



Management Strategy of International Students in Higher Education State Islamic Religion

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Abstract

The existence of international students at State Islamic Religious Colleges (PTKIN) is a demand in globalization. Their presence is an essential element in realizing a world-class university. But on the other hand, his presence leaves homework and becomes a challenge for PTKIN to always appear excellent in its services. At the implementation level in the field, various problems arise in the management of international students at PTKIN. This study aims to find out in-depth the strategy of PTKIN in building a global campus through the recruitment of international students and to fully understand the form of management of international students while studying at the PTKIN campus and the prospects challenges towards a world-class university. The data or information obtained through participant observation, in-depth interviews, and documentation studies will be analyzed critically (critical analysis) to achieve the above objectives. The results of this study are that the prospects for State Islamic Religious Colleges (PTKIN) Toward World Class University at each university are not the same. This is because the academic and non-academic conditions of each university are different. State Islamic Religious Colleges (PTKIN) towards World-Class Universities are global competition and micro regulations and policies. The strategies and policies of PTKIN in managing international students to realize a World-Class University include improving services to international students, commitment to Good University Governance (GUG), strengthening the distinction of higher education, and increasing cooperation and collaboration.

Keywords: Foreign Students; Strategy; Challenges; PTKIN; World Class University

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Introduction

In the era of openness, the State Islamic Religious College (PTKIN) is essential in facing increasingly competitive global challenges. The State Islamic Religious University (PTKIN) has homework in the current generation of transparency. It must become a quality educational institution ready to compete on the world stage. Changes experienced by the community and the State Islamic Religious Colleges. Seeing the changes in modern society is now more objective and rational by looking at the development of educational institutions. People no longer believe in symbols or labels So, there needs to be a change in higher without meaning following the demands of their lives.

education institutions; more specifically, if the State Islamic Religious University cannot provide something required by the community, it may be abandoned.

In 2014 an International Conference was held with the theme "Towards a World-Class Islamic Higher Education Institution." The National Accreditation Board held Higher Education (BAN-PT) activity collaborating with UIN Syarif Hidayatullah Jakarta and UIN Maulana Malik Ibrahim Malang (Fauzi, 2016). After the event was born, the discourse of world-class university became a hot topic, with the theme of world-class being widely discussed among universities. Even in recent years, the piece is still warm and seems to be a must for the State Islamic Religious University (PTKIN), which strives to make its campus an international standard.

Trends in the world of higher education in the current era of openness are flocking to make world-class universities so that they can compete with universities at the world level while also producing graduates who are competitive at the international level. Desire to make an international standard campus a reality of demands from the community due to globalization (Ernawati Ernawati, 2001). I can say that globalization does affect not only the economic aspect but also education issues. Responding to the current phenomenon of higher education internationalization can be responded to with three attitudes: first, permissiveness which means that the current situation that requires universities to become world-class universities has become a taken for granted part. Second, defensiveness is defined as an a priori attitude to see the trend of internationalization of higher education as part of a global culture and not from the culture in the surrounding environment where the university is located. And third, transformative. This third attitude is part of an effort to discuss globalization and modernization with the local culture so that there is integration between cultures that results in harmony (Hanafi, 2017).

The development of higher education governance reform is a current trend. Indonesia is one of the countries that carry out higher education reforms because of the demands of the democratization process in various sectors. So in 2014, the Draft Law on Education Legal Entities was issued, which was then supported by the Higher Education Long Term Strategic (HELTS 2010-2014); this is part of a new chapter that is happening in the world of Indonesian education and as well as part of the development of national education. The presence of the BHP and HELTS Bills is a breath of fresh air for the national education journey, one of which is the arrangement of healthy, accountable, and efficient higher education institutions. However, along the way, the implementation of policies issued by universities seemed inconsistent with the objectives of the BHP and HELTS Bills and felt very slow and left many obstacles and problems.

