apart from that, PTKIN leaders also have a role as institutional ambassadors at the local, national and international levels. PTKIN leaders are responsible for building good relationships with various stakeholders, including government, industry, other educational institutions, and the general public (Ramdani Wahyu, 2016). By building a wide network and strengthening the institutional image, PTKIN leaders can increase PTKIN's reputation and attractiveness in the eyes of the public and increase opportunities for cooperation and support from various parties. Thus, the role of PTKIN leaders is very important in forming and maintaining a superior PTKIN in the 21st Century, as well as making a significant contribution to the progress of Islamic education and community development.

In carrying out his role as a leader of a superior State Islamic Higher Education (PTKIN) in the 21st Century era (Kodrat, 2021), Leadership tasks include four main management stages: planning, organizing, implementing, and evaluating. The first stage, planning, requires the ability to formulate the institution's vision, mission and strategic goals. PTKIN leaders must consider educational trends, technological developments, and community needs in designing comprehensive long-term and annual work plans. In the organizing stage, leaders are responsible for ensuring that the institutional organizational structure is designed effectively to support the achievement of strategic goals. This includes setting tasks and responsibilities, defining authority and hierarchy, and managing human

resources and infrastructure. After formulating a plan, the leader's task is to lead the implementation of the planned policies and programs (Tharaba et al., 2023). They must provide direction and motivation to the entire academic and administrative community to carry out their duties effectively and efficiently. In this case, supervision and monitoring of the progress of implementing the work plan is very important, as well as the ability to take corrective action if necessary to ensure the achievement of the goals that have been set.

Finally, evaluation is an important stage that is carried out regularly by PTKIN leaders. Evaluation is carried out to assess the achievement of strategic goals and the effectiveness of policy implementation. Various evaluation methods are used, such as data collection, qualitative and quantitative analysis, and consultation with stakeholders. The evaluation results become the basis for PTKIN leadership to make the necessary changes and improvements to improve institutional performance and face future challenges. Thus, through effective planning, organizing, implementation and evaluation, PTKIN leaders can bring their institution towards excellence in education, research and community service in the 21st Century era.

In forming a superior PTKIN, it is necessary to increase access and use of information and communication technology in the learning, research and administration processes (Abbas et al., 2023). This can be done through investment in IT infrastructure, staff training, and the development of digital platforms that support academic and administrative activities. PTKIN needs to develop an effective resource management strategy, including funding diversification, optimizing the use of human resources, and improving infrastructure. PTKIN needs to continue to encourage innovation in curriculum and learning methods to increase the relevance and competitiveness of graduates in the global job market (Arnawa & Darsana, 2021). By implementing these solutions, PTKIN can strengthen its position as a superior and relevant higher education institution in the 21st Century, as well as make a significant contribution to the progress of Islamic education and community development.

The previous research that mostly discussed superior PTKIN was as follows: technical management of accreditation in creating superior Islamic universities (Islami, 2018), quality management in improving PKTIN achievements (Romlah et al., 2024), strategic plan for establishing a superior campus with an international reputation (Tharaba et al., 2023), strategic management in improving academic culture in PTKIN in the digital era (Dina et al., 2023), government policy in forming superior PTKIN (Zulaikah et al., 2024), PTKIN management is based on KKNI with a socio-technological approach (Faisal, 2023). Based on previous research explanations, a lot of management is applied in the PTKIN environment in different aspects which are usually associated with quality, but this research emphasizes management of excellence to form a superior PKTIN in all planning, organizing, implementation and supervision. Therefore, it is necessary in-depth research and study for explore how quality management can be applied effectively in improve college achievement state Islamic religion. Thus, research in This journal will discuss its importance quality management in improving achievements of Islamic religious universities country, exploring

methods that effective in implementing quality management and analyze the impact of application of quality management to quality education and achievements of the institution.

LITERATURE REVIEW

Leadership in Managing for Excellence

Leadership is a person's ability to direct, motivate and inspire others in achieving predetermined goals. Leadership and educational institutions become one package in forming superior quality (Rohmat, 2016). More than just a position or title, leadership involves active involvement in guiding and influencing individuals or groups toward achieving a shared vision (Putri, 2013). A leader can emerge from various levels in an organization and can be recognized by their ability to mobilize others, solve problems, and make the right decisions. Leadership is divided into 3, namely: 1) Transformative leadership is leadership that has insight into the future and seeks to improve and develop the organization not for current interests, but for the future. Transformative leadership is always committed to continuous improvement, which is based on a visionary view of the future (better organizational conditions), and encourages staff participation to realize the expected changes. In order to improve the quality of Islamic educational institutions, fundamental changes need to be made in the leadership aspect, namely by implementing a transformational leadership style (Mahfudh, 2022). 2) Transactional leadership is a transactional leader determining the desires of followers and providing something that meets those desires in exchange because followers perform certain tasks or find specific goals. So, a transaction or exchange process between the leader and the follower occurs when the follower receives rewards from job performance and the leader benefits from completing tasks (Zunidar, 2022). 3) Participative leadership is leadership that provides a set of rules to determine the variety and amount of participative decision making in different situations. Leaders ask for and use suggestions from their subordinates. Such leaders are always wise, always learning and adapting their leadership to situations and conditions (Habi et al., 2022). The leadership function is an effort to influence and directing its employees to work as best as possible, with has high enthusiasm, and is highly motivating achieve organizational goals (Masykur, 2021). The leadership function is an effort to influence and directing its employees to work as best as possible, with has high enthusiasm, and is highly motivating achieve organizational goals (Masykur, 2021).

