



Exploring Opportunities and Challenges in Improving Campus Education and Fostering Independence

Fadhlurrohman^{1*}, Hunaidah², Iza Ma'rifah³, Winarti⁴, Dede Zubaida⁵

1, 2, 3,5 Institut Attaqwa KH. Noer Alie Bekasi, ⁴Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Email: imanfadlurrahman@gmail.com

DOI: <https://doi.org/10.61987/jemr.v4i6.1513>

ABSTRACT

Keywords:

Islamic Religious Colleges (PTKI), Financing Independence, Academic Autonomy

*Corresponding Author

Islamic Religious Higher Education Institutions (PTKI) in Indonesia face significant challenges in enhancing their competitiveness, independence, and adaptation to global educational changes. PTKI must address the gap between the global education system and their limited internal capacity, such as limited funding, inadequate infrastructure, and a shortage of skilled human resources. This study aims to develop a comprehensive governance model for PTKI that integrates academic autonomy, digital transformation, and strategic partnerships to enhance their global competitiveness. The research method used is a qualitative descriptive-analytical approach with case studies. The results show that BLU status provides flexibility in resource management, but challenges remain in integrating Islamic values with the demands of educational modernization. This study concludes that PTKI must strengthen academic autonomy and seek sustainable financing models to achieve independence. The contribution of this research is to provide a strategic framework for the development of PTKI that balances tradition and modernity.

Article History:

Received: September 2025; Revised: October 2025; Accepted: November 2025

Please cite this article in APA style as:

Fadhlurrohman, F., Hunaidah, H., Ma'rifah, I., & Winarti, W. (2025). Exploring Opportunities and Challenges in Improving Campus Education and Fostering Independence. *Journal of Educational Management Research*, 4(6), 3147-3161.

INTRODUCTION

The role of Islamic Religious Higher Education Institutions (PTKI) in Indonesia is pivotal to shaping the nation's future by providing education that instills moderate and civilized Islamic values (Mulasi, et al., 2024). As the world continues to globalize, PTKI must adapt to the evolving educational paradigm, moving beyond traditional religious knowledge transmission to fostering an independent, knowledge-based society (Schreiner, 2023). In the era of the 5.0 industrial revolution and digital disruption, PTKI are challenged to transform into centers for scientific development, social innovation, and character building, while still maintaining their Islamic identity (Sumiati et al., 2024; Hasanah, 2024). This transformation demands an emphasis on governance, educational

innovation, and strategic collaboration, areas where PTKI have both opportunities and challenges (Syukron et al., 2022; Fadli et al., 2024). Understanding and addressing these opportunities and challenges is critical not only for the institutions themselves but for the broader society, as PTKI play a significant role in producing individuals who can contribute to both national development and global change.

One of the main challenges faced by PTKI is the gap between the demands of global education systems and the limited capacity of these institutions to respond to such demands (Rohman et al., 2025). Limited funding, inadequate infrastructure, and the need for qualified human resources are significant obstacles that impede the development of PTKI (Faisal et al., 2021; Helmi et al., 2025). Moreover, resistance to change within these institutions, especially in integrating Islamic academic traditions with modern educational practices, further exacerbates these issues (Hanif et al., 2025; Zahraini et al., 2025). This resistance often stems from a combination of traditional values and the fear of losing cultural identity in the face of rapid technological advancements (Mohyeddin, 2024). These challenges have hindered PTKI from becoming fully autonomous, academically competitive, and adaptable to global educational trends, which highlights the need for research and policy interventions to strengthen their institutional capacity and governance systems.

In practice, the challenges faced by PTKI are evident in their management dynamics. A comparison between institutions such as UIN Sunan Kalijaga and the KH. Noer Ali Attaqwa Institute shows contrasting approaches to governance. UIN Sunan Kalijaga, as a public service agency (BLU), has made significant strides in achieving academic and financial autonomy, which allows it greater flexibility in managing resources and implementing innovation. In contrast, the Attaqwa Institute, with its community-based approach, faces different challenges, especially in aligning its traditional values with the demands for modern institutional independence. Both institutions, however, reflect the larger issue within PTKI: while some have adopted strategies to improve governance and independence, many still struggle with outdated systems and a lack of strategic collaboration. This discrepancy demonstrates the need for more inclusive, innovative solutions that can be adapted to various PTKI contexts.

