



Research University Program Development in Indonesian Islamic Higher Education: Strategic Management Perspective

Muhammad Thoyib¹, Abdul Karim², Badru Ngo³, Moh. Widda Djohan⁴

Institut Agama Islam Negeri Ponorogo, Indonesia¹

Institut Agama Islam Negeri Kudus, Indonesia²

Bamrung Muslimin High School, Thailand³

Institut Agama Islam Negeri Ponorogo, Indonesia⁴

toyib@iainponorogo.ac.id¹/Corresponding author

abdulkarim@iainkudus.ac.id²

hutanjauh2484@gmail.com³

widda@iainponorogo.ac.id⁴

Abstract

This article aims to emphasise the contestation of higher education that was increasingly competitive, and even tending to be high disrupted competition in Indonesia by the lack of creativity in managing institutional strategies as well as in research culture. This qualitative research used in-depth interview, observation and documentation supported by the interactive analytical approach which consists of condensing data, presenting data and drawing conclusions with involving 7 informants from institutional leaders, lecturers and students. This study confirmed that UII Yogyakarta with its well-managed research program strategic management design, is increasingly able to deliver quality and competitive Islamic university with distinctive institutional excellences, both at the national and international levels, such as: the development of a creative economy industry based on entrepreneurship that is globally competitive; virtual environment development for education, government, and on so on. Therefore, UII Yogyakarta has higher competitiveness at the global level

which can be an good example of quality research development for Indonesian Islamic higher education.

Keywords : Strategic management, research university program, institutional excellences.

A. Introduction

Appearing to be an educational institution that is able to offer prestigious education quality is the dream of all educational institutions, not least for Islamic Higher Education in Indonesia, where their existence is a branding institution for the majority of Muslims in this country. With qualified education, of course Islamic universities will have a high level of competitiveness (Ahmadi, et.al., 2021, p.195). Moreover, in today's global era, according to Khashab, et.al., (2020, p.251), the world of higher education is increasingly competitive, and even tends to be high disrupted competition.

Competition in this global era is characterized by three things, namely social process, profit seeking and public attention (Maduro, et.al., 2018, p.83). Social process is interaction between individuals and between groups within an educational institution, or even between educational institutions. According to Maduro, et.al., (2018, p.85), profit seeking is one side where the management of educational institutions does not want to suffer losses which issue is balanced with what is achieved by the educational institution. While the center of attention is the activity of seeking sympathy from the community, for supporting people want to place their children in these educational institutions (Bangkara et al., 2022, p.126; Thoyib, et.al., 2020, p.321).

One way that higher educational institutions can take to win the competition is to uphold the application of innovation in the world of education. This is in line with Porter's view that one of the potential strategies that can be conducted to win the competition is to apply research based innovation (Sunyoto, 2015, p. 17; Jenita, et.al., 2022, p.249). In that context, the role of the academic community of an educational institution, especially Islamic higher education is considered very important as the locomotive driving of institutional research culture management as its main basis.

If the innovation process is associated with the three points of competition indicators as described above, then with the social process between university residents in realizing innovative Islamic higher education management, especially

in the field of research, that is hoped for Islamic higher education will get various future benefits, both material and non-material, including among others, as emphasized by Lowe and Marriot (2006, p.72), the greater of the public interest in using the services of educational institutions.

With the regulations governing the management of such education, it is hoped that the rate of growth of educational innovation can improve. Based on the *World Economic Forum*, in 2019, Indonesia's innovation index reached 4.6 or ranked 30th in the world, while the higher education innovation index was 4.0 or ranked 60th in the world. This shows that there is still a need for a more innovative work, that can increase the ranking of Indonesia's education innovation index at the level of 56 in 2023 (Maharani, 2020).

On the other hand, according to the Ministry of Research and Technology, educational institutions in Indonesia must be able to increase the nation's competitiveness through innovation and technology. Considering that Indonesia is a large market of global industry because of its high human resources, but with poor quality. Why not, as the 2018-2019 *Global Competitiveness Index Report* released by the *World Economic Forum* shows, it can be seen that Indonesia's competitiveness was ranked 41 out of 50 countries in 2018, which experienced a decline from 37th in 2017. At the ASEAN level, Indonesia is still below from Singapore which is ranked 2nd and Malaysia and Thailand are ranked 25th and 34th respectively. As stated in the GCI, although Indonesia has carried out many reforms in various sectors, in terms of performance, four other countries have succeeded in shifting Indonesia's position. These countries are Malta, India, Kuwait and Azerbaijan (Fauzan, 2019).

Moreover, this reality is reinforced by the fact that educational innovation based on research results carried out by Islamic higher education, especially in Indonesia, is still low. In fact, the research based innovation is an ivory tower of educational civilization for a nation that wants to be advanced (Zein, 2019, p.341; Upton &, Warshaw, 2017, p.96; Mulyasana, 2016, p.75). In general, the lagging research development in Indonesia can be seen from several indicators, such as those found on the scimagojr.com website, including data on the number and quality of published scientific documents from Indonesia when compared to other countries. Based on the scientific publication database, Scopus in 2017, Indonesia was ranked 63 out of 238 countries with 16,139 documents. This ranking was still below from Singapore (ranked 32), Malaysia and Thailand (ranked 42 and 43), even

Pakistan (ranked 47) (Umar, 2018). The document further reinforces the very sad reality that was once expressed by the head of LIPI (Indonesian Research Centre) that per 1 million Indonesian population, there are only 40 people who work as researchers (Republika, 2018).