In the world of management, the application of management functions according to George R Terry is known to exist not without reason, the management function model introduced, including planning, organizing, actuating and controlling, is suitable for application in educational institutions. The functions that can be used as stages in the management of educational institutions are arranged systematically from beginning to end, so that when applied to educational institutions, the expected goals can be achieved effectively and efficiently (Wijayanti & Wicaksana, 2023). Based on the explanation above, the author wants to analyze how the management function of George R Terry is implemented in improving the quality of educational institutions through a literature review of previous

research. The author wants to know how the process for achieving success in management functions according to George R Terry is applied to educational institutions.

Managing for Excellence in State Islamic Universities

Planning at superior State Islamic Universities (PTKIN) is a comprehensive strategic process for formulating the institution's vision, mission and long-term goals and planning concrete steps to achieve them (Darmalaksana, 2017). This planning covers various aspects, including developing relevant curricula, improving the quality of teaching and learning, managing human and financial resources, and building strategic partnerships with various parties (Hadijaya, 2019). Effective planning enables PTKIN to identify their priorities, allocate resources wisely, and direct their efforts consistently toward achieving established goals. George R Terry argues that "Management is a typical process consisting of planning, organizing, moving and controlling actions to determine and achieve goals through the use of human resources and other resources". In a management activity there is a need for Planning Principles, Principles of Organization, Principles of Direction and Principles of Control. So that with this implementation, every action can run flexibly to achieve a goal (Syahputra & Aslami, 2023).

Organizing a superior State Islamic Higher Education (PTKIN) is a process that involves preparing an organizational structure, setting tasks and responsibilities, as well as allocating human and material resources to achieve the institution's strategic goals (Angelya et al., 2022). In the context of PTKIN, organizing plays an important role in creating an efficient, effective and collaborative work environment (Akbar & Prasetyo, 2022). This involves the formation and management of functional units such as faculties, departments and institutions, as well as managing relationships between units and between individuals in order to achieve the vision and mission of the institution.

Implementation in the context of superior State Islamic Universities (PTKIN) refers to the process of implementing work plans and institutional policies to achieve predetermined strategic goals (Fauzi, 2016). This involves concrete steps to realize the institution's vision and mission, strengthen the quality of education and research, and facilitate the development of a dynamic academic community (Munawaroh, 2022). Effective implementation requires good coordination between various functional units within the institution, as well as active involvement of all community members in carrying out their respective duties and responsibilities (Aulia & Asbari, 2024).

Supervision in the context of superior State Islamic Universities (PTKIN) refers to a systematic monitoring and evaluation process of various aspects of institutional performance, including the quality of education, research, resource management and services to the community (Fauzi, 2016). The main objective of supervision is to ensure that PTKIN operates in accordance with established standards, meets the needs and expectations of stakeholders, and continues to improve the quality and efficiency of its services (Sujana & Rachmatin, 2019).

METHOD

This research methodology aims to understand the practice of Managing for Excellence at State Islamic Universities (PTKIN) in the 21st Century era. This research uses a qualitative field approach and was conducted at three PTKINs representing various regions in Indonesia, namely UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Sunan Gunung Djati Bandung. PTKIN Managing for Excellence at UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Sunan Gunung Djati Bandung shows their commitment to becoming superior educational institutions in the 21st century. With the various initiatives they have taken, such as improving the curriculum, developing inclusive learning models, improving the quality of human resources, and strengthening research and innovation, the three campuses aim to produce graduates who are competent, have character, and are ready to compete in today's global dynamics. The research method used is descriptive analysis, which aims to describe and analyze the phenomenon of Managing for Excellence.

Data collection was carried out through three main techniques, namely interviews, documentation and observation. First, through interviews with leaders, administrative staff, lecturers and students at the three PTKINs to gain in-depth insight into the Managing for Excellence practices carried out. Second, through collecting official documents such as strategic plans, institutional policies, activity reports and relevant institutional publications. Third, through direct observation of activities and processes at PTKIN to gain an understanding of the implementation of Managing for Excellence in daily practice.