Previous studies on PTKI governance have highlighted both opportunities and barriers in the context of educational transformation. Sumarni (2009) emphasizes the role of good university governance in strengthening academic and financial autonomy, particularly in public institutions like UIN Sunan Kalijaga. Meanwhile, research by Khoer (2025) underscores the importance of digital innovation for enhancing educational practices and increasing international collaboration. However many PTKI still struggle to fully

implement these strategies, particularly in terms of digital transformation and fostering strong, strategic partnerships. Existing literature has focused on isolated aspects such as governance, innovation, and curriculum development but lacks comprehensive frameworks that integrate these elements in a way that addresses both the challenges and opportunities PTKI face. The gap lies in understanding how to create cohesive, scalable models that can be applied across diverse PTKI while maintaining a balance between tradition and modernity.

This study addresses a critical gap in the existing literature by developing a comprehensive governance model for Islamic Higher Education Institutions (PTKI) that integrates academic autonomy, institutional independence, and strategic partnerships within the unique socio-cultural context of Indonesia. The novelty of this study lies in its effort to formulate an integrated governance framework that goes beyond solving financial and structural challenges by promoting digital transformation, strengthening human resource capacity, and fostering cross-sectoral and international collaboration as foundations for global competitiveness. By examining the opportunities and challenges faced by two PTKI with distinct characteristics, this research provides actionable insights into how inclusive and adaptive governance can be cultivated through innovation, transparency, and collaborative culture. Ultimately, the study contributes a strategic framework that aligns Islamic values with the demands of modern higher education and offers evidence-based policy recommendations for the Ministry of Religious Affairs and PTKI leaders to enhance institutional autonomy, academic excellence, and sustainable financing in an increasingly competitive global education landscape.

RESEARCH METHOD

This study employs a qualitative descriptive-analytical approach aimed at conducting an in-depth analysis of the governance, academic innovation, and campus autonomy of Islamic Religious Higher Education Institutions (PTKI) in Indonesia. This approach was chosen because it allows for a comprehensive exploration of the dynamics and challenges of PTKI management, as well as how these institutions adapt to evolving Islamic higher education policies. The theoretical framework is based on the concepts of good university governance and institutional autonomy. This qualitative descriptive approach is also grounded in similar research by Darmawan et al. (2024), which demonstrated its effectiveness in revealing the complexities of PTKI governance in Indonesia.

The research was conducted at two PTKI institutions that represent different characteristics: the KH. Noer Ali Attaqwa Institute in Bekasi and the Sunan Kalijaga State Islamic University (UIN) in Yogyakarta. These institutions

were selected because of their contrasting governance models. UIN Sunan Kalijaga, with its status as a Public Service Agency (BLU), enjoys greater academic and financial autonomy, whereas the Attaqwa Institute, rooted in community-based values, reflects a more traditional yet independent approach to management. By studying these two institutions, the research aims to provide a more comprehensive perspective on the opportunities and challenges in strengthening governance and independence within PTKI.

Data for this study were collected through a triangulation method involving literature studies, in-depth interviews with campus leaders, and document analysis of Islamic higher education policies. Interviews were conducted with key figures within the institutions, including rectors, deans, and financial managers, to gather insights on institutional strengthening strategies and challenges. Literature studies provided background on relevant policies, while the analysis of policy documents aimed to identify how well these policies align with the institutions' practical implementation.

The data analysis followed the Miles and Huberman model, which consists of four stages: data condensation, data reduction, data display, and data verification. In the data condensation stage, the collected data from interviews and documents were selected and summarized based on relevance to the research objectives. During data reduction, the selected data were organized systematically to facilitate further analysis. In the data display stage, the data were presented through matrices, diagrams, or narrative forms to illustrate the relationships between variables such as governance, academic innovation, and campus autonomy. Finally, data verification involved cross-checking and drawing conclusions to ensure that the data aligned with the observed phenomena.

