

College of Islamic Private under Boarding Schools in Facing Disruption Digital Era (Study Case on STIQ Wali Songo Situbondo, East Java)

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Abstrak

The establishment of Private Islamic Higher Education Institutions under the auspices of the Islamic Boarding School Islamic Education Institution was built on internal encouragement to facilitate students to continue their higher education. In practice, private Islamic tertiary institutions improve disorienting among stakeholders that results in the development of private Islamic tertiary institutions in the digital age. As a consequence of the existence of the disorientation, Private Islamic Universities are threatened to increase mergers. The method in this study uses qualitative research aimed at analyzing and describing issues related to Islamic Higher Education Institutions under the auspices of Islamic Boarding Schools in order to find new relationships in the digital age. The results of this study reveal that the Private Islamic Higher Education Institutions under the auspices of the Islamic Boarding School has a unique characteristic consisting of basic characters as the first step in the digital era.

Kata Kunci: *Private Islamic Religious College, Digital Era*

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Introduction

Religious Higher Education (PTK) is a higher education that is held to study and develop religious knowledge groups and various knowledge groups. The purpose of PTK is to educate the life of the nation in order to develop the potential of students to have spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, society, nation and state (Solikhah, 2016; Yani, M. T. (2016). In Indonesia, Islamic Religious Higher Education (PTKI) is under the auspices of the Directorate General of Islamic Education Institution (DirjenPendis) sub Directorate of Islamic Higher Education Institutions (Diktis) Ministry of Religion of the Republic of Indonesia which in its management is divided into two namely the State Islamic Religious Higher Education (PTKIN) and Private Islamic Religious Colleges (PTKIS) (Fauzan, 2017; Van Dunga, Minh, & Cuong, 2019). Although in the same shade, in practice, there is a gap between PTKIN and PTKIS in several matters such as human resources and facilities due to different governance. In terms of human resources such as

educators and education personnel, PTKIN is far more adequate because of a centralized and national standard recruitment system. In terms of facilities, PTKIN has the availability of funding sources from the government so that the construction of the facility is well accommodated. It is very different from PTKIS, whose recruitment process is done with a simpler recruitment system. In terms of funding, the majority of PTKIS only rely on the cost of single tuition (UKT) from students without any other source of funds that can be used to accommodate the needs of facilities and infrastructure (Sofiana et al., 2018; Astuti, Pratolo, & Anwar, 2019).

From an institutional perspective, PTKIS is generally managed by two large institutions that are in the path of education such as boarding schools and non-education institutions such as community organizations. Referring to the statistics issued by the Directorate of Higher Education regarding PTKIS qualifications and the definition of PTKS in the Government Regulation of the Republic of Indonesia Number 46 of 2019 concerning Higher Education in Chapter I General Provisions Article 1 that PTKS is a PTK

established and / or organized by the community. From this definition, PTKIS is divided into two classifications under the auspices of educational and non-educational institutions. PTKIS under the auspices of non-educational institutions (community organizations) has a lot of strength in terms of good management, ongoing regeneration and an extensive network so that the goals and direction of PTKIS development under the auspices of CSOs are much more established. In contrast to PTKIS under the auspices of Islamic boarding schools that still need improvement in various aspects such as the availability of professional human resources and adequate facilities that have not been realized as needed, thus affecting the readiness of higher education governance and efforts to improve the quality of output and outcome. If the problem is not immediately anticipated by PTKIS, the consequences that will be received by PTKIS are merging with other PTKIS or in the worst consequences, the PTKIS will be closed.

The establishment of PTKIS under the auspices of Islamic boarding schools was motivated by the support that emerged from the community to develop religious education to a higher level. Internally, the establishment of PTKIS under the auspices of the boarding school authority was based on encouragement to facilitate students to continue their education to tertiary institutions. Santri who have been synonymous with religious education typical boarding schools feel comfortable with the environment created by boarding schools so they want the existence of continuing education that is still affiliated with boarding schools. This is one of the strong reasons for Islamic educational institutions such as pesantren to establish PTKIS. However, this ideal goal, in reality, found several obstacles that led to disorienting among PTKIS stakeholders such as differences in views in producing quality policies and educational curricula and the realization of more planned and accountable budget management.