The collected data will be analyzed using qualitative analysis techniques, including data collection, data reduction, and data display. Analysis will involve identifying patterns, themes, and trends that emerge from interview data, documentation, and observations. By using a qualitative field approach and descriptive analysis methods, this research is expected to provide an in-depth understanding of the practice of Managing for Excellence at PTKIN in the 21st Century era, as well as provide valuable insight for the development of Islamic higher education institutions in Indonesia.

FINDINGS

PTKIN Managing for Excellence Planning in the 21st Century

The Syarif Hidayatullah State Islamic University (UIN) Jakarta has set a vision that outlines its goal of becoming a University with a Global Reputation with a focus on the integration of Islamic, Indonesian and scientific knowledge. By prioritizing this approach, UIN Syarif Hidayatullah is committed to not only becoming a leading scientific center, but also promoting harmony between Islamic traditions, Indonesian culture and scientific progress. Through this unification, the university aims to produce graduates who not only have broad knowledge, but also deep skills in applying Islamic values in various life contexts.

Meanwhile, UIN Sunan Kalijaga Yogyakarta has set its vision to become a superior and leading State Islamic University in integrating and developing Islam and science for civilization. By focusing on the application of Islamic values in a modern context, the university strives to become a scientific center that is not only locally relevant, but also internationally recognized. Through this framework, UIN Sunan Kalijaga aims to be a leader in combining Islamic knowledge with scientific and technological developments to advance society and contribute to the development of an inclusive and sustainable civilization.

Meanwhile, UIN Sunan Gunung Djati Bandung has set a vision to become a superior, competitive and innovative State Islamic University based on Rahmatan Lil Alamin in Southeast Asia by 2029. With a focus on the concept of rahmatan lil alamin, which means compassion and justice for all nature, the university is committed to becoming a scientific center capable of producing solutions to contemporary challenges by utilizing Islamic values as the main guide. Through this approach, UIN Sunan Gunung Djati aims to not only create graduates who have academic excellence, but also leaders with integrity and high social awareness.

Overall, the three UINs have a similar vision in terms of improving the quality of education and research by integrating Islamic values with modern science and technology. Although each has a unique approach, the ultimate goal is the same: to be a leader in spreading a better understanding of Islam and a positive contribution to society and civilization.

Organizing PTKIN Managing for Excellence in the 21st Century

UIN Syarif Hidayatullah Jakarta has designed a plan for Managing for Excellence in State Islamic Religious Higher Education (PTKIN) in the 21st century with a focus on improving the quality of the curriculum. In this context, the approach used is to refine the curriculum to make it more responsive to global and local developments. This means that UIN Syarif Hidayatullah Jakarta aims to ensure that the curriculum presented to students includes a deep understanding of contemporary issues and industry needs. Apart from that, this plan also includes strengthening information technology infrastructure to support digital-based learning, which is becoming increasingly important in this digital era.

At UIN Sunan Kalijaga Yogyakarta, PTKIN Managing for Excellence planning focuses on developing a learning model that is inclusive and oriented towards character development. Concrete steps in this planning include cross-disciplinary collaboration and partnerships with industry. This aims to ensure that students not only gain academic knowledge, but also practical skills that are relevant to the world of work. In this way, UIN Sunan Kalijaga Yogyakarta strives to create a learning environment that produces individuals with character and ready to compete in the global job market.

At UIN Sunan Gunung Djati Bandung, PTKIN Managing for Excellence planning focuses on improving the quality of human resources through developing teaching staff and institutions. This includes various measures such as training and development of academic staff as well as overall institutional strengthening. Apart from that, UIN Sunan Gunung Djati Bandung also emphasizes increasing research and innovation in the fields of religious

science and technology. Thus, this institution strives to become a center of academic and research excellence in its field, which has an impact on improving the quality of education and contributing to community development.

Overall, PTKIN Managing for Excellence planning at UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Sunan Gunung Djati Bandung shows their commitment to becoming superior educational institutions in the 21st century. With the various initiatives they have taken, such as improving the curriculum, developing inclusive learning models, improving the quality of human resources, and strengthening research and innovation, the three campuses aim to produce graduates who are competent, have character, and are ready to compete in today's global dynamics.

Implementation of PTKIN Managing for Excellence in the 21st Century

At UIN Syarif Hidayatullah Jakarta, organizing PTKIN Managing for Excellence focuses on developing a responsive and efficient organizational structure. Concrete steps in this organization include improving communication and coordination between units, remapping responsibilities and authority, and implementing an integrated management system. The aim of this organization is to ensure that every part of the university contributes optimally to achieving quality educational goals.