To ensure the validity and reliability of the data, the study employed source and theory triangulation. Source triangulation was achieved by involving various stakeholders with different perspectives on PTKI governance, including institutional leaders, academic staff, and financial managers. Theory triangulation was applied by referencing established concepts in good university governance and institutional autonomy, which served as the analytical basis. Additionally, prior research such as that by Gumanti et al. (2023) and Rusdiana (2019) was used to validate the findings and provide a broader context for the results. This triangulation approach is expected to enhance the validity and reliability of the data, ensuring that the study's findings are robust and credible.

RESULT AND DISCUSSION

Result

Analysis of PTKI Opportunities in Developing Campus Education and Independence

In the context of Islamic Religious Higher Education Institutions (PTKI) in Indonesia, the research revealed key opportunities and challenges related to governance, independence, academic innovation, and digital transformation. Strategic opportunities stem from government policies like the PTKI Modernization program, the Independent Learning–Independent Campus (MBKM) policy, and support for building centers of excellence. Internally, the strong human resource potential within PTKI has fostered an academic environment enriched with Islamic values, promoting adaptability and innovation. However, challenges such as weak governance structures, financial inefficiencies, human resource constraints, and readiness for digital transformation pose significant obstacles to PTKI's institutional development and global competitiveness.

One informant emphasized that the main focus of the institution is to strengthen governance and academic autonomy, facilitated by BLU status. This status grants the flexibility to manage financial and academic structures, allowing for innovation and adaptation to global demands in higher education. However, the informant also acknowledged the difficulty in balancing traditional Islamic values with global trends in education. This response highlights the opportunity provided by BLU status, which enables a more adaptive approach to governance, but also underscores the challenge of reconciling tradition with modernity in institutional practice.

In contrast, another informant discussed the institution's community-based governance model, which prioritizes local collaboration and Islamic values in its curriculum. Although not enjoying the same financial flexibility as BLU status, the institution focuses on building strong community ties and emphasizes student independence. However, the informant pointed out significant challenges in securing funding for innovation and expanding digital infrastructure. This response highlights the tension between maintaining Islamic values and addressing the increasing demand for digital transformation and financial sustainability, a challenge common to many PTKI.

Observations at both institutions revealed notable differences in their approach to institutional independence. One institution has successfully implemented modern academic structures and digital systems, enhancing its international collaboration through joint research projects and academic exchanges. These efforts have significantly contributed to its global

competitiveness. In contrast, the other institution has focused on leveraging community-based engagement and local networks, emphasizing Islamic values, but faces limitations in terms of infrastructure development and digital transformation. Despite these challenges, the institution's emphasis on community-based models offer a distinct approach to independence that prioritizes local context over global trends.

The Role of Digital Governance in Enhancing PTKI Competitiveness

Digital governance refers to the use of digital technologies to enhance administrative efficiency, transparency in decision-making, and communication within Islamic Religious Higher Education Institutions (PTKI). This involves the implementation of integrated academic systems, online learning platforms, and digital tools for research management. By adopting these technologies, PTKI can streamline operations, support academic autonomy, and foster international collaborations, all of which enhance their global competitiveness. This shift is essential in helping PTKI respond to the growing demands of a globalized educational environment, enabling them to manage resources effectively while maintaining high standards of education.

One interview revealed that digital governance has been key to improving operational efficiency and fostering international partnerships. The integration of academic systems has allowed for better management of resources and real-time access to data for both faculty and students, enhancing transparency and streamlining internal processes. This system has made it easier for the institution to collaborate with international universities and has supported lecturers' participation in global research networks. These advancements have significantly bolstered the institution's global competitiveness, showcasing the powerful role of digital infrastructure in boosting academic reputation and global visibility.