The era of globalization requires universities to internationalize. It requires universities to make various innovations, uses information technology intelligence, be global oriented, and graduate and research work adopted by the international community (Fitri, 2013). Even now, universities are flocking to make their campuses involved and become campuses indexed in rankings at national and international levels. The current trend is that universities are ranked at the international level (World Class University), the ASEAN level through the Web Ranking of Universities from various continents, it has become a must for universities to measure the quality of their institutions from multiple aspects and points of view, including the reputation that can be achieved. Transparently by the university (Rahardja, Dewi, & Lutfiani, 2017). However, there is no compulsion for universities to compete to get into the rankings in this phase, but universities must improve quality and be known at the international level.

The trend of tertiary internationalization has also penetrated the State Islamic Religious University (PTKIN). One of the benchmarks for the internationalization of higher education is the presence of international students. The increasing number and diversity of countries from which international students come also affects global recognition. For this reason, PTKIN is required to innovate, expand cooperation networks and provide various programs to attract international students to study at PTKIN.

The internationalization of State Islamic Religious Universities (PTKIN) through international students is one of the main concerns of the Ministry of Religion of the Republic of Indonesia. The Directorate General of Islamic Education of the Ministry of Religion encourages PTKIN, in this case, the State Islamic University (UIN), to increase the recruitment of international students. The Ministry of Religion provides scholarships with a complete coverage scheme for 2,000 international students placed in various UINs in Indonesia to support this program. This was conveyed by the Director-General of Islamic Education of the Ministry of Religion, Komaruddin Amin, at the 2nd Islamic Higher Education Professors (IHEP) Summit, in Bandung (Kemenag.go.id., 2020b).

The Ministry of Religion's seriousness in bringing in international students was followed up in various programs, including strengthening foreign cooperation and managing international students.

The Director of Islamic Higher Education, Prof. Dr. Arskal Salim, encourages all PTKIN to build a more comprehensive partnership with foreign institutions because this will impact the institution's quality and recognition (Kemenag.go.id., 2020a). Furthermore, the issuance of PMA No. 40 of 2020 concerning cooperation is expected to maximize collaboration abroad exchange of lecturers students within the PTKIN environment.

The explanation above shows a gap between PTKIN's desire or mission to internationalize higher education and the presence of international students. Therefore, this research will focus on two things, namely the first regarding PTKIN's efforts to internationalize campuses by recruiting international students. Second, regarding the mentoring/management process for international students carried out by PTKIN while studying on campus.

This research will focus on 4 (four) State Islamic Universities (UIN) as objects. The four UINs are UIN Walisongo Semarang, UIN Sunan Kalijaga Yogyakarta, UIN Sunan Gunung Djati Bandung, and UIN Sultan Syarif Kasim Riau. The four PTKINs have undergone a transformation from IAIN to UIN. The rapid development and success of each PTKIN in building a campus reputation is an exciting thing to be studied more comprehensively.

Research Method

This research uses qualitative research with a descriptive analysis approach. This study uses three data collection techniques: participant observation, in-depth interviews, and documentation studies (Sugiyono, 2015). In this study, researchers set a research setting in four (4) PTKIN in Indonesia, namely the State Islamic University (UIN) Walisongo Semarang, State Islamic University (UIN) Sultan Syarif Kasim Riau, State Islamic University (UIN) Sunan Kalijaga Yogyakarta, and State Islamic University (UIN) Sunan Gunung Jati, Bandung. The research object in this study is a strategy for managing international students towards a world-class university. All the information needed in this study compiles from several data sources, namely informants, documents, documentation, and institutions. The selection of research locations includes the following reasons; the number of international students and the distribution of their home countries in PTKIN and geography.

Results and Discussion

Questioning the Meaning of World Class University

Higher education as a forum for creating alumni as national leaders requires a different management method from the management of non-educational institutions. In this forum, there are knowledgeable and reasonable people. The responsibility of education is the burden of the government and all levels of society. An important issue that must consider is how higher education management arranges a neat, efficient, and transparent administration (Prasojo, 2009).