At UIN Sunan Kalijaga Yogyakarta, the organization of PTKIN Managing for Excellence prioritizes the principles of transparent and participatory governance. This is reflected in the formation of an inclusive decision-making mechanism, where all university stakeholders, including lecturers, students and administrative staff, are involved in the decision-making process. Apart from that, the university also encourages the creation of an organizational culture that is open to change and innovation.

At UIN Sunan Gunung Djati Bandung, the organization of PTKIN Managing for Excellence is focused on building an adaptive and responsive management system. This university strives to create an organizational environment that is able to adapt to changes in the internal and external environment. This involves providing training and development for staff and lecturers to be able to face new challenges, as well as implementing a continuous performance evaluation system.

Apart from that, at the three campuses, organizing PTKIN Managing for Excellence also involves efforts to increase community and industrial involvement in the learning and research process. This can take the form of establishing collaborative networks with external institutions, holding joint seminars and workshops, as well as developing internship programs and research collaboration. Through this collaboration, universities can integrate knowledge and experience from various sources to improve the quality of education and relevance to the world of work. 5. Overall, the organization of PTKIN Managing for Excellence at UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Sunan Gunung Djati Bandung aims to create an organizational environment that is adaptive, responsive, and oriented towards achieving high quality education. By increasing efficiency, transparency and external involvement, the three campuses strive to become educational

institutions that are able to answer the challenges of the times and make positive contributions to society.

Supervision of PTKIN Managing for Excellence in the 21st Century

Supervision in State Islamic Religious Higher Education (PTKIN) Managing for Excellence in the 21st century at UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Sunan Gunung Djati Bandung is an important aspect in ensuring the quality and continuity of improvement efforts carried out by these institutions. At UIN Syarif Hidayatullah Jakarta, supervision is carried out by implementing a comprehensive evaluation system for all aspects of academic and administrative activities. This includes assessing the performance of lecturers, students and study programs on a regular basis. In addition, supervision also involves the implementation of strict quality standards and the use of performance indicators to monitor the university's achievements and developments.

At UIN Sunan Kalijaga Yogyakarta, supervision is focused on developing a culture of accountability and transparency. This university encourages active involvement of all stakeholders, both internal and external, in the supervision process. This can take the form of holding regular meetings between university leaders and lecturers, students and administrative staff to discuss various problems and find solutions together. Meanwhile at UIN Sunan Gunung Djati Bandung, supervision is carried out by strengthening internal and external control mechanisms. The university implements a rigorous internal audit system to ensure compliance with established policies and procedures. In addition, supervision also involves collaboration with external supervisory institutions such as the National Accreditation Board for Higher Education (BAN-PT) to ensure that universities continue to improve their education quality standards.

Apart from that, at the three campuses, supervision also includes monitoring the implementation of strategic plans and superior programs that have been designed to achieve the university's vision and mission. This is done through regular evaluation of the achievements of predetermined targets as well as adjusting strategies if necessary to remain relevant to changes in the internal and external environment. Overall, supervision in PTKIN Managing for Excellence at UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Sunan Gunung Djati Bandung is an important basis in efforts to ensure that these universities continue to produce quality graduates who are relevant to the needs of the times.

DISCUSSION

Forms of 21st Century Leadership in Managing for Excellence

Leadership is a person's ability to direct, motivate and inspire others in achieving predetermined goals. Leadership and educational institutions become one package in forming superior quality (Rohmat, 2016). More than just a position or title, leadership involves active involvement in guiding and influencing individuals or groups toward achieving a shared vision (Putri, 2013). A leader can emerge from various levels in an

organization and can be recognized by their ability to mobilize others, solve problems, and make the right decisions.

The role and duties of a leader in creating a superior campus are very important (Gaol, 2020). First, leaders are responsible for formulating the vision and strategic direction of the institution. They must have a deep understanding of the needs and challenges faced by the campus, and be able to formulate clear and comprehensive work plans to achieve these goals. Apart from that, leaders also have a role in articulating the vision and goals of the institution to all members of the campus community, thereby ensuring harmony and unity in efforts to achieve excellence (Kusumaningtyas et al., 2022). Furthermore, leaders are responsible for creating an inclusive, collaborative, and productive work environment. They must ensure that the campus provides sufficient support for all members of the community, including faculty, staff, and students, to reach their best potential. This involves building strong relationships, effectively managing conflict, and facilitating harmonious teamwork. In addition, leaders also have the task of identifying and developing potential talent on campus, as well as creating opportunities for professional and personal development for community members.

Lastly, leaders also have a role in ensuring that the campus remains relevant and responsive to changes in the external environment (Lathifah & Frinaldi, 2024). They must be able to identify new trends and opportunities in higher education, as well as direct institutions to adapt and innovate according to market and societal needs. This involves developing innovative strategies, strategic partnerships with external stakeholders, and effective risk management. Thus, the role and duties of a leader are very important in creating a superior campus, which not only produces quality graduates, but also makes a significant contribution to the progress of society and the nation. (Sudiantini & Zidane, 2023).