Another institution, while still in the early stages of adopting digital governance, has made some progress through the development of digital platforms for managing student performance and course activities. However, the institution faces challenges due to limited infrastructure and resources. Despite these hurdles, efforts are being made to improve faculty digital competencies through dedicated training programs. This ongoing commitment to digital transformation demonstrates the institution's willingness to evolve, even if its progress is slower compared to more established institutions.

From observations, it was clear that the level of digital governance implementation varies significantly between institutions. One institution with a well-developed digital system has seen marked improvements in both administrative efficiency and international collaboration, allowing it to stay

competitive in the global educational landscape. In contrast, the other institution, despite its commitment to digital transformation, faces significant challenges due to outdated systems and limited resources. This disparity shows that while digital governance is crucial for enhancing PTKI's competitiveness, the success of its implementation is largely influenced by the availability of resources and infrastructure, as well as the institution's commitment to overcoming these challenges.

Strengthening Academic Autonomy for Institutional Independence

In the context of Islamic Religious Higher Education Institutions (PTKI), academic autonomy refers to the institution's ability to independently manage its academic programs, research activities, and curriculum development without external interference. This autonomy is essential for PTKI to establish a unique academic identity, foster innovation, and remain responsive to the evolving needs of students and society. Strengthening academic autonomy is a critical step toward achieving institutional independence, as it enables PTKI to make decisions aligned with their values and objectives. The implementation of policies like Public Service Agency (BLU) status, increased flexibility in resource management, and academic freedom contribute to enhancing autonomy, creating an environment conducive to growth, innovation, and global competitiveness.

The interview with the Rector of UIN Sunan Kalijaga underscores the significant improvements in both academic and financial autonomy since obtaining BLU status. This status has provided the university with the flexibility to manage academic programs and resources more independently, which has allowed for the design of more responsive curricula and innovative research. The rector highlights that this increased autonomy has empowered the institution to make decisions quickly, adapting to the global market and the evolving needs of the academic community. This example illustrates how academic autonomy, when coupled with financial independence, fosters a dynamic and competitive academic environment.

In contrast, KH. Noer Ali Attaqwa Institute, although not yet achieving BLU status, is working on enhancing academic autonomy through strategic decisions in curriculum design and faculty recruitment. The dean mentions that increasing faculty involvement in decision-making processes has improved academic governance, but financial constraints limit the full realization of their academic autonomy. This suggests that while academic governance is being strengthened, financial freedom is crucial for enabling PTKI to fully implement the necessary policies for greater autonomy. The financial constraints at KH. Noer Ali Attaqwa Institute highlight the interdependence of academic and

financial autonomy in achieving institutional independence

Observations at both institutions further illustrate the disparities in academic autonomy. UIN Sunan Kalijaga, with its BLU status, demonstrates a more flexible and responsive academic environment, allowing for quick adaptations to global trends in education and research. This flexibility supports innovation and enhances the university's competitiveness. Conversely, KH. Noer Ali Attaqwa Institute, despite efforts to increase faculty involvement in decision-making, faces limitations due to financial constraints, which impede the institution's ability to innovate and adjust its academic offerings fully. The data suggest that academic autonomy is crucial, but its full realization is contingent on having both financial autonomy and the necessary infrastructure to support decision-making and innovation.

Table 1. Academic Autonomy versus Institutional Independence

Informant Position	Interview Excerpt	Indicator
Rector of UIN Sunan Kalijaga	"Since obtaining BLU status, our university has experienced significant improvements in both academic and financial autonomy, allowing us to design responsive curricula and foster innovative research."	BLU status, academic and financial autonomy, curriculum innovation
Dean of Faculty of Islamic Law, KH. Noer Ali Attaqwa	"We have increased faculty involvement in decision-making processes, improving our academic governance, but financial constraints limit our ability to fully implement autonomy."	Faculty involvement, academic governance, financial constraints