This research focuses on three issues, namely how the position of PTKIS under the auspices of Islamic boarding schools, what are the problems that exist in PTKIS under the auspices of boarding schools and how is the strategy of PTKIS under the auspices of boarding schools in maintaining the existence and improving the quality of higher education services amid global challenges. The purpose of this study is to answer the above problem which consists of three problem

answers. First, this study seeks to classify PTKIS in its position within the scope of government institutions, in this case, the Directorate General of Islamic Higher Education under the Ministry of Religion of the Republic of Indonesia. Second, outlining the problems faced by PTKIS under the auspices of Islamic boarding schools. Third, describe the strategic steps taken by PTKIS under the auspices of the Islamic boarding school by managing existing problems.

This study is a continuity of previous studies. In this study, there are five researches relating to this research. The first research footing is titled "Dinamika Lembaga Pendidikan Tinggi Islam di Indonesia", published in 2017. The research conducted by Amiruddin focuses on using a historical approach that describes the development of Islamic Higher Education (PTI) from its initial appearance to the metamorphosis of PTI (Yahya 2017). This research can be used as a reference for further research in analyzing PTI problems based on its historical background. This research discussion only focuses on describing different aspects of history as well as the research the author will do. The author's focus is not only on the position of PTKIS in the scope of history but also on analyzing the problems and strategies used by PTKIS in facing global challenges.

The second research footing was obtained from a study in 2017 titled "Perguruan Tinggi Islam Berbasis Pondok Pesantren". In this study, Muhammad Mushfi El Iq Bali provided 3 analyzes of Islamic Higher Education (PTI) based on Islamic Boarding Schools. The first analysis of PTI's position and the position of Islamic boarding schools based on similarities, differences and how the integration of the two emerged. The next analysis is about the characteristics and benefits of PTI based on Islamic boarding schools and the final analysis is how the management of PTI based on Islamic boarding schools (Baiq 2017). In this study, researchers describe the analysis based on the existing strength in the integration of Islamic boarding school-based PTI, while the aspects of the analysis of weakness, opportunities, and threats have not been raised by researchers. Here is a gap that can be developed for further research.

The third research is coming from Yasin (2017) under the titled "Perguruan Tinggi Swasta antara tuntutan dan realita" published in 2017. This research explain PTKIS as general and also reveal the problem of PTKIS through focusing on Management of Quality but the research does not

show systematic method of how the data taken from and also does not explain how resulting the data analyzed.

The next research is taken from the article entitled "Strategi 'Marketing Public Relation' Perguruan Tinggi Islam Swasta: Peluang dan Tantangan di Era MEA researched by Wiwitan & Yulianita (2017). This research focuses on one issue of marketing public relation on PTKIS and uses SWOT analysis as the method to analysis data. The research does not specifically discuss about the management of PTKIS.

The last research is the article entitled "Strategic Planning Model of Islamic Religious Higher Education (PTKI) in Indonesia researched by Fitri, Nasukah, & Tayeb (2020). This research uses five PTK (three are PTKI and two are PTKIS) as the role model. From this research, researcher revealed the type of strategic planning of PTKI.

All the researches have a specific focus and method. So this paper aims to reveal a specific concern on College of Islamic Religious Private under the shade of Boarding Schools and also on the strategy in order to develop that college in in facing disruption digital era.

Method

This research uses descriptive qualitative research methods. The use of qualitative methods in this study aims to analyze the phenomenon of disruption that occurs in PTKIS under the auspices of Islamic boarding schools in facing the digital era. According to Nana Syaodih, as quoted by Asep Saeful Hamdi & E. Bahruddin, qualitative descriptive research is research that aims to describe and analyze phenomena, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups (Hamdi 2014). The type of this research uses field research.

The theory used in this research is the SWOT analysis theory put forward by Albert Humphrey which simply stands for 4 key terms namely strength, weakness, opportunity and threat. SWOT is an organizational planning and management analysis technique that can be used to develop effective and competitive organizational strategies (Gurel, Emet & Tat 2017). According to (Phadermrod, Crowder, and Wills 2019) SWOT analysis is a method of analysis with four aspects including strengths and weaknesses as internal factors and opportunities and threats as external factors used to position the organization's

environmental resources in the decision making process, planning and development strategies.