The ability to communicate effectively is one of the main pillars of superior leadership in the 21st Century era (Dami, 2023). A leader who is able to articulate the vision, values and goals of the institution clearly and convincingly will be able to inspire and motivate team members. Effective communication also includes the ability to listen well, understand other people's perspectives, and facilitate constructive dialogue. By building strong relationships through effective communication, a leader can create an inclusive, collaborative, and productive work environment. Apart from that, effective communication also enables leaders to manage conflict well, resolve problems, and facilitate harmonious teamwork. Thus, strong communication skills are the key for leaders to lead institutions towards success and excellence in the 21st Century+ era

The three State Islamic Universities (PTKIN) that are considered superior, namely UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Sunan Gunung Djati Bandung, each have a form of leadership that reflects different visions, styles and strategies. At UIN Syarif Hidayatullah Jakarta, leadership can be characterized by a progressive and innovative approach, with a focus on relevant curriculum development, integration of information technology, and strategic partnerships with industry and other

institutions. Leaders at UIN Syarif Hidayatullah Jakarta lead with a visionary style, encourage innovation, and are results-oriented.

At UIN Sunan Kalijaga Yogyakarta, leadership is more traditional but inclusive, with an emphasis on Islamic, academic and cultural values. Leaders at UIN Sunan Kalijaga Yogyakarta emphasize local wisdom and social justice in decision making, and promote the participation and involvement of all community members in the decision making process. Meanwhile, at UIN Sunan Gunung Djati Bandung, leadership is characterized by a pragmatic and results-oriented approach, with an emphasis on efficiency, accountability and quality of educational services. Leaders at UIN Sunan Gunung Djati Bandung emphasize effective resource management, improving academic quality, and developing relationships with industry to ensure the relevance of education to job market needs.

Even though each PTKIN has different leadership characteristics, the main goal remains the same, namely creating a superior, relevant and meaningful academic environment for students and the community. With diverse but consistent approaches, these three PTKINs contribute to advancing Islamic higher education in Indonesia and create a positive impact on the nation's progress.

PTKIN Managing for Excellence Planning in the 21st Century

Planning at superior State Islamic Universities (PTKIN) is a comprehensive strategic process for formulating the institution's vision, mission and long-term goals and planning concrete steps to achieve them (Darmalaksana, 2017). This planning covers various aspects, including developing relevant curricula, improving the quality of teaching and learning, managing human and financial resources, and building strategic partnerships with various parties (Hadijaya, 2019). Effective planning enables PTKIN to identify their priorities, allocate resources wisely, and direct their efforts consistently toward achieving established goals.

The role of planning in superior PTKIN is very important (Fauzi, 2016). Through careful planning, PTKIN leaders and managers can provide clear direction for all community members, facilitate coordination and collaboration between units and faculties, and better manage risks and opportunities. In addition, effective planning also allows PTKIN to be more responsive to environmental changes, identify new trends and opportunities, and adapt quickly to meet the needs of students and the community. Thus, good planning not only helps PTKIN achieve excellence in education and research, but also creates a sustainable positive impact on the development of the institution and society as a whole.

No	PTKIN name	Vision	Planning Profile
1	UIN Syarif Hidayatullah	"Becoming a Globally Reputable Education with Excellence in the Integration of Islamic, Indonesian and Scientific Knowledge."	Planning superior integration in the fields of religious, Indonesian and scientific knowledge

2	UIN Sunan Kalijaga	Excellent and Prominent in the Integration and Development of Islam and Science for Civilization	Planning for superior integration in the fields of religious knowledge and civilization
3	UIN Sunan Gunung Djati	"Becoming a Superior, Competitive and Innovative State Islamic University based on Rahmatan Lil Alamin in Southeast Asia in 2029"	Planning a superior, competitive and innovative integration that will become rahmatan lil 'aalamiin

Organizing PTKIN Managing for Excellence in the 21st Century

Organizing a superior State Islamic Higher Education (PTKIN) is a process that involves preparing an organizational structure, setting tasks and responsibilities, as well as allocating human and material resources to achieve the institution's strategic goals (Angelya et al., 2022). In the context of PTKIN, organizing plays an important role in creating an efficient, effective and collaborative work environment (Akbar & Prasetyo, 2022). This involves the formation and management of functional units such as faculties, departments and institutions, as well as managing relationships between units and between individuals in order to achieve the vision and mission of the institution.

The organizing role in superior PTKIN includes several key aspects. First, organizing helps facilitate the implementation of the institution's strategic plan by ensuring that the organizational structure and work systems are designed to support the achievement of these goals. Second, organizing helps optimize the use of human and material resources in an effective and efficient manner, so that PTKIN can achieve maximum results with the available resources. Third, organizing creates a framework for coordination and collaboration between units and individuals, which helps strengthen synergy and harmony among members of the PTKIN community (Darim, 2020).