To answer the problem of human resources quality and the competitive power of Indonesian education, the development of a excellent Islamic higher education as one of the 'futuristic solutions' that is important to be promoted through the development of a more simultaneous management of research institution. Considering that research culture will foster Islamic higher education's spirit of independence and innovation, which will never appear as something that is taken for granted, or instant culture. Therefore, it is necessary to manage a well-established institutional research culture strategy (research strategic management) that can relied on to support its existence in the future (Yustira, et al., 2022, p.51). This is in line with Fock's assertion (2016, p.51) in his book, *Research University in Modern Higher Education* that research greatly determines the progress of higher education, which is not only determined by the quantity of students, but also the quality of academic community creativity in conducting research will encourage teaching excellences and innovation in higher education. With the intensification of research, Rubens, et.al, (2018, p.5), assert that universities are not only more competitive, but moreover, they will be increasingly reputable at the global level.

The description above confirms how interesting and important this research on the strategic management of institutional excellences-based research university program is. The research at UII Yogyakarta was carried out with a number of basic considerations; *first*, there were still a lack of Islamic higher education in general in Indonesia with a qualified education, especially with an established institutional research culture. UII's position as the one of most productive Islamic private universities in Indonesia by ranking 23 and 31 of all universities in Indonesia (Umar, 2018). *Second*, the accreditation status of UII institution has been accredited with Excellence/A. Institutionally, UII Yogyakarta already has 6 international study programs with international accreditation which made it more productive in the collaborative research and scientific publications with foreign universities (<https://www.uui.ac.id>, 2022).

Third, UII's students often win research competitions, both on a national and international levels. For example, in 2018 as *The Student Paper Award* and *Best Presentation Award* at the International Conference on Technology and Social

Science 2018 in Japan, *Winner of The Best Presenter* at the 4th Rangsit University National and International Research Conference on Science, Technology, Social and Humanities in Thailand in 2019, and so on (<https://www.uui.ac.id>, 2022).

There are a number of previous research results that corroborate what has been conducted by UII Yogyakarta as well as the attractiveness of this research. Among others, Upton & Warshaw's research (2017, p.99) confirmed that universities developed with good research capabilities provide faster acceleration in driving the progress of higher education. Similarly, the research result of Yustira, et al. (2022, p.56) explained that research universities have a tremendous impact on the quality of educational processes and products that are increasingly competitive, when supported by adequate technological transformation. In line with this, Cheng & Cooper's research (2015, p.247) reinforced that the quality of reliable HR research competencies in higher education is basically part of an institutional development strategy to ensure the progress of higher education in accordance with the global competition.

This study confirms that strategic management-based research universities in higher education encourage the birth of a globally competitive quality of higher education that is always relevant to the needs of an increasingly large virtual environment of education, entrepreneurship-based creative economic industries, and so on that can be developed by Islamic universities in Indonesia, which in quality still have to be improved again.

B. Methods

This study was conducted with a qualitative-single case approach that was oriented towards both description and emic analysis of a number of unique phenomena or events that occurred in natural social or institutional settings (Manab, 2016, p.49). This qualitative research used in-depth interview, observation and documentation which was conducted by using the Miles, Huberman and Saldana's interactive model analysis technique (2014, p.12-14) which emphasizes the integration of the stages of data condensation, data display and data verification, thus enabling the data that has been obtained to be described, explored and analyzed more comprehensively and structured. The focus of this study is about strategic management based on research university programs at UII Yogyakarta by involving 7 informants from institutional leaders, lecturers and students. Meanwhile, to ensure the validity of this research data, the researchers used a

number of approaches, namely; persistence of observation, extension of research time as well as triangulation of source, method, theory and time (Almanshur, 2015, p.38). The three approaches have an important and significant role to guarantee the credibility of research data related to the implementation of research university program-based strategic management at UII Yogyakarta as a representation of private Islamic higher education that have competitive advantages at the national and international levels.

C. Result and Discussion

1. The Values of Institutional Excellence in Research University Program Development at UII Yogyakarta

The exposure of research data confirms that the values of institutional excellence in the development of research university program at UII Yogyakarta include: *first*, a moderate research culture. This value was developed as an effort to strengthen the 'harmony' of diversity of human resource backgrounds within UII especially, which were affiliated with NU, Muhammadiyah, and so on. *Second*, transformative leadership based research. This value is a manifesto to encourage the growth of collaborative research between lecturers and students for strengthening the quality of research based teaching. *Third*, collaborative research of scientific disciplines. This value was developed as an effort to strengthen the scientific and Islamic 'integration' of UII research culture (Firdaus, personal communication, June 24, 2021; UII, 2008). What was conducted by UII Yogyakarta, on the view of Rahman, et.al and Cheng & Cooper, will able to take advantage to explore the great potential of the institutions (Rahman et al., 2018, p.1391; Cheng & Cooper, 2015, p.243).