The data reveals that academic autonomy plays a crucial role in promoting institutional independence, but it must be complemented by financial autonomy to fully enable PTKI to innovate and adapt. UIN Sunan Kalijaga, with its BLU status, exemplifies how combining both academic and financial autonomy enhances institutional flexibility, decision-making, and innovation, giving it a significant advantage in responding to global educational trends. In contrast, KH. Noer Ali Attaqwa Institute focuses on strengthening academic autonomy through faculty involvement in governance but struggles with financial constraints that limit its full autonomy. This comparison underscores that while academic autonomy is essential, the ability to achieve true independence also relies on securing financial flexibility. PTKI with more financial resources, like those with BLU status, are better positioned to make impactful decisions and adapt to the evolving landscape of higher education. Therefore, PTKI must prioritize not only improving academic governance but also achieving financial independence to reach their full potential as independent educational

institutions.

Development of Sustainable Financing Models for PTKI

In the context of Islamic Religious Higher Education Institutions (PTKI), sustainable financing models are strategies adopted to generate stable, long-term revenue streams that reduce dependence on government funding. These models may include establishing endowment funds, forming partnerships with industry, fostering research commercialization, and creating self-sustaining programs like student-run businesses or entrepreneurial units. Such approaches are essential for ensuring PTKI's financial independence, enabling them to fund academic activities, infrastructure, faculty development, and research initiatives. The effectiveness of these models is crucial for enhancing PTKI's global competitiveness.

One institution has made significant strides in diversifying its income sources, establishing an endowment fund and forming industry partnerships. These efforts have provided a steady income stream, supporting various academic and infrastructural developments. However, the informant noted that while the process has started positively, achieving long-term financial sustainability requires continued effort and refinement. This suggests that although diversified financing is essential, PTKI must focus on ensuring the sustainability of these models through consistent management and adaptation over time.

In contrast, another institution has focused on community-based entrepreneurship, with student-run businesses like an Islamic bookstore and café serving as revenue sources. While these ventures generate some income, the challenge lies in scaling them up and ensuring that the profits are reinvested into the institution's educational activities. The scaling difficulties reflect the barriers smaller PTKI face when trying to develop sustainable income models, particularly when resources and expertise are limited. The comparison highlights the significant disparity between larger PTKI with established financial infrastructures and smaller institutions that are still working to develop self-sustaining revenue streams. The financial maturity and resources available to each institution greatly influence the success of their sustainable financing models.

Discussion

The findings of this research provide a comprehensive view of the opportunities and challenges faced by Islamic Religious Higher Education Institutions (PTKI) in Indonesia, particularly in relation to governance, financial sustainability, academic autonomy, and digital transformation. These findings align with existing literature that emphasizes the importance of institutional

autonomy and sustainable financing models for PTKI to thrive in an increasingly globalized educational environment (Supriatna et al., 2025; Avolio et al., 2024). For instance, the concept of academic autonomy is well-supported in the literature, which stresses that PTKI need the ability to manage their own academic affairs without external interference to ensure responsiveness to the demands of both the community and the global market (Kurniawan et al., 2025; Poutanen et al., 2022). The research also corroborates studies on sustainable financing, with various scholars arguing that institutions must diversify their funding sources to ensure financial independence and long-term sustainability (Naeem et al., 2023; Tugyetwena, 2023). However, the research also presents a unique contrast in the approaches to academic autonomy and financing models, as seen in the differences between larger institutions with BLU status and smaller institutions relying on community-based entrepreneurship.

One key finding of the study is the impact of BLU status on financial and academic autonomy, which is consistent with the literature. Institutions that hold BLU status are able to manage both financial and academic affairs more independently, fostering an environment conducive to innovation, flexibility, and global competitiveness (Persada et al., 2024; Boateng et al., 2024). The research shows that UIN Sunan Kalijaga, with its BLU status, has made significant strides in diversifying income through endowment funds and industry partnerships, mirroring findings from scholars who emphasize the importance of diversified financing strategies for institutional growth (Sumiati et al., 2024). However, the challenges faced by smaller institutions, such as KH. Noer Ali Attaqwa Institute, in scaling income-generating ventures reflect the difficulties that many PTKI face in managing sustainable financing without significant infrastructure and resources, a point also made Oyegbade et al. (2022) who note that smaller institutions often struggle to access the capital needed for expansion.