Many university managers are starting to think about implementing a quality system so that the university they lead has more value and increases the attractiveness of prospective new students. Should realize that implementing the quality system's intended estuary The future challenge for universities in Indonesia in facing global competition is the ability of their educational institutions to position themselves on a par with the leading universities in the world. To achieve this goal, the entire value system, which is the key to achieving the level as an international standard university (world-class university), must be developed thoughtfully, both legal instruments to the formation of a global quality culture from each component of higher education (Z. Liu, Moshi, & Awuor, 2019).

Higher education in Indonesia has entered a new era where a competitive period is full of challenges, changes, and turbulence. A world-class university is a university that is ready and successful in competition in the global arena, having a vision that is related to teaching staff (lecturers), researchers, and students with a worldwide perspective and related to global institutions and partners. Thus, successful efforts to utilize local, national, and international resources will provide an opportunity to make universities in Indonesia a world-class institutions.

Philip G Albach in *The Cost and Benefits of World Class University* (2004) says that a world-class university is a university that has a top ranking in the world, which has international standards of excellence (Altbach, 2004). These advantages include, among others, excellence in research that is recognized by the international academic community through international publications; excellence in teaching staff (professors) who are of high quality and best in their fields; excellence in academic freedom and intellectual excitement; management and governance excellence;

excellence of adequate facilities for academic work, for example, a complete library, state-of-the-art laboratories; and proper funding to support the teaching-learning process and research. And excellence in international cooperation, both in academic programs, research, and so on. It is certainly not easy for Indonesian universities to achieve these advantages. However, if the government, society, and Indonesian universities are serious about having a world-class university, the challenge is not simple.

World-class university seems to be the main requirement for Indonesia if it wants to compete with foreign universities. The measure often used to determine universities' ranking globally is a survey known as The Times Higher Education Supplement (THES); at least 13,000 universities are included in this survey. Experts wrote WCU still does not provide clarity. This is because it is very subjective as the reference is to aspects of reputation without any concrete examples. The definition of WCU is still very varied, or there is no agreement (Li & Eryong, 2021).

World Class University (WCU) is a peer review system where high-ranking officials determine the standards in specific scientific fields, challenged and assessed by the process (Karran & Mallinson, 2019). A minimum standard or a relative position of a form of ranking, the definition of industrial quality, means a guarantee for something that meets specific basic standards. The highest among them are world rankings (Setiawati, 2012).

World Class University has different meanings, both targets, and assessment criteria. Currently, several institutions that have been established and are recognized worldwide as WCU accrediting institutions include: THES (The Times Higher Education Supplement) (Baty, 2013) with its website at: <http://www.thes.co.uk/>; Academic Ranking of World University (ARWU) by Institute of Higher Education, Shanghai Jiao Tong University (N. C. Liu, 2015), China which can view on the website: <http://www.arwu.org/>; and Webometric: <http://www.webometric.info/> (Thelwall & Sud, 2012). Each accrediting agency has different, even very other, criteria and assessment methodologies.

Prospects of State Islamic Religious Colleges (PTKIN) Towards World Class University

Today, State Islamic Religious Colleges' development and institutional transformation (PTKIN) must face challenges and win the increasingly fierce global competition. Indonesia is one of the countries transforming higher education because of the demands of the democratization process in various sectors. The current trend is that universities are ranked internationally (World Class University). The ASEAN level through the Web of Universities Ranking from different continents has become a necessity for universities to measure the quality of their institutions from multiple aspects (Rahardja et al., 2017).

Becoming an international standard university or World Class University (WORLD CLASS UNIVERSITY (WCU)) that has Global Recognition (Global Recognition) is not an instant achievement. The efforts made are also not sectoral work. Still, the achievement of the College to become a World Class University is the result of a long, planned, systematic effort and involves collaboration between internal and external parties in the Higher Education environment.