Fourth, the value of student research independence. This value is encouraged to produce competitive and talented young researchers simultaneously, both institutionally and non-institutionally. These value is academically ideal because they seek to explore values that can be used as an institutional research platform, which not only involves lecturers, but also students. Not only seeing the facts of scientific plurality, but also seeing the opportunities for scientific diversity and human resource background to find a 'meeting point' as a glue for stakeholder commitment. This is also in line with the views of Hoffman and Sempels (2013, p.29) who emphasize that institutional values can unite all the diversity of organizational elements, which will guarantee the continuity of the organization, both in terms of

individual and collective commitment. This has also been conducted by UII Yogyakarta, including in the context of research through collaboration with the Quality Assurance Agency (BPM) at the institutional level.

However, in practice, there were still a number of weaknesses that need to be improved, including: *first*, on the value of transformative leadership based research that involved the existence of students. In general, only 25% of lecturer research has been achieved, so this condition needs to be encouraged to reach at least 50% according to the idea. Hazelkorn (2017, p.83) ever stated that a requirement for the stability of a research university, which has dimension of research teaching, that not only in the classroom but also outside the classroom. However, various strategic efforts have been continuously carried out by UII Yogyakarta, including increasing the quantity of student involvement in lecturer research (Firdaus, personal communication, June 24, 2022).

Second, on the value of student research independence. In this aspect, it can be said that it was not so massive, considering that student activity to conduct research independently was still around 7% of the total students in all faculties, both through university funding and outside of the university, both for final assignments and outside of final assignments. While on the other hand, the institutional target was at least 15% each year. In the language of Howes (2018, p.452), the value of student research independence needs to be increased through simultaneous internalization efforts among students. These values can be described in Figure 1, as follows:

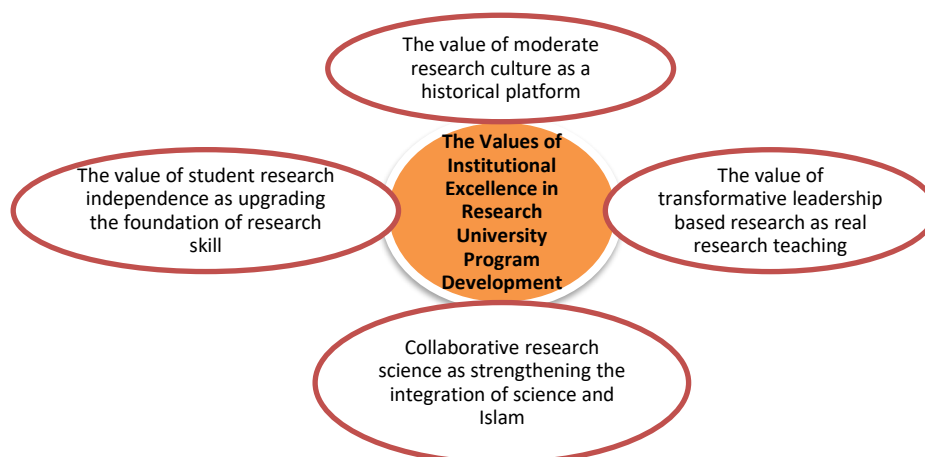


Figure 1. The Institutional Excellence Values of Research Program Development at UII Yogyakarta

2. The Implementation of Strategic Management of Research University Program Development at UII Yogyakarta

The strategic management process of research university program based on institutional excellence at UII Yogyakarta could be said to be good, because it included a number of stages which include: development of vision and mission, external-internal analysis, strategy formulation, strategy implementation and strategy control in which each of these stages can be described and analyzed as follows:

a. Developing Vision and Mission of Research University Program

The development of vision and mission of research university program at UII Yogyakarta was carried out every 4 years with a *top-down-bottom up* approach, starting from exploring ideas at the study program level in each faculty, then followed up at the university level that coordinated by the Chancellor and accompanied by the DPPM (Research and Social Service Center), as the party in charge of the research program. For example, the vision and mission of UII's research program were stated in its vision statement "The realization of the Islamic University of Indonesia as *Rahmatan lil 'Alamin*, committed to perfection (excellence), Islamic treatises, in the fields of education, research, community service and *da'wah*, at the level of qualified universities in developed countries," (UII, 2008). The statement emphasizes the futuristic orientation of its institution, including in the field of research, which they hope could be one of the driving forces for the realization of institution's competitive advantage.

