

Islamic Higher-Education in Globalization-Era: Academicians' Openness-Mindset to Change towards World-Class University (WCU)



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否応なくグローバル化が進む今の時代、アジア各国の大学は研究・教育体制を国際レベルに引き上げるために知恵を絞っている。本稿ではインドネシアのイスラム系大学のなかでも先進的なMM大学を例に、その到達点と課題を探った。

Abstract

Currently, the urgency to meet global-university standard or World-Class University (WCU) has happened in all over the world and WCU-standard's achievement becomes important issue since education can be one aspect of national strength in globalization era. The consequences of WCU-declaration also resulted in Islamic University to adapt with the changes which certainly inseparable from challenges and obstacles faced. This study used qualitative method by case-study technique that was held at Indonesian Islamic Higher Institution (IHEI) through deep-interviews with key-people of academicians related with university management, and collecting secondary-data through observations, photos, official-website, along with academic-documents analysis. The result showed the continuous efforts applied by IHEI in order to improve the academic management, knowledge and expertise of human-resources, implementing the international-curriculum standardization and running academic-cooperation with overseas educational institutions. Program-based innovations have been done by the academicians although in the mid of limited funding. This progress needs to be addressed by university's management and needs attention from government to deal with the declaration for the higher-education institution toward WCU. The implementation of WCU for the higher-education management mainly for State IHEI that has resulted the movement of people, ideas and information, also characteristic to be innovative and open-minded implemented in actions of responding the globalization.

Keywords

Islamic higher education in Indonesia, educational globalization, openness mindset to change

Introduction

In this globalization era, university rankings become one of the international recognitions for the quality of country's management education process using global standard. World class university (WCU), according to Altbach and Salmi (2011), is oriented to the development of capacity to compete in global education market through increase of incomes, adaptation, and knowledge improvement. If all universities are oriented to WCU, students would like to pursue the best three institutes in their own countries, or even cross countries. Furthermore, the government will maximize the benefits of their investments in many state universities. This

condition will encourage education policies in all countries become global oriented.

Salmi and Altbach (2020) reported that the highest-ranked universities are the ones that make significant contributions to the advancement of knowledge through research, teaching with the most innovative curricula and pedagogical methods, and produce graduates who stand out because of their success in intensely competitive arenas during their education and importantly after graduation.

The urgency to meet WCU standard or global university standard has happened almost equally became urgent in Asian countries and also in Europe. As well as

in Japan, China, and South-Korea for examples: the Japanese government prioritized the internationalization of higher-education to pursue the WCU-status, targeted 30 public and private universities at both national and local levels. “Global 30” initiative aimed at inviting 300,000 international students by 2020 (Yonezawa, 2011). Higher education has been set as an integral part of national development project, it becomes significant element in China’s strategical initiative policy to build national strength through science and education, called projects 211 and 985 (Zhou, 2017), making their best chosen-universities as national investments, the purpose is to make those universities give more contributions in scientific researches aimed to improve China’s development in the future decades. Related with the context of Project 211, China has a plan to create 100 world class universities that can meet the challenges of the 21st century. Currently, there are 114 universities (about six percent of the total number of universities in the country) which participated in the 211 project (Choi, 2010). In Korea, the Ministry of Education and Human Resource Development (MoE), launched the Brain Korea 21 Program (BK21) in response to globalization and particularly to nurture globally competitive research universities and graduate programs to develop future high-quality manpower for their country (Seong et al., 2008). Furthermore, list of the best places to study in Asia to be considered based on their prestigious universities edition of Asia-ranking was written in QS Top Universities, the list included China, South-Korea, Japan, Malaysia, Taiwan, Singapore, Hong-Kong, and Indonesia. From all of them, China, South-Korea, and Japan are all in the top (Collier, 2018).

Indonesia has the largest Muslim population in the world. Muslims make up 87.2% of Indonesia’s more than 240 million people (Indonesia.go.id, 2020). What about Islamic Higher Education in Indonesia, where in fact the population is the majority of Muslims? Islamic higher-education institution in Indonesia has a long history. A study by Nakamura and Setsuo (1993) found that Indonesia has a traditional Islamic scholarship institution originating from the Middle-East that exists at present in the form of Islamic boarding schools.