The benefits of good organization in PTKIN are very significant. With a clear and efficient organizational structure, PTKIN can increase the effectiveness of decision making, speed up work flow, and reduce unnecessary bureaucracy (Tanjung, 2014). Apart from that, good organization also allows PTKIN to respond to environmental changes more quickly and flexibly, as well as adapting to the latest trends and developments in higher education (Mukhlisin & Pasaribu, 2020). Thus, effective organization is not only the foundation for PTKIN's operational excellence, but is also the key to ensuring the institution's relevance, competitiveness and long-term sustainability.

No	PTKIN name	Organizing
1	UIN Syarif Hidayatullah	1. Integration of Islamic, Indonesian and Scientific Knowledge: UIN Syarif Hidayatullah Jakarta emphasizes the integration of Islamic, Indonesian and scientific knowledge as an important point in

		<p>organizing. This allows the university to create graduates who are not only competent in the Islamic field, but also have a strong understanding of Indonesian culture and context and the ability to contribute to scientific and technological progress.</p> <ol style="list-style-type: none">2. Global Reputation: UIN Syarif Hidayatullah Jakarta aims to become a university with a global reputation, indicating a focus on international quality standards in education and research.3. Leading Scientific Center: This university has established itself as a leading scientific center with a holistic approach, combining Islamic knowledge with modern scientific and technological developments.4. Holistic Education: The organizing approach of UIN Syarif Hidayatullah Jakarta emphasizes holistic education which not only prioritizes academic aspects, but also the formation of in-depth character and social skills.
2	UIN Sunan Kalijaga	<ol style="list-style-type: none">1. Integration of Islam and Science: UIN Sunan Kalijaga Yogyakarta emphasizes the integration of Islam and science as an important point in organizing. This allows universities to produce graduates who are not only based on Islam, but are also able to contribute to the development of society and civilization by utilizing modern scientific knowledge.2. Local and International Relevance: The focus on applying Islamic values in a modern context signifies the university's local and international relevance in providing quality and meaningful higher education.3. Center for Science and Innovation: UIN Sunan Kalijaga Yogyakarta has established itself as a center for science and innovation that combines Islamic values with scientific and technological developments to advance society and contribute to the development of an inclusive and sustainable civilization.4. Leaders with Integrity: The organizing approach of UIN Sunan Kalijaga Yogyakarta emphasizes the formation of leaders with integrity and high social

		awareness, which is in accordance with the concept of rahmatan lil alamin, namely compassion and justice for all of nature.
3	UIN Sunan Gunung Djati	<ol style="list-style-type: none">1. Excellent, Competitive and Innovative University: UIN Sunan Gunung Djati Bandung emphasizes its vision to become a superior, competitive and innovative university. This shows their commitment to being a leader in the world of Islamic higher education by creating an academic environment that promotes excellence, healthy competition and innovation in all aspects of the university's activities.2. Rahmatan Lil Alamin Basis: UIN Sunan Gunung Djati Bandung emphasizes that their university is based on the principle of rahmatan lil alamin, which contains the meaning of compassion and justice for all of nature. This shows their commitment to integrating Islamic values in every aspect of university activities and producing graduates who have high social awareness.3. Focus on Southeast Asia: UIN Sunan Gunung Djati Bandung's vision also includes the aspiration to become a university based in Southeast Asia. This indicates that they not only aim to be a leader in Islamic higher education in Indonesia, but also at the regional level. This focus strengthens the university's position as a major player in developing Islamic education in the Southeast Asia region.4. 2029: By setting 2029 as the target for achieving its vision, UIN Sunan Gunung Djati Bandung confirms their long-term commitment to achieving this goal. This reflects their mature strategic planning and seriousness in implementing the steps necessary to become a superior, competitive and innovative university based on rahmatan lil alamin in Southeast Asia.

Implementation of PTKIN Managing for Excellence in the 21st Century

Implementation in the context of superior State Islamic Universities (PTKIN) refers to the process of implementing work plans and institutional policies to achieve predetermined strategic goals (Fauzi, 2016). This involves concrete steps to realize the

institution's vision and mission, strengthen the quality of education and research, and facilitate the development of a dynamic academic community (Munawaroh, 2022). Effective implementation requires good coordination between various functional units within the institution, as well as active involvement of all community members in carrying out their respective duties and responsibilities (Aulia & Asbari, 2024).