In a broader sense, SWOT analysis is a strategic planning method commonly used to evaluate strengths, weaknesses, opportunities and threats (Yani 2012). Initially, SWOT analysis is a method commonly used in the process of developing business in a company but in its development SWOT analysis is used in general to develop the potential of an organization, one of which is an educational organization.

The method of collecting data is taken from participant observation on STIQ Wali Songo Situbondo. STIQ Wali Songo Situbondo is the college of Islamic Privat under the Boarding School of Wali Songo led by KHR. Kholil As'ad. This college has been chosen by some reasons those are the college is one of developing college where the system has been formulated by the stakeholder so that some problems are periodically evaluated in order to find position and strategy of college in facing disruption digital era. Participant observation aims to collect data of PTKIS based on its position on the field study. After collecting data, the data is analyzed by SWOT analysis in order to result the strategy of developing PTKIS in disruption digital era.

Result

Based on the description of the Decree of the Minister of Religion of the Republic of Indonesia Number 3 of 2015, the number of State Islamic Religious Colleges (PTKIN) in 2012 was 53 institutions while the Private Islamic Religious Colleges (PTKIS) reached 616 institutions (Minister of Religion of the Republic of Indonesia Lukman Hakim Saifuddin 2015). In 2020, referring to the statistics released by the Directorate of Islamic Higher Education under the auspices of the Directorate General of Islamic Education Ministry of Religion of the Republic of Indonesia, the number of PTKIN was 58 institutions while PTKIS reached 649 institutions (Directorate General of Islamic Education 2020). Based on these data the percentage of PTKIN in the last 8 years experienced growth of 0.006% per year while PTKIS was 0.04% per year. From these statistics, it can be seen that PTKIS is experiencing a growing number of institutions faster than PTKIN.

In general, PTKIN and PTKIS are divided into 3 classifications based on their level, namely Universities, Institutes and Colleges. In the 2020 PTKIS statistics, the number of Universities or

Faculties of Islamic Religion (FAI) was 96 institutions, 53 institutions, and 500 institutions. Each of the three classifications has study programs that have been accredited or not accredited. At the University of FAI level, there have been 206 accredited study programs while 39 have not been accredited. At the Institute level, there have been 247 accredited courses, while 44 have not been accredited. At the College level, accredited study programs have 152, while uncontested numbered 162.

As many as 162 PTKIS at the unaccredited High School level were found that 15 High Schools are under the auspices of non-educational institutions and the remaining 147 High Schools are under the auspices of educational institutions. From these data, it can be seen that the highest rank of PTKIS at the unaccredited High School level is owned by the High School under the auspices of education.

The number of PTKIS under the auspices of Islamic Boarding Schools that have not been accredited is due to PTKIS internal problems. According to the Director-General of Science and Technology Resources and Higher Education Kemenristekdikti, Ali Ghufroon Mukti stated, in general, there are four main problems in tertiary institutions, namely the quality of Indonesian human resources, the quality of higher education, the relevance of HR qualifications of tertiary education graduates with the needs of the workforce and the character of Indonesian human habits (Sasongko 2017).

Moh. Wardi divided the PTKIS problem into three perspectives namely ontological, epistemological and axiological. Ontological problems are problems related to higher education objects such as higher education components and conditions, epistemological problems related to learning methodologies and axiological problems related to the results of learning in higher education (Wardi et al. 2013).

Meanwhile, according to Deri Wanto, there are 5 obstacles faced by Islamic education in this case PTKIS. The five obstacles are the formulation of being late in responding to the progress of the present and future eras, only operating in the social humanities field, reforms that are not essential, oriented to the past rather than the future and not yet professional in management (Wanto 2018).

Discussion

Based on the results of this study, the position of PTKIS under the auspices of Islamic boarding schools really needs serious attention in governance and management aspects. This can be seen from the many PTKIS under the auspices of boarding schools that have not met the standards and have not been able to adapt to the development of the digital era so that PTKIS under the auspices of many boarding schools have not been able to meet the accreditation requirements. Even though the accreditation process has experienced various pros and cons to date, the instruments used in the accreditation process are objective and standardized tools that PTKIS can use to improve the quality of university management and management as well as the challenges of the digital era.