The discourse on World Class University (WCU) is still often discussed by policymakers in higher education. This is proof that World Class University (WCU) is a desire and an aspiration for all universities, including the State Islamic Religious College (PTKIN). The potential and prospects of each university in going to World Class University (WCU) are not the same. Each has varied possibilities and opportunities. We currently hear the term World Class University in the public image of the leading universities. Still, not many people know a clear definition of World Class University. What is evident with the embedding of the name is a university that has occupied a specific ranking and has world-class advantages.

On the other hand, embedding a college as a new World Class University has a specific ranking scope. Various international assessment agencies carry out this ranking on a university's performance. Currently, several international institutions carry out this assessment, namely ISO, 4International Colleges and Universities (4ICU), and the THES-QS version of QS-STAR. In his later review, some of these institutions have different indicators according to the primary research owned by each institution.

Of the four World Class University (WCU) indicators, we can categorize them into two big things, namely:

Academic Aspect

To measure how PTKIN's prospects are in their efforts toward World Class University (WCU), we can look at WCU indicators from an academic perspective, including the following: Research excellence (research quality).

The research excellence indicator is the most dominant indicator to prove whether or not a university include in the World Class University (WCU) category or not. Regarding research excellence, it can see in the quality of research, the impact of research on society, and the productivity and creativity of research produced by the academic community of PTKIN.

Excellence in research is at the heart of the world-class concept. Researchers and academics have recognized excellent research and research that enriches the development of science. Because research is the main element, other aspects of the university also need to support quality research.

Another part closely related to research quality is the publication of research results, patents and copyrights owned by PTKIN, and the number of donor institutions willing to assist research.

According to data, as of August 2018, 1,612 research results from Islamic Religious Colleges (PTKI) had obtained Intellectual Property Rights (HKI) certificates and identified that the total number of IPR certificates consisted of 1,611 copyrights and one patent. Details of these 1,612 HKIs include 310 HKI at UIN Sunan Gunung Jati Bandung, 257 UIN Syarif Hidayatullah Jakarta, 115 UIN Suska Riau, and 110 HKI at UIN Ar-Raniry Aceh (Diktis.kemenag.go.id, 2018).


Even acquiring intellectual property (IP) nationally compared to neighboring countries is still far away. Singapore, for example, in 2019, registered 7,278 patents. Meanwhile, in Indonesia as a whole, it only reached 3,141 units or less than half (less than 50%). (https://www.wipo.int/ipstats/en/statistics/country_profile/profile.jsp?code=ID).



Indonesia

IP Filings (Resident + Abroad, Including Regional) and Economy				
Year	Patent	Trademark (class count)	Industrial Design (design count)	GDP (Constant 2017 US\$)
2010	572			2,004.02
2011	600			2,127.66
2012				2,255.96
2013	755	49,459	4,090	2,381.33
2014	771	38,497	2,650	2,500.55
2015	1,180	40,795	2,775	2,622.49
2016	1,154	51,909	2,700	2,754.48
2017	2,320	54,815	2,723	2,894.13
2018	1,451	65,208	2,667	3,043.88
2019	3,141	51,119	2,077	3,196.62

Figure 1. IP Indonesia



Singapore

IP Filings (Resident + Abroad, Including Regional) and Economy				
Year	Patent	Trademark (class count)	Industrial Design (design count)	GDP (Constant 2017 US\$)
2010	4,239	25,437	7,208	397.48
2011	4,584	36,495	2,887	422.67
2012	4,905	30,277	3,221	441.53
2013	5,489	39,306	5,801	462.89
2014	5,937	43,058	4,380	481.11
2015	6,192	44,315	3,597	495.49
2016	6,745	56,464	3,361	511.99
2017	6,951	53,999	4,099	535.13
2018	7,414	72,008	6,454	553.85
2019	7,378	74,799	5,152	561.30

Figure 2. IP Singapore

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(https://www.wipo.int/ipstats/en/statistics/country_profile/profile.jsp?code=ID).