The study also highlights the significant role of digital governance in enhancing PTKI's competitiveness. This aligns with the theoretical framework presented by Nweke (2025), who argue that digital infrastructure is essential for improving administrative efficiency, fostering international collaboration, and supporting academic autonomy. The findings that UIN Sunan Kalijaga has implemented integrated academic systems, enhancing-internal processes and enabling greater international collaboration, confirm the assertion that digital governance is a powerful tool for global engagement (Alfarizi et al., 2024). On the other hand, the challenges faced by KH. Noer Ali Attaqwa Institute in adopting digital governance due to limited infrastructure and resources reflect a broader concern identified in the literature regarding the digital divide within higher education institutions, particularly in developing countries (Omweri, 2024;

Assefa et al., 2025). These challenges reinforce the need for a strategic approach to digital transformation, ensuring that even smaller institutions can overcome infrastructural limitations.

From a theoretical perspective, this research contributes to the understanding of how academic autonomy and financial sustainability are intertwined in fostering institutional independence in PTKI. The study supports the idea that academic autonomy, when coupled with financial independence, allows institutions to better navigate global challenges and adapt to changes in educational trends (Spalanzani et al., 2025; Rabbi, 2025). This theoretical framework echoes the arguments made by Ugarte (2022) who suggest that autonomy and financial flexibility are two critical pillars for institutions aiming to enhance their competitiveness. The data from this study further suggest that achieving institutional independence requires not only a flexible governance structure but also the financial means to implement strategic decisions, highlighting the symbiotic relationship between governance and financing models.

In terms of practical implications, the findings suggest that PTKI should focus on enhancing both academic autonomy and sustainable financing to stay competitive in the global educational landscape. Institutions with BLU status are better equipped to implement innovative academic programs and financial models that ensure sustainability. Smaller institutions, while leveraging their community-based governance models, must overcome financial and infrastructural constraints to scale up their income-generating initiatives. The research implies that government policies, such as the PTKI Modernization program and MBKM policy, could play a pivotal role in providing the support needed to help smaller institutions bridge the gap in resources. Additionally, investment in digital infrastructure should be prioritized to enhance operational efficiency and foster global academic collaborations, as these digital tools are increasingly critical in today's higher education environment.

CONCLUSION

This study reveals that Indonesian Islamic Higher Education Institutions (PTKI) face significant opportunities and challenges in achieving institutional independence and developing quality education. The study's key findings highlight the importance of strengthening academic autonomy and sustainable funding to achieve this independence. Adopting Public Service Agency (BLU) status allows institutions to manage resources more flexibly and encourages innovation in academic and financial management. However, significant challenges, such as limited digital infrastructure, limited skilled human resources, and the difficulty in balancing Islamic values with the demands of

globalization in education, remain major obstacles. The lesson learned is the importance of balancing traditional Islamic values with the demands of educational modernization, which requires continuous adaptation.

This study makes an important contribution to deepening understanding of governance, finance, and digital transformation in Indonesian Islamic Higher Education Institutions (PTKI). By exploring sustainable funding models such as endowments and partnerships with industry, it provides deeper insights into how PTKI can reduce dependence on external funding and increase global competitiveness. It also emphasizes the importance of digitalization in improving operational efficiency and supporting international collaboration. However, this study has limitations, such as its focus on PTKI with Public Service Agency (BLU) status and community-based models, which may not be generalizable to all PTKI in Indonesia. Future research is recommended to compare PTKI in various regions and explore the role of government policies in supporting PTKI independence more comprehensively.