That view confirms the vision and mission of UII's research university programs were built with the spirit of *Rahmatan lil 'Alamin* and confirmed in various innovative efforts, with the involvement of all potential stakeholders, among lecturers, students and the industrial world. UII Yogyakarta has outlined a research strategic plan as a reference for research development in accordance with the university's vision and mission which included at least 6 leading research fields, namely: (a). Development of an Islamic quality of life improvement model; (b). Development of a creative economy industry based on entrepreneurship and ethics that was globally competitive; (c). Development of smart, sustainable, and disaster-responsive settlements; (d). Virtual Environment (VE) development for education, government, and business; and so on (<https://www.uui.ac.id>, 2022). This is in line with the statement of Peggy and Galbraith (2020, p.11), who see the vision and

mission as the main guideline in achieving the goals of the institution that needs to be built by involving as many stakeholders.

b. Internal and External Analysis of Research University Program

Internal and external analysis is one of the keys to success in implementing the strategy of policies and work programs of an institution, including for UII Yogyakarta. In that context, the external and internal analysis of research university programs at UII could be described as follows: *first*, the internal analysis in the development of research university program includes aspects of the advantages and disadvantages in developing research university programs, which was carried out once a year at the end of each academic year by considering the dynamics of contemporary issues that were developing, both in the Islamic and scientific dimensions by involving the rectorate team that was coordinated by DPPM. The advantages of UII Yogyakarta in developing research university programs include: (a). The scientific capacity of qualified lecturers with various scientific disciplines; (b). National and international research networks; (c). The research culture was getting better among lecturers and students, with institutional support, and so on (UII, 2008).

Meanwhile, the weaknesses of the institution in developing research university programs could be analyzed including: (a). Not all lecturers and students had adequate foreign language skills (Arabic and English languages); (b). Institutional research funding in the student sector was still around 10% of the total existing students. The aspects of the strengths and weaknesses of the research university program development were quite comprehensive, because they saw a number of potential aspects that could be improved, especially the current weaknesses. This is in line with the view of Valentina Parakhina, et.al. (2017, p.69), assert that internal analysis does not only function to see the level of organizational potential advantage. But more than that, it helps to repair existing potential weaknesses, as a strategic program going forward. This is what UII Yogyakarta has also conducted, although in a gradual process, including increasing the research quota for students.

Second, the external analysis of the institution in the development of research university program covering aspects of opportunities and threats was carried out every 4 years as material for the preparation of institutional research programs in a measurable range of years that they are always up to date with the dynamics of

developing issues. The opportunities for UII Yogyakarta in substantive development of research university programs included: (a). The increasing number of offers for research collaborations with national and international institutions; (b). Research issues that continued to develop with a variety of scientific disciplines, along with the development of science, technology and social problems; (c). The number of institutions providing research scholarships, both nationally and internationally (Masduki, Personal Communication, June 24, 2022).

Meanwhile, the threats that could hinder the development of research university programs at UII included: (a). The increasing number of universities with better resource capacity, both in the fields of human resources, finance and research facilities; (b). Standards for providing national research scholarships, especially international ones, were getting higher and stricter. In the context of the external analysis, it could be understood why it was important to be carried out by a higher education institution, considering that with external analysis, UII Yogyakarta could better ensure that various kinds of strategic research programs that has been prepared and implemented appropriately in accordance with the opportunities and threats that arised. One of its was through strengthening foreign languages and international collaboration across faculties to support research acceleration in international level. What UII has done is in line with the view of Hazelkorn, which emphasizes that the potential for university research success is largely determined by the university's accuracy in seeing the opportunities and challenges of research developing globally (Hazelkorn, 2017, p.93). Even Leandros (2020, p. 19) and Stensaker et al (2014, p.201), believe that the more observant of opportunities in its research program, the university has the opportunity to deliver measurable success as expected. The SWOT analysis of the research university program developed by UII Yogyakarta can be described in table. 1, as follows:

Table 1. The Internal and External Analysis of Research University Program at UII Yogyakarta

| No. | The Aspect of Internal/External Analysis | UII Yogyakarta |
|-----|---|--|
| 1 | The Excellence of Research University Program | a. The scientific capacity of qualified lecturers with various scientific disciplines (Islamic studies, economics, management, engineering, law, MIPA, communication, and medicine); b. National and international research networks; |

| | | |
|---|--|---|
| | | <ul style="list-style-type: none">c. The increasing number of international study programs with international accreditation;d. Proportionate funding of internal institutional research, especially for lecturers;e. An increasingly good research culture among lecturers and students, both with institutional and independent-competitive support |
| 2 | The Weaknesses of Research University Program | <ul style="list-style-type: none">a. Not all lecturers and students have adequate foreign language skills (Arabic and English);b. Institutional research funding in the student sector was still around 10% of the total existing students |
| 3 | The Opportunities of Research University Program | <ul style="list-style-type: none">a. The increasing number of offers for research collaborations with national and international institutions.b. Research issues that continue to develop with a variety of scientific disciplines, along with the development of science, technology and social problems.c. The number of institutions providing research scholarships, both nationally and internationally. |
| 4 | The Threat of Research University Program | <ul style="list-style-type: none">a. The increasing number of Islamic universities with better resource capacity, both in the fields of human resources, finance and research facilities.b. Standards for providing national research scholarships, especially international ones, are getting higher and stricter. |

c. Strategy Formulation of Research University Program

Strategy formulation is basically an effort to map and determine various institutional strategies that can be ensured to encourage the realization of institutional goals. This was also conducted by UII Yogyakarta. In that context, strategy formulation in the development of research university programs at the institution was carried out through a number of tactical steps: *first*, strategy formulation was carried out with a top-down-bottom up approach at the same time, where the rectorate team coordinated by DPPM plotted central issues of research program for the next 3-4 years as the main reference material for university research master guidelines, which was combined with various ideas that were

raised by each faculty representative in accordance with the scientific discipline of the faculty. *Second*, the strategy formulation resulting from the combination of the ideas of 'university team' and 'faculty representation' is used as a guide for university research.