The implementation role in superior PTKIN includes several important aspects. Implementation helps translate the institution's vision and strategic plans into concrete and measurable actions. This involves setting clear goals and targets, appropriate allocation of resources, and monitoring and evaluating progress in achieving these goals (Abdul, 2020). Implementation of the PTKIN mechanism to strengthen best and innovative practices in education, research and community service, thereby improving the overall quality and reputation of the institution (Angkotasan & Watianan, 2021).

The benefits of effective implementation in PTKIN are enormous. Good implementation of the PTKIN mechanism to achieve the desired results in accordance with the plans and objectives that have been set. This means that PTKIN can provide quality education, produce meaningful research, and make significant contributions to society (Faisal, 2023). Effective implementation also helps PTKIN to strengthen their competitiveness and reputation at local, national and international levels. By providing superior educational services and producing quality research, PTKIN can become a center of excellence in Islamic higher education and contribute to the progress of the people and nation as a whole (Abdul, 2020). Thus, effective implementation is one of the key elements in ensuring the success and excellence of PTKIN in the future.

No	PTKIN name	Implementation
1	UIN Syarif Hidayatullah	<ol style="list-style-type: none">1. Teaching Based on the Integration of Islamic, Indonesian and Scientific Knowledge: UIN Syarif Hidayatullah Jakarta emphasizes teaching that integrates Islamic, Indonesian and scientific knowledge, providing students with a holistic understanding of contemporary issues with a strong Islamic perspective.2. Innovative and Impactful Research: The university promotes innovative research that makes significant contributions to scientific progress and societal well-being, with a focus on solving real problems faced by local and global society.3. Sustainable Community Service: UIN Syarif Hidayatullah Jakarta is active in sustainable community service activities, with the aim of providing practical solutions to improve community welfare and strengthen Islamic values in everyday life.

		<p>4. Strategic Partnerships: This university builds strategic partnerships with institutions and other stakeholders, both at the local, national and international levels, to increase the effectiveness of their teaching, research and community service activities.</p>
2	UIN Sunan Kalijaga	<p>1. Teaching Based on the Integration of Islamic and Scientific Knowledge: UIN Sunan Kalijaga Yogyakarta emphasizes teaching that integrates Islamic knowledge with modern science, ensuring that graduates have a holistic understanding of contemporary issues with a strong Islamic perspective.</p> <p>2. Quality Research with a Focus on Community Welfare: The university emphasizes research that is quality and relevant to community needs, producing innovative solutions to social, economic, and cultural challenges faced by local and global communities.</p> <p>3. Sustainable Community Service: UIN Sunan Kalijaga Yogyakarta is active in sustainable community service activities, through programs such as training, counseling and community empowerment, with the aim of improving welfare and strengthening Islamic values in daily practices.</p> <p>4. Partnerships and Collaboration: This university builds strong partnerships and collaborations with various institutions and stakeholders, both at the local, national and international levels, to increase the impact of their teaching, research and community service activities.</p>
3	UIN Sunan Gunung Djati	<p>1. Teaching Based on Rahmatan Lil Alamin: UIN Sunan Gunung Djati Bandung emphasizes teaching based on the concept of rahmatan lil alamin, which includes the values of compassion and justice for all of nature, providing a holistic approach to learning.</p> <p>2. Innovative and Community Needs-Based Research: This university prioritizes research that is innovative and community needs-based, with a focus on finding practical solutions to social, economic and cultural problems faced by local and regional communities.</p>

3. Community Service Based on Local Wisdom: UIN Sunan Gunung Djati Bandung is active in community service activities based on local wisdom, with the aim of making a positive contribution in improving welfare and strengthening social relations in the community.
4. Collaboration and Sustainable Partnerships: The university builds sustainable collaboration and partnerships with various parties, including government, non-governmental organizations, and the private sector, to increase the impact of their teaching, research, and community service activities more effectively.

Supervision of PTKIN Managing for Excellence in the 21st Century

Supervision in the context of superior State Islamic Universities (PTKIN) refers to a systematic monitoring and evaluation process of various aspects of institutional performance, including the quality of education, research, resource management and services to the community (Fauzi, 2016). The main objective of supervision is to ensure that PTKIN operates in accordance with established standards, meets the needs and expectations of stakeholders, and continues to improve the quality and efficiency of its services (Sujana & Rachmatin, 2019).

The role of supervision in superior PTKIN is very important. Oversight helps ensure accountability and transparency in the management of institutions (Retnowati et al., 2018). With an effective monitoring mechanism in place, PTKIN leaders and managers can monitor the performance of various units and individuals, identify potential problems or gaps, and take necessary corrective actions to improve performance (Retnowati et al., 2018). Supervision is also PTKIN's mechanism to strengthen compliance with applicable regulations and policies, both from the government and accreditation institutions. This is important to ensure that PTKIN can maintain high quality standards and a good reputation (Tharaba et al., 2023).