Based on the results of the study showed that each university has four basic problems, namely HR, quality assurance, output, and character. These four basic problems also occur at PTKIS. In the case of PTKIS under the auspices of Islamic boarding schools, the problem is even more complex. In addition to the four problems, the policy problem is one of the important problems that is highlighted in this research. The five problems are parsed and analyzed based on the peculiarities of the phenomena that occur at PTKIS under the auspices of Islamic boarding schools to produce PTKIS strategies under the auspices of Islamic boarding schools in facing the digital era.

First, the HR problem. Human resources in higher education generally include students, lecturers and education staff. At PTKIS under the auspices of Islamic boarding schools, the majority of new student admissions come from students who live in Islamic boarding schools owned by PTKIS. Some PTKIS do not even accept prospective students from outside Islamic boarding schools. This causes the competitiveness of PTKIS student HR under the auspices of Islamic boarding schools experience stagnation, lack of critical and uncompetitive. In the lecturer and education personnel HR, recruitment relies on alumni who are not all in accordance with the required qualifications. This causes the division of tasks that are less proportional and relevant to the field of expertise so that the impact on performance is less than the maximum.

Second, quality problems. Quality problems in PTKIS under the auspices of Islamic boarding schools are divided into four, namely financial management, facilities, curriculum and

cooperation. In terms of financial management, PTKIS under the auspices of Islamic boarding schools does not have an independent authority in managing funds. All funds from both the government and the community (students) are all managed centrally by the boarding school foundation. In some Islamic boarding schools, the foundation prioritizes funding for institutions below the PTKIS level. This is because PTKIS is considered to have less needs than other institutions so that PTKIS under the auspices of Islamic boarding schools experiences difficulties when spending funds for each activity to be held. In terms of facilities, PTKIS under the auspices of Islamic boarding schools has not been able to meet the needs of the room proportionally, resulting in overcapacity that can disrupt learning conduciveness. Also, the existence of libraries with minimal reference ownership, needs attention to be immediately addressed to support the ease of access to varied scientific references.

While the PTKIS curriculum problems under the auspices of Islamic boarding schools have not been adaptive to the development of scientific paradigms, so an evaluation is needed in accordance with the needs and curriculum development following their respective study programs. The final quality problem is the fabric of cooperation. Interwoven cooperation initiated by PTKIS under the auspices of Islamic boarding schools is still limited to the signing of a memorandum of understanding (MoU) that is not followed up with actual activities according to the agreement in the memorandum of understanding. So that the joint activities that should spearhead a collaboration cannot be felt by the benefits of the academics of the two campuses who have agreed to work together. This also affects the development of the campus in terms of scientific and skill development, because the principle of cooperation is to mutually benefit one another in various aspects.

Third, character problems. What is meant by the character problems in PTKIS under the auspices of Islamic boarding schools are the typical attitudes of pesantren that are owned and still maintained by stakeholders in managing PTKIS under the auspices of boarding schools. PTKIS stakeholders under the auspices of the pesantren consist of lecturers and education staff, as well as caregivers. Recruitment of alumni as lecturers and education staff has an impact on the professionalism of lecturers and education staff. Voluntary attitude has been embedded in

themselves as part of the boarding school so that what is done is based on the service system. Most pesantren do not implement a payroll system but are better known as "bisyaroh" as a tribute to all educators and education personnel in pesantren. Maybe the "bisyaroh" given has not been able to meet their daily needs, therefore dedication to pesantren is not a life-based work, but purely a means to make knowledge useful and a blessing. Therefore they have another job which is a source of income for the family. With the dual role as a servant to the boarding school and as a breadwinner for the family this affects the low performance of some of them. Therefore there needs to be an improvement related to improving the performance of educators and educators to be able to walk in balance between dedication and earning a living as a family responsibility. Another distinctive character is shown in the caregiver's relationship with lecturers and education personnel as PTKIS stakeholders who are one-way non-interactive dialogue. This is due to the reluctance of the lecturers and educational staff due to the relationship between *Kiai* and *santri* influencing the process of interaction in developing PTKIS. While the attitude of authority possessed by caregivers makes lecturers and education staff increasingly reluctant to express their aspirations. However, these conditions should not be allowed, there needs to be courage to develop polite and polite communication in communicating opinions, so that an open and free dialogue occurs in expressing opinions and suggestions.