Third, the result of strategy formulation in the development of research university programs was mapped into strategies with institutional and non-institutional dimensions. The strategies with institutional dimensions include; (a). Institutional research with a variety of clusters and funding; (b). Non-institutional research based on institutional collaboration outside of the institution or through personal funding (Masduki, Personal Communication, June 24, 2022). A number of these formulative steps are indeed be said to be appropriate considering that almost all stakeholders who have strategic functional roles in the organizational environment of the institution are proactively involved in dynamic relationships. This is in line with the view of Pearce and Robinson (2015, p.72), who emphasizes that the top-down-bottom up approach is very strategic in determining the positive dynamics of the organization in carrying out the formulation of its institutional strategy, where structural and functional problems will appear more easily analyzed and solved. In other word, the formulation of UII's research university program has been running on the track, thus making UII more competitive, at national and international levels (Waitoller, 2013, p.27).

Substantively, the description confirms that the research strategy developed by UII has combined various strategic approaches as emphasized by David (2014, p.93) which includes 3 dimensions: (a). Enterprise strategy, namely a strategy to communicate the organization with the demands of society; (b). Corporate strategy, which is a corporate strategy that runs at the leadership level to achieve the institution's main mission; and (c). The unit business strategy is a strategy at the production unit level to increase customers.

d. Strategy Implementation of Research University Program

Strategy implementation is the implementation of various policies and strategic work programs that have been determined by an institution. Good or bad implementation will greatly affect the quality of achieving institutional goals. Including what has been conducted by UII Yogyakarta related to a number of strategies that have been set. Practically, research strategies with institutional dimensions at UII was carried out with a number of programs, namely: (a). Moderate

and competitive interdisciplinary research; (b). Competitive independent research; dan (c). Competitive and excellent collaborative research. Meanwhile, research strategies with non-institutional dimensions were carried out through a number of programs, namely: collaborative research partnerships, and independent research partnerships. In general, both institutional and non-institutional research could be said so far, especially the 2018-2020 research period, reaching 90% completeness. The non-absorption rate of 10% was more dominated by collaborative partnership research clusters and independent partnerships that providing research funds as well as academic programs at foreign institutions (Firdaus, personal communication, June 24, 2022).

The lack of absorption also emphasized the need for institutional solutions internally at UII Yogyakarta, especially DPPM as the Rector's representative to be able to bridge the problem. One of them was by trying to substitute research funds that were soft loans in a controlled manner while waiting for the entire foreign partnership research funds to be disbursed, or assisting the search for alternative research objects abroad that were possible to be carried out without reducing the quality of the research that has been agreed with research partners abroad or domestically. This policy that was implemented, according to David, it is appropriate considering that the implementation of the strategy must be dynamic in accordance with the context of the challenges of institution itself (David, 2014, p. 117).

That idea is in line with the view of Fock (2016, p.81) in *Research University in Modern Higher Education*, that research partnerships, especially at the international level, on the one hand provide luxurious prestige, both for individual researchers and educational institutions where researchers shelter, but not infrequently the obstacles that arise in its implementation, are quite complicated, including university policies must be able to bridge the global partnership problem. Therefore, according to Delery and Roumpi (2017, p.9), university shall take creativity and innovation to communicate globally. Global research policy requires this as a prerequisite for global competitiveness.

e. Strategy Control of Research University Program.

Strategy control is the final stage of strategic management which its function is to ensure that strategy implementation can run according to a predetermined plan. Included in the context of development of research university programs at UII Yogyakarta, it could be said that it was good, because it was carried out in stages,

both in the pre, process and post research phases. The strategy control process was carried out every semester and yearly based on the form of research performance of lecturers and students, both published research (journal articles, and research books) and non-publications (research reports) (Firdaus, personal communication, June 24, 2022). Such control is also carried out in the form of integration of 3 main aspects, namely; research programs, research budgets and research implementation procedures at the institution which are implemented in line with the ideas of Hunger and Wheelen who place the three aspects as an integrated system that is interrelated with one another (Hunger & Wheelen, 2013, p.79). That way, it will be easier to control and evaluate the quality of research. Kundu and Bairi (2016, p.263) also emphasize that detailed and focused control will ensure a small failure rate of a research program, both in the input, process and output aspects, even the planned research outcomes.