Then in terms of Scopus indexed journal rankings, nationally, it was recorded that there were four journals of State Islamic Religious Colleges (PTKIN) that won the Q1 (Quartile 1) predicate from the Scimago Journal & Country Rank (SJR). This is revealed from the 2019 journal rankings results released by SJR on June 11, 2020. SJR ranks the indexed journals on Scopus. There are four categories made: Q1 (Quartile 1), Q2, Q3, and Q4, and it's based on the scientific field group covered by the journal.

Of the five PTKIN journals throughout Indonesia indexed by Scopus, four are at the Q1 level, while one is in Q2. The journals are (1) Journal of Indonesian Islam (JIIIs)-UINSA (Q1) with SJR 0.201; (2) Qudus International Journal of Islamic Studies (QIJIS)-IAIN Kudus (Q1) with SJR 0.199; (3) Indonesian Journal of Islam and Muslim Societies (IJIMS)-IAIN Salatiga (Q1) with SJR 0.174; (4) Studia Islamika-UIN Syarif Hidayatullah Jakarta with SJR 0.171; and (5) Al Jami'ah-UIN Sunan Kalijaga (Q2) Yogyakarta with SJR 0.150. (Diktis.kemenag.go.id, 2020a).

Quality of learning in lectures. (Teaching Quality)

One of the most important aspects of World Class University (WCU) is the quality of Learning. The benchmark for the quality of Learning (teaching quality) is how well the teaching methods are carried out, including how the teaching facilities are used and applied. The quality of Learning (teaching quality) also reflects a good higher education curriculum and flexible, adaptive, and exciting learning methods. In general, the curriculum in 4 UINs namely UIN Sunan Gunung Djati Bandung, UIN SUSKA RIAU, UIN Sunan Kalijaga Yogyakarta and UIN Walisongo Semarang have many similarities. The similarity is that the curriculum implemented at the four universities has referred to the standards of the Indonesian National Qualifications Framework (KKNI) and the National Higher Education Standards (SNPT).

The existence of International Classes in Higher Education is proof that the campus is serious in its efforts towards WCU. At PTKIN, many have announced that higher education institutions have opened international classes. Of the four university subjects in this study, they all claimed to have had international class pilots. The most common international types are international exposure, student exchange, joint degree and dual degree program.

However, in the author's observation, the concept of the international class applied to these four university subjects is still in the form of a prototype or piloting program. Some even only use the language of instruction done bilingually (bilingual). Meanwhile, the essence of the international class seems to have not been implemented. For example, we are involving more foreign partners in implementing the tri dharma of higher education (education, research, and community service).

This assumption is not without basis. From several other indications, such as the implementation of UKT and the non-differentiation of the new student admissions pathway (PMB) in the regular class and international class, it is clear that universities under the Ministry of Religion generally do so have not run International Classes. This illustrates that of the four university subjects, namely UIN Sunan Gunung Djati Bandung, UIN SUSKA RIAU, UIN Sunan Kalijaga Yogyakarta and UIN Walisongo Semarang, they have not really implemented the ideal international class.

The mention / self-declaration as a world-class university has implications for international accreditation. Many Islamic religious colleges miss that set their universities to be world-class. These universities only accredit themselves to national accreditation bodies. Many universities in Indonesia have various ways of interpreting the slogan of a world-class university. Unfortunately, many universities do not know that to achieve international standards, and universities must also get accreditation by an international accreditation body.

Judging from the accreditation of study programs on an international scale, from 4 four university subjects, namely UIN Sunan Gunung Djati Bandung, UIN SUSKA RIAU, UIN Sunan Kalijaga Yogyakarta, and UIN Walisongo Semarang, only UIN Sunan Kalijaga Yogyakarta in 2020 received an award from the Ministry of Religion as a university that has international accreditation results from AUN-QA.