In addition to the HR, quality and character problems, another problem faced by PTKIS under the auspices of the Islamic boarding school is the problem in determining policy. Typical Islamic boarding schools with the principle of separation of the male and female environments lead to the determination of different policies. Men get more than women in terms of facilities and freedom. This has become an obstacle for the leadership of PTKIS in the progress of the institution. When men are comfortably facilitated while women are only complementary then inequality will occur.

The last problem faced by PTKIS under the auspices of Islamic boarding schools is the output problem. Because men and women in terms of facilities are differentiated, this causes inequality. Men will develop faster than women in developing their knowledge. As a result, the graduates produced will be different. Men will be more prominent and ready to enter the community.

Based on the SWOT theory in this study, the problems in PTKIS under the auspices of the Islamic boarding school can be used as a basis for evaluating the next steps. The existing problem

should be managed as well as possible into an opportunity. To manage problems into opportunities requires a strategy of each problem found.

From the above analysis of the problems, impacts and strategies of PTKIS under the auspices of the Islamic boarding schools produced in the study are as follows:

		PROBLEM	IMPACT	STRATEGY
Human Resources	Students College	Formation of acceptance	Stagnancy stuck, and uncompetitive	Give access for student college to get well informed by digital use
	Lectures and Education Staff	Recruitment	Unqualified human resources, unappropriate job division, and unsatisfied work result.	Recruitment of alumnus is the part of establishing and maintaining the special character of Islamic institution off education together with well job distribution on qualified and competence people
Quality of Management	Financial Management	Unindependent authority on financial management	Difficult procedure for spending finance	Create an opportunity in getting another finance source by open profit network linkage, establish profit business, and organize some profit agenda
	Facilities	Unindependent authority in organizing the facilities such as classroom and library	-Overcapacity classroom disturbs learning process -Uncomfort library in restriction of references closes the student perspective.	Centralizing the facilities aims to integrate and synchronize the activity, in accommodating both interests, some strategies such; sharing schedule in anticipating overcapacity classroom and

opening internet
access in
anticipating
restriction of
references

Curriculum	Restriction of lecture lesson	of	Limited unrevolusiner knowledge paradigm.	and	Special lesson of Islamic institution of education should be maintained as the main lesson lecture together with all knowledge sources as the way of enriching paradigm
Cooperation	Limited following MoU into activities	on	Fewer corporation activities		Initiating to connect with an equal level of college for discussing strength and weakness

Character	Lecture and Education Staff	Submissive and unwilling work system	-Unenthusiasm and irresponsibility work - Salary voluntary system -Unopened perspective in delivering argument, suggestion, and critique	Submission and unwillingness are two maintained habit together with the professional work system
	Caregiver	Authority power		The chief of Private Islamic College has responsibility in covering the salary by considering lecture and staff prosperity Differentiation is the part of a special character in the Islamic institution of education. It is challenging how equal the college in distributing facilities. In organizing both male and female institutions, Islamic Private College should make the
Policy		Differentiation between male and female	Discrimination problem	

Output

Different
lifeskill output

Male will be
more prepared
than female in
filling social
needs and work
requirement

position
established only
one institution
alike. It
purposes to
make organized
on each
institution
Consistency and
commitment of
Private Islamic
College in
focusing both
male and
female equally
as the
consequence of
different
institution
establishing

Conclusion

From the thought map, the analysis of the problems, impacts and strategies of PTKIS under the auspices of the IslaThe results of the study describe the findings as follows:

1. PTKIS under the auspices of Islamic boarding schools is divided into three levels including Universities, Institutes and Colleges. At each level, PTKIS is divided into two categories namely education and non-education.
2. The PTKIS problem under the auspices of Islamic boarding schools is divided into 5 problems, namely the problems of HR, quality, character, policy, and output. The problem of HR lies in the homogeneity of resources both from students and lecturers and education staff. The quality problem lies in the quality in question due to lack of management independence. The problem of character lies in the unique characteristics possessed by stakeholders. The policy problem lies in the gap between men and women regarding PTKIS regulations. The problem of output lies in the imbalance between male and female graduates.
3. The strategy of PTKIS under the auspices of Islamic boarding schools in resolving these problems is to utilize as much as possible the potential that exists in Islamic boarding schools to develop and advance

PTKIS under the auspices of Islamic boarding schools towards PTKIS which is responsive to the development of the digital era based on piety

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