The Aspects of input, process, output and outcome of the research can be studied and evaluated integrally from the start, both in the field of research programs, research budgets and research implementation procedures. UII Yogyakarta has research programs at the institute and faculty level as well as providing research facilitation at the national and international levels through research grants within the Ministry of Research, Technology and Higher Education that were vary from 10 million to 500 millions, depending on the type of research. The continuity of the program, budget and research procedures according to Sengupta (2014, p.91) shows the existence of an innovation stimulus that is developed systemically and under control.

3. The Impact of Strategic Management of Research University Program Development on UII's Education Competitiveness

Every implementation of policies and work programs as a strategic system will inevitably has side effects for the institution itself. Likewise, with the impact experienced by UII Yogyakarta as a consequence of strategic management of research university programs based on its excellences on the competitiveness of UII Yogyakarta which practically, could be divided into 2 substantive impacts: *first*, institutional impact. This impact was felt by the university in the form of, including (Masduki, personal communication, June 24, 2022): (a). Strengthening of the accreditation status of institution and study programs, considering the continuity of research which were carried out; (b). Global partnership-based institutional

cooperation that was getting easier and wider, because collaborative research allows for the growth and development of international cooperation, and so on.

These various institutional impacts are in line with the views of Altbach, et.al, in their book *The Global Future for Higher Education and The Academic Profession*, who emphasize that well-managed and networked institutional research as an economical product and institutional branding product, it will have a significant impact on the existence of the university (Altbach et al., 2019, p.46; Murgatroyd & Morgan, 2013, p.51). Even according to Lim, et.al., (2020, p.233), not only independence in institutional development is increasingly being recognized, but it will also become a 'attraction' for other institutions to collaborate. And that is what has been conducted by many worldclass universities such as Oxford University, and so on. The research management situation which was being developed by UII Yogyakarta confirms that the right steps have been taken as an indication of the achievements that have been achieved, including the increasing number of international collaborative researchs.

Second, non institutional impact. This impact could be seen at least in the form of among others: (a). The research culture of lecturers and students was getting better, considering that almost every year the activity of lecturers and students increases; and (b). An increasingly qualified literacy culture among lecturers and students, which could be seen in one of the sources of research references that were increasingly diverse, both nationally and internationally. In that context, this impact is in line with the views of Connell, et.al, who emphasizes that when the development of a research university begins to build with strategic efforts that are managed properly, the literacy culture of lecturers and students will automatically increase (Connell et al., 2020, p.113; Reeves, 2016, p.92). In that context, the impact of the implementation of strategic management of research university program at UII Yogyakarta can be described as follows:

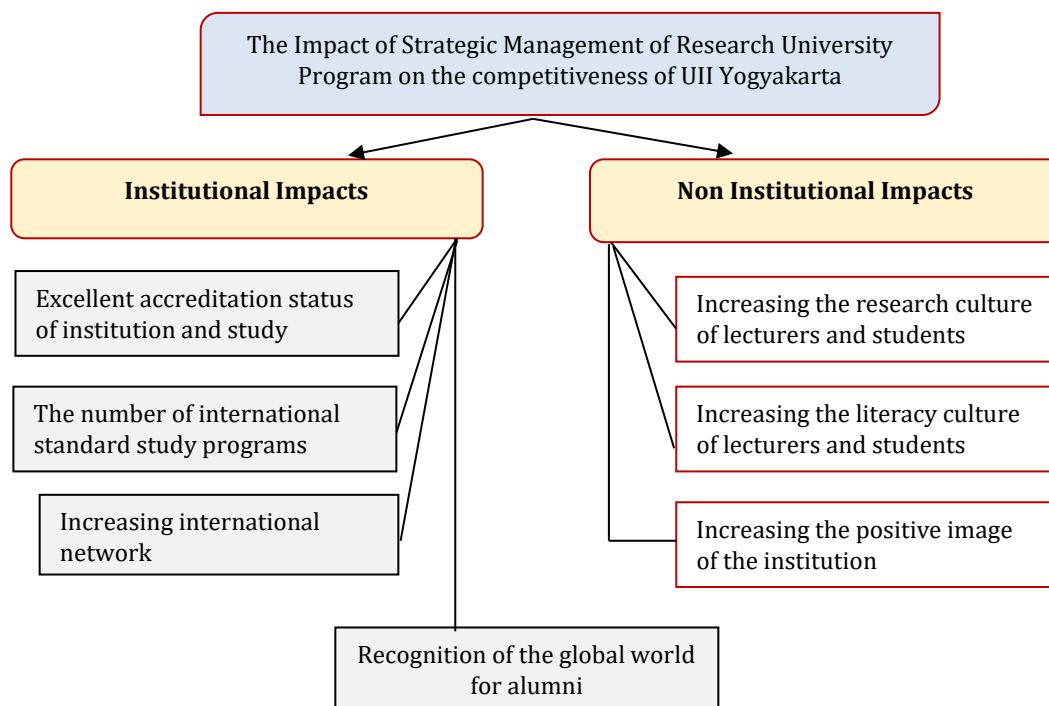


Figure 2. The Impact of Strategic Management of Research University Program Development at UII Yogyakarta

D. Conclusion

The values of institutional excellence in the Indonesian Islamic higher education research university program developed by UII Yogyakarta include the values: a moderate research culture; transformative leadership based research as a manifesto of efforts to encourage the growth of collaborative research between lecturers and students; the scientific value of collaborative research as an effort to strengthen the integration between scientific and Islamic science; and student research independence to encourage the birth of competitive and talented young researchers simultaneously. However, in practice, there is still a number of weaknesses that need to be improved, including: in the aspect of transformative leadership based research value involving the existence of students as Hazelkorn's idea as requirements for the stability of a research university. The strategic management process of UII's research university program was quite comprehensive because it was conducted based on a number of stages, namely: development of research vision and mission, external and internal research analysis, strategy formulation in research program development, implementation and control

research strategies that should also still improved to reach more significant impact on its excellence value.