The benefits of effective supervision in PTKIN are very significant. Good supervision can help PTKIN to identify their strengths and weaknesses, as well as the opportunities and challenges they face. This is an institutional mechanism to plan and implement appropriate improvement strategies, thereby increasing the overall quality and competitiveness of PTKIN (Aisyiah, 2019). Effective supervision can also help PTKIN to improve the efficiency and effectiveness of resource management, including workforce, finance and facilities (Amiruddin, 2022). By ensuring optimal use of resources, PTKIN can increase the added value of their higher education and have a greater impact on society. Thus, good supervision is not only an obligation, but also a valuable investment for the success and excellence of PTKIN in the future.

No	PTKIN name	Supervision
1	UIN Syarif Hidayatullah	<ol style="list-style-type: none">1. Quality-Based Supervision: UIN Syarif Hidayatullah Jakarta emphasizes quality-based supervision in teaching, research and community service activities, ensuring that high quality standards are maintained in all academic activities.2. Monitoring the Learning Process: This university regularly monitors the learning process, including evaluation of the curriculum, teaching methods and lecturer performance, to ensure teaching is carried out effectively and relevantly.3. Problem Solving Based Research: This campus supervision also emphasizes research that focuses on solving real problems faced by society, by ensuring that research is carried out according to plan and produces significant contributions to the development of science and the welfare of society.4. Sustainable Community Service: UIN Syarif Hidayatullah Jakarta supervises sustainable community service activities, ensuring that these activities are relevant to community needs and provide real positive impacts.
2	UIN Sunan Kalijaga	<ol style="list-style-type: none">1. Quality Based Supervision: Continuous Evaluation of the Learning Process: This university carries out continuous evaluation of the learning process, including evaluation of the curriculum, teaching methods and lecturer performance, to ensure effectiveness and relevance in teaching to students.2. Quality Research with a Focus on Community Needs: This campus supervision also ensures that research is carried out in accordance with high quality standards and focuses on community needs, so that the results make a significant contribution to the development of science and community welfare.3. Measurable and Sustainable Community Service: UIN Sunan Kalijaga Yogyakarta supervises community service activities, ensuring that these activities have a measurable and sustainable impact on local and regional communities, and are in accordance with inclusive Islamic principles.
3	UIN Sunan Gunung Djati	<ol style="list-style-type: none">1. Quality Standards Based Supervision: UIN Sunan Gunung Djati Bandung emphasizes supervision based

on higher education quality standards, ensuring that teaching, research and community service activities are carried out in accordance with established standards.

2. Active Monitoring of Academic Activities: This university carries out active monitoring of teaching, research and community service activities, to ensure that the learning process is effective, research goes according to plan, and community service activities have a positive impact.
 3. Periodic Evaluation of Lecturer and Staff Performance: UIN Sunan Gunung Djati Bandung carries out regular evaluations of the performance of lecturers and academic staff, to ensure that they make maximum contributions in carrying out teaching, research and community service activities.
 4. Stakeholder Participation: Campus supervision involves participation from various stakeholders, including students, lecturers, staff, as well as external parties such as industry and the community, to ensure transparency and accountability in the implementation of higher education activities.
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CONCLUSION

Leadership is a person's ability to direct, motivate and inspire others in achieving predetermined goals. Leadership and educational institutions become one package in forming superior quality. The leadership function is an effort to influence and directing its employees to work as best as possible, with has high enthusiasm, and is highly motivating achieve organizational goals. From the discussion about forms of leadership, planning, organizing, implementation and supervision at UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Sunan Gunung Djati Bandung, it can be concluded that the success of State Islamic Religious Higher Education (PTKIN) Managing for Excellence in the 20th century -21 requires a holistic and integrated approach. Visionary and inclusive leadership is the key to inspiring and moving the entire campus community towards achieving the stated vision and mission. Apart from that, planning that is responsive to the demands of the times, efficient and adaptive organization, quality implementation, and strict and transparent supervision are components that support the realization of a superior campus.

The leadership function is an effort to influence and directing its employees to work as best as possible, with has high enthusiasm, and is highly motivating achieve organizational goals. he research results show various types of superior leadership applied at PTKIN Century 21, such as transformational, transactional and participative leadership. In addition, this research reveals best practices in strategic planning, effective organization,

implementation of academic and non-academic programs, as well as ongoing evaluation to achieve the excellence of Managing for Excellence at PTKIN. Transformative leadership is leadership that has insight into the future and seeks to improve and develop the organization not for current interests, but for the future. Transformative leadership is always committed to continuous improvement, which is based on a visionary view of the future (better organizational conditions), and encourages staff participation to realize the expected changes. Transactional leadership is a transactional leader determining the desires of followers and providing something that meets those desires in exchange because followers perform certain tasks or find specific goals. Participative leadership is leadership that provides a set of rules to determine the variety and amount of participative decision making in different situations.

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