REFERENCES

- Alfarizi, B. Z., & Heryadi, D. (2024). Global Governance in the 21st Century: A Digital Trends and Transformation. *Global Local Interactions: Journal of International Relations*, 4(1), 57–67. <https://doi.org/10.22219/gli.v4i1.31682>
- Assefa, Y., Gebremeskel, M. M., Moges, B. T., Tilwani, S. A., & Azmera, Y. A. (2025). Rethinking the Digital Divide and Associated Educational In(equity) in Higher Education in the Context of Developing Countries: The Social Justice Perspective. *The International Journal of Information and Learning Technology*, 42(1), 15–32. <https://doi.org/10.1108/IJILT-03-2024-0058>
- Avolio, B., & Benzaquen, J. (2024). Internationalization Strategies for Non-Western Higher Educational Institutions: A Systematic Literature Review and Conceptual Framework. *International Journal of Educational Management*, 38(4), 1079–1099. <https://doi.org/10.1108/IJEM-05-2023-0243>
- Boateng, P. A., Pepra-Mensah, J., Gyabea, A., Boateng, C. A., Florence, E., & Akonor, S. A. (2024). The Role of Governance in Managing University Finances During Turbulent Times. *International Journal of Academic Research in Business and Social Sciences*, 14(1), 2036–2050. <https://doi.org/10.6007/IJARBS/v14-i1/20286>
- Darmawan, H., & Hasanah, M. (2024). Determining the Design of the Islamic Education Curriculum for Three Levels of Madrasahs in Indonesia. *International Journal of Education, Technology and Science*, 4(3), 2086–2105.

- Fadli, M., Hanum, L., Amri, K., & Rusli, R. (2024). Barriers and Strategies: Analysis of the Implementation of Independent Learning Independent Campus (MBKM) at PTKI in Aceh. *Qalamuna: Jurnal Pendidikan, Sosial, dan Agama*, 16(2), 1101–1114. <https://doi.org/10.37680/qalamuna.v16i2.5730>
- Faisal, M., Za, T., Siswanto, R., & Darajat, J. (2021). The Integration of KKNi, SNPT, and the Integration–Interconnection Paradigm in Curriculum Development at PTKI. *Online Submission*, 9(2), 309–328. <https://doi.org/10.26811/peuradeun.v9i2.528>
- Hanif, A., Syarifudin, E., & Muhtarom, A. (2025). Integration of Religious Moderation in Islamic Education: Challenges and Opportunities in the Digital Era. *Edukasi Islami: Jurnal Pendidikan Islam*, 14(1), 49–66. <https://doi.org/10.30868/ei.v14i01.7767>
- Hasanah, N. A. (2024). Opportunities and Challenges for Islamic Education in Society 5.0. *Islam Transformatif: Journal of Islamic Studies*, 8 (2), 264–281. <https://doi.org/10.30983/it.v8i2.8650>
- Helmi, S., Sofyan, Y., Wedadjati, R. S., Aquina, S. M., & Pebriandi, P. (2025). The Influence of Lack of Human Resources on the Performance of PDKB Employees. In *3rd International Conference on Management and Business (ICOMB 2024)* (pp. 308–313). Atlantis Press. https://doi.org/10.2991/978-94-6463-698-7_32
- Kurniawan, M. A., & Supriani, Y. (2025). Strategic Management in Improving the Quality of Islamic Character Development in Students. *Al-Akmal: Jurnal Studi Islam*, 4(1), 1–11.
- Mohyeddin, Z. (2024). Cultural Identity in a Globalized World: Navigating Tradition and Modernity. *Frontiers in Humanities and Social Research*, 1(3), 106–115.
- Mulasi, S., & Saputra, F. (2024). The Role of Higher Education in Building Religious Tolerance: A Study on the Implementation of Moderation Attitudes Among Aceh's State Islamic Religious Higher Education Institution Students. *Al-Ishlah: Jurnal Pendidikan*, 16 (2), 1864–1876. <https://doi.org/10.35445/alishlah.v16i2.4865>
- Naeem, M. A., Karim, S., Rabbani, M. R., Bashar, A., & Kumar, S. (2023). Current State and Future Directions of Green and Sustainable Finance: A Bibliometric Analysis. *Qualitative Research in Financial Markets*, 15(4), 608–629. <https://doi.org/10.1108/QRFM-10-2021-0174>