REFERENCES

- Ahmadi, B., Basuki., Fadly, W., Thohir, M., & Samsul Ma'arif. (2021). Multidiciplinary Perspectives on Islamic Higher Education Curriculum Orientation in Independent Campus Policy. *Edukasia: Jurnal Penelitian Pendidikan Islam*. 10(1), 189–210. <http://dx.doi.org/10.21043/edukasia.v16i2.12323>
- Alhbach, P. G. (2019). *The Global Future of Higher Education and the Academic Profession*. New York: Palgrave McMillan.
- Almanshur, M. D. G. dan F. (2015). *Metode Penelitian Kualitatif*. Ar-Ruzz Media
- Bangkara, B. M. A. S. A., Fatmawati, E., Siregar, M. T., Wirawan, V., & Wisman, W. (2022). Managing Higher Education in Pandemic Era in the Challenge of Education Quality and Equity. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 7(1), 120–138. <https://doi.org/10.25217/ji.v7i1.2068>
- Cheng, J. L. C., & Cooper, D. L. (2015). a Strategic Context Approach To International Human Resource Management Research. *Research in Global Strategic Management*, 8, 235–250. [https://doi.org/10.1016/S1064-4857\(03\)08015-X](https://doi.org/10.1016/S1064-4857(03)08015-X)
- Connell, H, et.al. (2020). *University Research Management: Meeting The Institutional Challenge*. France: OECD Publishing.
- David, F. R. (2014). *Strategic Management: Concept and Cases* (14th ed.). New York: Pearson Academic.
- Delery, J. E., & Roumpi, D. (2017). Strategic Human Resource Management, Human Capital and Competitive Advantage: Is The Field Going in Circles?: SHRM and HC: is The Field Going in Circles? *Human Resource Management Journal*, 27(1), 1–21. <https://doi.org/10.1111/1748-8583.12137>
- Fauzan, A. (2019, February 22). Daya Saing Pendidikan Indonesia dalam Cakrawala Asia. *Republika*.
- Fock, J. M. (2016). *Reserch University in Modern Higher Education*. New York: Prentice Hall. Ltd.
- Hazelkorn, E. (2017). *University Research Management: Developing Research In New Institutions* (2nd ed.). France: OECD Publishing.

- Hoffman, J., & Sempels, C. (2013). *Sustainable Innovation Strategy Creating Value in a World of Finite Resources*. New York: Palgrave McMillan.
- Howes, T. (2018). Effective Strategic Planning in Australian Universities: How Good are We and How Do We Know? *Journal of Higher Education Policy and Management*, 40(5), 442–457. <https://doi.org/10.1080/1360080X.2018.1501635>
- <https://www.uui.ac.id>. (2022, June). <https://www.uui.ac.id>
- Hunger, J. D., & Wheelen, T. L. (2013). *Strategic Management*. New York: Prentice Hall. Ltd.
- Jenita, J., Nurdiana, R., Kurniawan, I.M.G.A., Darnilawati, & Diana Triwardhani. (2022). Optimizing Human Resources Management For Higher Education in the Era of Implementing an Independent Curriculum in Indonesia. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 7(2), 246–259. <https://doi.org/10.25217/ji.v7i2.1803>
- Khashab, B., Gulliver, S. R., & Ayoubi, R. M. (2020). A Framework for Customer Relationship Management Strategy Orientation Support in Higher Education Institutions. *Journal of Strategic Marketing*, 28(3), 246–265. <https://doi.org/10.1080/0965254X.2018.1522363>
- Kundu, G. K., & Bairi, J. (2016). Strategic Management and Innovation: A Checklist for Readiness Evaluation of AACSB Standards. *Quality Assurance in Education*, 24(2), 259–277. <https://doi.org/10.1108/QAE-01-2015-0001>
- Leandros, N., & Papadopoulou, L. (2020). Strategic Business Models in Times of Transformational Change and Crisis: A New Typology for Sustainable Media. *Journal of Media Management and Entrepreneurship*, 2(1), 28–41. <https://doi.org/10.4018/JMME.2020010102>
- Lim, W. M., Jee, T. W., & De Run, E. C. (2020). Strategic Brand Management for Higher Education Institutions with Graduate Degree Programs: Empirical Insights from The Higher Education Marketing Mix. *Journal of Strategic Marketing*, 28(3), 225–245. <https://doi.org/10.1080/0965254X.2018.1496131>
- Lowe, R., & Marriot, S. (2006). *Enterprise Entrepreneurship and Innovation: Concept, Context and Commercialization*. Netherland: Elsevier.
- Maduro, S., Fernandes, P. O., & Alves, A. (2018). Management Design as a strategic lever to add value to Corporate Reputation Competitiveness in Higher