Non-Academic Aspect

Graduate Employability

In the PTKIN environment, one way to measure the Graduate Employability of its alumni is by using a tracer study. Tracer study is used as an instrument for obtaining accreditation scores and becomes an essential tool for higher education development. Tracer Study is one way for universities to get feedback from their alumni. Educational institutions need feedback from alumni to improve and develop the quality and education system in the future. This feedback helps map the relevance of PTKIN to the business world to minimize the gap between alumni competence and the absorption of alumni in the world of work. Graduate Employability is one of the indications for WCU. This means that the higher the value, the better the quality of education, and the wider community will be interested.

Based on the latest ranking results released by the world university rating agency, Quacquarelli Symonds (QS) QS for the Graduate Employability Rankings 2022 category uses five performance indicators to calculate the ranking of world universities. These indicators are: Employer Reputation (30%), Alumni Outcomes (25%), Employer-Student Connections (10%), Partnerships with Employers (25%), and the Graduate Employment Rate (10%) states that there are eight universities in Indonesia. Indonesia ranks the highest. The universities are: Diponegoro University, University of Indonesia, Airlangga University, ITB Bandung, Gadjah Mada University, ITS, Bina Nusantara University, and Brawijaya University (Kompas, 2019). From this ranking, none of PTKIN has entered the top 10 rankings of Indonesia.

International Outlook or Campus Internationalization

To see whether a campus within PTKIN is global or not, one of the factors that must consider is whether the university has an international program. For example, international class international short program.

Internationalization of the program by increasing student exchange, entry of international students or international students, internationalization of the curriculum and international relations/relationships (international networking) with other institutions (campuses and companies around the world) to establish world-class programs.

Challenges of State Islamic Religious Universities (PTKIN) Towards World Class University

Global Competition

The challenges faced by universities during the 4.0 industrial revolution included: (a) High quality of human resources. Quality human resources are needed to encourage education to respond to new challenges that arise as a result of globalization, (b) High capacity of management, which is essentially the professionalism needed to increase management capacity to compete in a globalized world, (c) Internationalization as a result of the opening of higher education institutions. and as a result of networking built by universities and (d) global competitiveness entering the world of higher education, so to be able to position higher education institutions in line with world universities, various changes and strategies are needed and in increasing professionalism in management (Gaffar, 2018).

Micro Regulations and Policies

To carry out the internationalization of higher education, which is part of the effort towards World Class University. Human resources (HR) in higher education ranging from lecturers/teachers, education staff, and students, and the allocation of significant sources of funds.

The Readiness for internationalization in each university is not the same. The challenges and obstacles faced by each PT are different State Islamic religious colleges under the Ministry of Religion. Some are in STAIN, IAIN, and UIN (Daulay, 2017). Currently, PTKIN in Indonesia is 23 UIN, 29 IAIN, and 6 STAIN (Diktis.kemenag.go.id, 2020b).

In addition, according to Law No. 12 of 2012 Article 65 and PP No. 4 of 2014 article 27, the PTN management pattern is divided into: PTN with a general pattern of state financial management or known as a Satker PTN or PTN with a PNPB pattern (Non-Tax State Revenue). PTN with a pattern of financial management of public service bodies or PTN-BLU. PTN as a public body or PTN-BH

As a result of the differences in the pattern and form of higher education institutions, the budget is managed. Even in the same format, for example, both have the status of UIN, but the budget can be different. One of the differences in the number of students and staff.

Budget is a crucial factor in every policy taken by each university. To realize the internationalization of higher education requires no small amount of money and budget. The

budget is fully needed to develop PTKIN facilities, facilities, and infrastructure in providing Learning or research. This is one of the obstacles and, at the same time, a challenge for PTKIN in going to WCU.

In addition, the policies of each PTKIN are not uniform. These differences are based on the different objective conditions of each PTKIN. For example, some professors and head lecturers in a study program will have implications for university accreditation, the number of journals in universities indexed by Scopus, and others. These things will be the basis for making higher education policies in implementing internationalization.

PTKIN Strategies and Policies in Managing Foreign Students to Realize a World-Class University

Strategy is a comprehensive plan that integrates all recourses and capabilities that have a long-term goal of winning the competition (Gaffar, 2018). So the strategy is a complete and integrative plan that can guide to work, fight, and act to win the match.