Modern reformism since the turn of the century has created a new Islamic education institution called the *madrasah* (Arabic for school), where religion and secular subjects are combined. *Institut Agama Islam Negeri* (IAIN)/the State Islamic Religious Institute is also a product of this reformism. For some time now, the efforts to improve the quality of the IAIN faculty have included sending them to western universities for a bachelors’ degree. This has already introduced a new climate among Muslim intellectuals. Inevitably, Moslems in the world should adjust to the territory where they live, as a majority or minority (so that it appears the terms *Majority Fiqh* and *Minority Fiqh*), and still doing efforts to adhere to Islamic *fiqh* (Abdullah, 2017.p. 400 – 401).

In the last decade, more IAINs have changed to become universities, i.e., UINs. Consequently, each university is required to combine Islamic studies with at least two non-religious studies (faculty). Thus, the effect of the transformation from an IAIN to a UIN is not only on the university’s structure but also in their philosophical foundation about how Islamic universities integrate the Islamic and secular disciplines. Some efforts have been done by each of these universities to build relationships between the religious and secular disciplines (Ridwan, 2017). In response to the global challenge, Islamic higher-education in Indonesia has to demonstrate evolution and development (Abdullah, 2017).

On the news page of the Ministry of Religion (MORA), the program towards WCU was launched in 2013 which was spearheaded by MM-University and SH-University. It is also said that the only Islamic university that has emerged on the international level is Al-Azhar University in Cairo, Egypt. So it is expected that by encouraging those both State Islamic Universities (in Indonesia) as a pilot project towards WCU, it can raise the image of Islamic universities to be able to compete internationally.

Each rating institution has its own methods and assessment. For example, in the world ranking according to Webometrics (2022), Indonesian State Islamic Higher Education Institutes (IHEIs) or Universitas Islam Negeri (UINs) are ranked at 2561 and more below

of the world-ranking scale. IHEIs are not yet found in the rating-list of other web-rankings like QS Top Universities (2021), Times Higher Education (THE) (2021), and Academic Ranking of World Universities (ARWU) (2021). In contrast with Indonesian State Higher Education Institutes (SHEIs) those ranked in some web-rating systems, one of them is ranked as the 801th from top 1000 World University Rankings 2021 (THE, 2021), 657th of world-ranking scale in Webometrics (2021), and 254th as QS World University Rankings by QS Top Universities (2021), although both Indonesian SHEIs and State IHEIs are not yet listed as the top 1000 of ARWU (2021).

This could be assumed that Indonesian State IHEIs have not yet could globally compete with State Higher Education Institutes (SHEIs), seen from the absence of their data in the list of web-ranking systems. However, the spirit of universities to become WCU, also exist in Islamic-universities (namely State IHEIs) under the Ministry of Religion (MORA) Indonesia.

Islamic Religious Higher Education Institutions in Indonesia face challenges that are not easy to compete at the global level mainly due to inadequate budgets, a rigid bureaucratic system, limited human resources and the still far higher ranking of Islamic universities in Indonesia under the auspices of MORA with other public universities under the Ministry of Research and Technology (based on interview at pre-liminary study and data analysis).

To face this increasingly advanced era change, an Islamic institution needs a new concept and the ability to bring their academics to be local and think globally (Abdullah, 2017.p. 395–396), therefore globalization also influence the education aspect. *Direktorat Pendidikan Tinggi Islam (DIKTIS) Kementerian Agama (Kemenag/ MORA)* (2014) wrote in their official-web-site that at the end of 2014 *Badan Akreditasi Nasional Perguruan Tinggi* (BAN-PT) or the National Accreditation Board for Higher Education collaborated with SH-University and MM-University held an International Conference named “*Towards World Class Islamic Higher Education institutions*”. Study by Abdullah (2017) revealed that higher education in

Indonesia tried to elaborate how the Islamic education system modified their teaching methods and research to better suit the development and achievement of science, especially in humanities social sciences that fit the context of the present era. The transformation from IAIN (State Islamic Institute) becomes UIN (*Universitas Islam Negeri / State Islamic University*) in 2000 became a stepping stone for Indonesian IHEI to be more open in international and academic forums in the global community. With the new paradigm, revisionist Islamic studies have been introduced and have important roles throughout the country (Abdullah, 2017).

The added value of this research in practical and theoretical benefits, namely the result of this study can be used by the educational institutions under MORA to formulate the university’s management policies which oriented to the innovation culture needed to be WCU. The design of organizational cultural values based on innovations emphasized on the individual aspect that is the Openness to change. This research also hoped to contribute in the management of higher education oriented at micro level namely an individual aspect who also important in organizational change (Kusumaputri et al., 2014).