- Education Institutions. *Competitiveness Review: An International Business Journal*, 28(1), 75–97. <https://doi.org/10.1108/CR-04-2017-0029>
- Maharani, E. (2020, September 15). Menristekdikti Serukan Reformasi Pendidikan Tinggi. *Republika*.
- Manab, A. (2016). *Penelitian Pendidikan*. Jakarta: Kalimedia.
- Miles, M.B, M. Huberman. dan J. Saldana. (2014). *Qualitative Data Analysis A Methods Sourcebook* (3rd ed.). New York: SAGE Publications.
- Mulyasana, D. (2016). *Pendidikan Bermutu dan Berdaya Saing*. Bandung: Remaja Rosdakarya.
- Murgatroyd, & Morgan. (2013). *Total Quality Management and The School*. USA: Open University Press.
- Parakhina, V., Godina, O., Boris, O., & Ushvitsky, L. (2017). Strategic Management in Universities as a Factor of Their Global Competitiveness. *International Journal of Educational Management*, 31(1), 62–75. <https://doi.org/10.1108/IJEM-03-2016-0053>
- Pearce, & Robinson. (2015). *Strategic Management: Formulation, Implementation and Control* (12th ed.). New York: Mc Graw Hill.
- Peggy. M. L. Ng., & Galbraith, C. (2020). A Strategic Enrollment Management Framework: Perceptions of Senior and Program Managers at Three Hong Kong Universities. *International Journal of Leadership in Education*, 1–20. <https://doi.org/10.1080/13603124.2020.1842504>
- Rahman, N. R. A., Othman, M. Z. F., Ab Yajid, M. S., Rahman, S. F. A., Yaakob, A. M., Masri, R., Ramli, S., & Ibrahim, Z. (2018). Impact of Strategic Leadership on Organizational Performance, Strategic Orientation and Operational Strategy. *Management Science Letters*, 1387–1398. <https://doi.org/10.5267/j.msl.2018.9.006>
- Reeves, D. B. (2016). *The Leader's Guide to Standarts: A Blueprint for Educational Equity and Excellence*. San Francisco: Jossey-Bass.
- Republika. (2018, Kamis Oktober). *Republika*.
- Rubens, A., Schoenfeld, G. A., Schaffer, B. S., & Leah, J. S. (2018). Self-Awareness and Leadership: Developing an Individual Strategic Professional Development

- Plan in an MBA Leadership Course. *The International Journal of Management Education*, 16(1), 1–13. <https://doi.org/10.1016/j.ijme.2017.11.001>
- Sengupta, J. (2014). *Theory of Innovation: A New Paradigm of Growth*. Swizerland: Springer International Publishing.
- Stensaker, B., Frølich, N., Huisman, J., Waagene, E., Scordato, L., & Pimentel Bótas, P. (2014). Factors Affecting Strategic Change in Higher Education. *Journal of Strategy and Management*, 7(2), 193–207. <https://doi.org/10.1108/JSMA-12-2012-0066>
- Sunoyo, D. (2015). *Keunggulan Bersaing*. Yogyakarta: BukuSeru.
- Thoyib, M., Nurdin, M., & Djohan, M. W. (2020). Challenges, and Strategies in Integrated Curriculum Development. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 15(2), 315–335. <http://dx.doi.org/10.21043/edukasia.v15i2.7884>
- UII. (2008). *Dokumen Rencana Induk Pengembangan (RIP) Universitas Islam Indonesia Yogyakarta Tahun 2008-2038*. Yogyakarta: UII.
- Umar, M. F. (2018, Mei). Pendidikan Indonesia: Membangun Budaya Riset Nasional. *Harian Sindo*.
- Upton, S., & Warshaw, J. B. (2017). Evidence of hybrid institutional logics in the US public research university. *Journal of Higher Education Policy and Management*, 39(1), 89–103. <https://doi.org/10.1080/1360080X.2017.1254380>
- Waitoller, F. R., (2013). A Decade of Professional Development Research for Inclusive Education: A Critical Review and Notes for a Research Program. In *Review of Educational Research*, 83(3). <https://doi.org/10.3102/0034654313483905>
- Yustira, A., Wahab, L., Kurniawan, A., Daniarti, Y., Anggraini, D.R., & Marrieta, M.S. (2022). The Role of Technological Transformation in Supporting Research in Higher Education at the University of Syekh-Yusuf Tangerang. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(2), 46–60. <https://doi.org/10.25217/ji.v7i2.1730>
- Zein, M. (2019). The Quality of Assessment Instrument on The Implementation of Integrated Curriculum at UIN Suska Riau. *Edukasia: Jurnal Penelitian Pendidikan Islam*. 14(2), 333–350. <http://dx.doi.org/10.21043/edukasia.v14i2.3125>.