To create a World Class University, four universities, namely UIN Sunan Gunung Djati Bandung, UIN SUSKA RIAU, UIN Sunan Kalijaga Yogyakarta, and UIN Walisongo Semarang, each implement their strategies following the policies and directions of the university leadership. However, in essence, the process implemented includes the following:

Improved Services for Foreign Students

Management of international students must improve. This will be an essential factor in attracting international students to study higher education.

The improvement of services to international students carried out by four university subjects is almost uniform. These services include: Scholarships for Foreign Students, Study Permit Management, Immigration Document Management (VITAS, ITAS), Indonesian Language Course Service (BIPA)

Commitment to Good University Governance (GUG)

Higher Education is a state-owned higher education institution that provides higher education based on an educational mandate given by the government. To carry out quality education and accountable management is necessary to have good and correct higher education governance arrangements.

The principles of Good University Governance (GUG) reflect in Transparency, Accountability, Responsibility (responsibility), Independence (in decision making), Fairness (fair), Assurance of quality and relevance, Effectiveness and efficiency, and the principle of Non-Profit (Wijatno, 2009). The description of Good University Governance (GUG) components above can be a mirror and correction for the university to create good university governance.

Then related to efforts to increase competitiveness and strategic formulations in improving the quality of education, a conducive organizational climate is needed (universities with all their tools). The strategy obtained will provide an optimal contribution if all corporate devices and human resources can implement and reflect the system's demands. The superiority of higher education lies in how universities design their institutions as organizations because strategic management is sustainable; it requires synergy from all levels of control that is optimally supported by the grassroots.

Strengthening Higher Education Distinction

Higher education institutions that already have Strong Brands, because, in addition to experience, many alumni also hold high positions Higher education institutions that have educational resources or products that are distinctive and different (unique), For example, the distinctiveness is in information technology facilities that owned and taught to students. Specific parameters can vary, and the advantages can be used as triggers to attract new students to choose the educational institution. These distinctive parameters can be in the form of (a) information technology, (b) the graduates are assisted in getting a job (placements channel, even if only for a few months while the person concerned gets a permanent job), (c) other educational facilities are complete.

Increasing Cooperation and Collaboration

To improve the quality of Higher Education (PT) because the competition for PT is now global. In an increasingly competitive match, what is needed is cooperation and collaboration between universities, not the other way around.

Collaboration is a form of cooperation, interaction, and compromise of several elements related to individuals, institutions, and parties involved directly and indirectly who receive the

consequences and benefits. Etymologically, collaboration comes from "co" and "labor," which means uniting energy or increasing capabilities to achieve predetermined or mutually agreed-upon goals. Furthermore, the word collaboration often describes the process of completing cross-border, cross-sectoral, cross-relational (O'Leary, 2010), or across organizations and even across countries.

The terminology of collaboration contains a very general and broad meaning that describes a situation regarding cooperation between two people or institutions who understand each other's problems together and try to help each other solve their respective problems together. Same too. Even more specifically, collaboration is an intensive collaboration to tackle the issues of both parties simultaneously.

The emergence of the Independent Learning policy - Merdeka Campus is the most concrete form of collaborative Learning between universities today. This policy does not make higher education institutions lose their independent and autonomous nature but is flexible and innovative. The procedure expects to create a learning culture that is innovative, unfettered, and follows the needs of students.

Conclusions

From the discussion above, several conclusions can be drawn: Whereas the prospects for the State Islamic Religious University (PTKIN) to World Class University at each university are not the same. This is because the academic and non-academic conditions of each university are different. Challenges of State Islamic Religious Universities (PTKIN) Towards a World Class University, namely global competition, micro regulations, and policies. PTKIN's Strategies and Policies in Managing Foreign Students to Realize a World Class University, namely improving services to international students; commitment in Good University Governance (GUG); strengthening the distinction of Higher Education, and enhancing cooperation and collaboration.

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