These consequences need to be addressed by the management of Islamic colleges and universities under the auspices of MORA, this situation obviously need a joint of introspection that declaration toward WCU is not easy since IHEI (PTKI)’s ranking is still below the universities under the Ministry of RISTEKDIKTI (Research, Technology and Higher Education). By considering the formulation of the problems, the questions explored are as follows, (1) What are the efforts made by the academicians in Islamic university to develop the organization in order to reach WCU? (2) How is the attitude towards change related to dynamics between university as a system and its human resources? (3) Why and how the openness to change towards globalization in IHEI?

This study aims to identify how the Indonesian State Islamic Higher-Education Institution seeks to overcome challenges in order to adapt with the change in order to compete in globalization era and also to be more open in

international and academic forums in the world/ global community.

Openness mindset to change towards globalization

Tierney (2014) has explained that slowing of creativity hinders innovation, whereas personal autonomy, goal setting, and teamwork exist in innovative organizations. The role of people in the implementation of organizational culture design based on innovation is very important to success the university's goal in global competition and needed in knowing the obstacles to the creation of an innovation-based organizational culture.

Previous study conducted by Kusumaputri et al. (2014) found that organization members also need the ability to adapt with changes, in other words, Openness to change. Organization members who are open to change tend to show flexibility when dealing with new challenges. Openness-to-change is a strong predictor of the willingness of individuals to participate in work transitions. Goodson (2001) found that in organizational change, education, personality, personal development, and individual attitudes toward change is one of the most important determinants of successful and sustainable reform.

Still related to changes in educational organizations, before proposing a change in school, the schools' policy makers should know the behavior of the people who change. The principals who are very open to changes in each dimension regardless of demographic characteristics. Therefore, the principals' perception or belief about change becomes very important when the school faces a change (Aslan, Beycioglu, & Konan, 2008). Furthermore, Kusumaputri et al. (2014) also wrote that the process of change at university, experienced certain unique process not found in other organizations because of the differences in their human resources.

Department of Housing and Urban Development (HUD) public housing program, according to Miller, Johnson, and Grau (1994) have conceptualized Openness towards organizational-change as an attitude that involves the willingness to support change and positive feelings about the potential consequences of change.

The three variables in this context are information received about change, self-efficacy to face changes, and participation in the process of making decision to change (Wanberg & Banas, 2000). Understanding the reaction of organization members toward change is an important component in managing the whole changing process (Wanberg & Banas, 2000).

According to previous studies, the content of change which involves the members' participation is the main determinant in creating commitment to change (Kusumaputri et al., 2014). There are differences on the individuals' responds toward change (Kusumaputri et al., 2014). Van Dam (2005) found that the Openness-to-change becomes strong predictor of individual willingness to participate in working transitions. Members who are typically open to change in personal working situations are expected to be more open to organizational change than those who are not open to occur work changes. The situation that leads universities to meet the international standard requires the academic community to manage the change and make some innovations (Tierney, 2012).

Openness-to-change is related with the members' dispositional ability which refers to individual differences, including reactive and proactive orientation to be able to adapt according to the environment's demands and to be continuously ready to change. Since individuals who open-minded regards change as challenge rather than obstacle, they are open to access new technologies and occurred processes, also able to adapt as requirement for dynamic working situation with better skills (Fugate & Kinicki, 2008).

Furthermore, situation that supports organization to optimize innovation and eliminate barriers for innovation developed a culture of risk-taking and motivation of willing to change. The will to change in individual internal condition is the Openness mindset to change (Tierny, 2012). Openness-to-change according to van Dam (2005) and Bouckenooghe (2010) is the organization members' willingness to be involved in the organization's job change situations, which indicated by adaptability.

Design/methodology/approach

This qualitative research using the case-study method was conducted at MM-University (State Islamic University of Maulana Malik Ibrahim Malang) by interviewing key people in departments related to the implementation of higher education management according to global standards or WCU, observation, documentation with photos and videos, and studies through the university's official website and related academic documents, with the launch of the World Class University program.

Interviews were conducted at the interviewees' office. In this method, which used semi-structured question techniques by group or individual interviews using the open semi-structured interview, it allows new ideas to be brought-up during the interview as result of what the interviewee says. Data analysis was started with data recording and then organizing the data by selecting data-reduction method. The data reduction stage includes open coding, selective coding, and axial coding. Researcher(s) and informants interacted face to face to obtain information verbally in order to get significant data that can explain the research's focus.

The location selected for this research was carried out at MM-University with the consideration that MM-University and SH-University (as mentioned above in the introduction) both have been appointed by the Indonesian Minister of Religion to prepare themselves to become world-class PTAINs (world class university) among all State Islamic Universities in Indonesia. This is inseparable from the ranking of the two universities which are superior among other UINs or other IAINs in 2013, when the WCU program was being launched in 2014.