- Nweke, P. O. (2025). The Role of Digital Administrative System in Transforming Organizational Culture in Higher Institution. *International Journal of Studies in Education*, 21(1), 184–197.
- Omweri, F. S. (2024). A Systematic Literature Review of E-Government Implementation in Developing Countries: Examining Urban–Rural Disparities, Institutional Capacity, and Socio-Cultural Factors in the Context of Local Governance and Progress Towards SDG 16.6. *International Journal of Research and Innovation in Social Science*, 8(8), 1173–1199. <https://doi.org/10.47772/IJRISS.2024.808088>
- Oyegbade, I. K., Igwe, A. N., Ofodile, O. C., & Azubuike, C. (2022). Advancing SME Financing Through Public–Private Partnerships and Low-Cost Lending: A Framework for Inclusive Growth. *Iconic Research and Engineering Journals*, 6(2), 289–302.
- Persada, T., Wati, L. N., & Geraldina, I. (2024). Financial Strategies of State Universities in Transition to Public Service Agencies: A Case Study of Universitas Bangka Belitung. *Society*, 12(1), 27–49. <https://doi.org/10.33019/society.v12i1.687>
- Poutanen, M., Tomperi, T., Kuusela, H., Kaleva, V., & Tervasmäki, T. (2022). From Democracy to Managerialism: Foundation Universities as the Embodiment of Finnish University Policies. *Journal of Education Policy*, 37(3), 419–442. <https://doi.org/10.1080/02680939.2020.1846080>
- Rabbi, F. B. (2025). Navigating Educational Control in the Era of Emerging Trends: Challenges and Prospects. *Journal of Management and Science*, 15(1), 4–16. <https://doi.org/10.26524/jms.15.3>
- Rohman, F., & Zainuddin, N. A. (2025). Internationalization of Indonesian Islamic Higher Education in the Digital Transformation Era: Opportunities and Challenges. *QUALITY*, 13(2), 125–142.
- Schreiner, P. (2023). International Knowledge Transfer in Religious Education and the Debate on Powerful Knowledge. In *Powerful Knowledge in Religious Education: Exploring Paths to a Knowledge-Based Education on Religions* (pp. 67–90). Springer International Publishing. https://doi.org/10.1007/978-3-031-23186-5_4
- Spalanzani, A., & Zouaghi, I. (2025). Navigating the Academic Landscape: Understanding University Dynamics, Challenges, and Strategic Responses. *Journal of Management and Business Education*, 8(2), 168–195. <https://doi.org/10.35564/jmbe.2025.0010>
- Supriatna, D., Windarta, L. R. P., & Syamsuri, S. (2025). Challenges and Opportunities in the Internationalization of Islamic Higher Education. *Fenomena*, 24(1), 105–120. <https://doi.org/10.35719/fenomena.v24i1.242>

- Syukron, B., Baidhowi, M. M., Sari, F., & Ramadhani, S. A. (2022). Accreditation-Based Quality Building Reconstruction Towards Excellent PTKI. *Akademika: Jurnal Pemikiran Islam*, 27(1), 117–132. <https://doi.org/10.32332/akademika.v27i1.4883>
- Tugyetwena, M. (2023). A Literature Review of the Relationship Between Governance, Funding Strategy and Sustainability of Non-Government Organizations. *International NGO Journal*, 18(2), 10–19. <https://doi.org/10.5897/INGOJ2023.0365>
- Ugarte, C., Urpí, C., & Costa-París, A. (2022). The Need of Autonomy for Flexible Management in the Fostering of School Quality. *International Journal of Leadership in Education*, 25(1), 124–146. <https://doi.org/10.1080/13603124.2019.1708468>
- Zahraini, Z., Akib, A., Rosidin, R., & Sulaeman, O. (2025). Islamic Education Reform in the Digital Age: Challenges and Opportunities for a Modern Curriculum. *Journal of Noesantara Islamic Studies*, 2(1), 1–11. <https://doi.org/10.70177/jnis.v2i1.1841>