Research findings and discussion

As discussed earlier, the Islamic universities in Indonesia are now experiencing a hard time competing in the globalization era. The efforts of MM-University that resulted in the openness to change that helped it achieve the WCU status will be discussed here.

MM-University is located in Malang city on the east side of Indonesia's Java Island. It was founded in 1961

from the Faculty of *Tarbiyah* of IAIN-SA, Surabaya, and then changed to the College of Islamic Studies until it became a university in 2014 (Rahardjo, 2016). MM-University has experienced the impact of the WCU declaration that resulted in it undergoing necessary organizational transformations to adapt to the change. According to MORA, it had announced in 2013 the programs that were headed to attain the WCU status which would be pioneered by MM-University and SH-University, (*Direktorat Pendidikan Tinggi Islam [DIKTIS]* or the Islamic Higher-education Ministry, 2015; *Badan Akreditasi Nasional Perguruan Tinggi [BAN-PT]*, 2014). This is inseparable from the ranking of those two universities that excelled among the other UINs or IAINs in that year. After the declaration, in 2015 MM-University started the regional revision stage for being a WCU. In 2016, it was ranked 14th out of 21 universities which obtained the accreditation A according to the Ministry of RISTEKDIKTI (Rahardjo, 2016).

In pursuing the international standard, MM-University did not eliminate its Islamic characteristics and values (Wahidmurni et al., 2016). This principle is based on the knowledge that recognition of international-standards for an institution is measured by the parameters of progress and achievements possessed by the institution. The knowledge developed in MM-University is following the theo-anthropocentric paradigm that pays attention to universal human values and is based on the Al-Qur'an and As-Sunnah. The principle is to maintain a good tradition and take up a new better practice (*al-muhafadat ala 'I-Qadim as-Salih wa 'I-akhzu bi 'i-jadid al-Aslah*) (Rahardjo, 2016). Recently, MM-University attracted more international students. Over three academic-years, there were 232 students from 30 countries. (Rahardjo, 2016).

Before becoming a pilot project appointed by the MORA, MM-University had the initiative to create an ICP, namely it was run at Islamic Education department, *Tarbiyah* faculty (*Tarbiyah* is Arabic term for education). When receiving the mandate to prepare for WCU, academicians in MM-University re-evaluated the ICP that had been implemented previously and adjusted it to WCU standards. Study of international standards, in

this case MM-University examined the standards for determining university ratings used by government agencies. Showing openness mindset to change towards globalization, namely the willingness to learn and discuss from the university academic community for the progress of the institution.

Results of the study show that there are many obstacles faced in the effort to compete at global level, but at the same time there are efforts that indicate openness to change which helps universities in dealing with these obstacles. Not only at the institutional level, the spirit to achieve WCU standard also owned by university's human-resources (academicians). In this case, one of some actions is that the academicians showed the spirit of bilingualism (English and Arabic) as an openness towards change. This is related to the action of providing the main facilities in the field of community service through training and re-education for workers in agencies, institutions and industry mainly for English-course. After the declaration of MM-University's development-roadmap which was divided into several phases (explained more in Table 1), the outcome (Impact) of the development and upgradation of the STAIN-MM's project showed several improvements in various aspects of the university namely from *Sekolah Tinggi Agama Islam Negeri (STAIN)/ State Islamic Higher School* into *Universitas Islam Negeri (UIN)/ State Islamic University (Rahardjo, 2016)*, from STAIN-MM stepping into MM-University.

Openness-to-change presented and implemented within organization is an initial condition that is necessary to be successful in achieving the planned changes (Miller et al., 1994). The aspects of openness-to-change include affective, cognitive, and behavioral aspects, in this case related to the declaration of WCU in the State IHEI namely the cognitive aspect, the affective aspect, and the conative aspect (Kusumaputri et al., 2014).

Responding to the system change in the university related with the declaration of WCU in 2013, MM-University shows the open mindset towards change that are implemented in the attitude of: (1) acceptance with the change; (2) adjustment to the change, both human resources and organization's system; point

number two is in accordance with the previous researcher's opinion who found out that academic community's ability to adjust themselves could be seen from their involvement in changing work situations within organization (Bouckenooghe, 2010; van Dam, 2005), and (3) creating innovations to be survive and go ahead.

The previous rector (university leader) had already included WCU in one of his policies, one of them is about the *international of look*. Academicians in MM-University showed responsive attitude and enthusiasm towards the change to be open in global. Some of MM-University's responsive attitude can be seen when there was a mandate to welcome WCU from MORA, MM-University quickly prepare to implement the mandate, for instance by improvement in the International Class Program (ICP) according to WCU standard.

Previously MM-University has already made ICP by their own initiative, therefore when there was a mandate for WCU, MM-University quickly adapt the ICP according to the standards implemented in WCU, one of which is the attentive audit and the issue of diplomas in three languages (Indonesian, Arabic, and English).

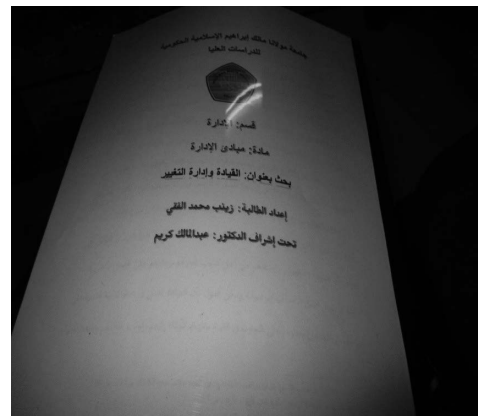


Fig. 1. one of examples of Theses Report in Arabic

Strengthening foreign languages is also encouraged in MM-University related with the ICP declaration, therefore lecturers and academic-staffs should be able to become proficient in English. Through the improvement and empowerment of human resources program, MM-University establish an external cooperation with

international English-course to organize training for MM's academicians. In this case, lecturers show enthusiasm in giving lectures in English. Moreover, the spirit of bilingual program (Arabic and English implementation in *Program Khusus Perkuliahan Bahasa Inggris* (PKPBA) and *Program Khusus Perkuliahan Bahasa Inggris* (PKPBI); there is PKPBI after passing the PKPBA) also becomes an affective aspect of the openness mindset to change.

A special test for students who pass the ICP, after students enter the first semester, there is another test: language skills and science. The input mapping is carried out at the beginning of selecting students who are eligible to participate in this program, of the 300 students will be selected the best 15 students to follow this program by taking three kinds of exams, namely academic potency test, written exam, and oral exam. Students will follow the international class pilot design using three cycles, namely the incubation cycle, the initiation cycle, and the maturity cycle; The incubation cycle is designed at the initial stage of students entering the second to third semesters; The initiation cycle is designed for the fourth to fifth semester stages; The maturity cycle is designed in the sixth to seventh semester stages. Students also learn the *ulul-albab* (humans who have strong theology and spiritual depth, nobility of character, breadth of knowledge, and professional maturity, based from *Quranic verses*)

values during International Class Program (ICP).

Lecturers are obliged to open this lecture in international language (Arabic or English) and must open with "*Bismillahirrohmanirrohim*" reading as an internalization of ulul-albab values. Lecturers are required to lecture (mainly material impressions) in international language. The assignment process will be determined by the lecturer in question using Arabic and English; The incubation period for example, this phase is the pre-international class stage. This stage is more likely to adapt to the atmosphere of the international class, both adaptation of vocabularies and the attitudes of students in the class. The target that must be achieved in this learning process is the internalization and habituation of communication with international language.

The process of change can be seen from the participation process towards ongoing changes, namely communication pattern between members of the organization and direct support from superiors. Related with this, communication is important to determine success (Kusumaputri et al., 2014). In order to compete in the global world, MM-University just started its pilot-project, one of them is the ICP. Along with the existence of ICP, MM-University declared the international language ability improvement to communicate in internal university.

Furthermore, the following table one (1) and two (2) summarized the openness towards change and related

Table 1. Program based innovations done by MM-University in moving towards globalization: empowering psychological aspect (that appears in theme category of data analysis)

A. Planning and Target	
Actions	Information/the points of the implemented programs
Strategic Planning (Development roadmap of MM-University)	<ol style="list-style-type: none"> 1. Short term (2006-2010): Institutional establishment and academic reinforcement 2. Medium term (2011-2020): Regional Recognition and Reputation 3. Long term (2021-2030): International Recognition and Reputation. This stage is divided into three annual fifth phases.
Annual planning	<ol style="list-style-type: none"> 1. Preparation of annual operational targets that must be accomplished
B. Management of Educational System	
Integrated Curriculum (by: " <i>Tim Pengembang Kurikulum</i> " / Curriculum Development Team, 2016)	<ol style="list-style-type: none"> 1. Ulul-Albab curriculum (KKNi while continue maintaining the MM-University's curriculum with integrated paradigm) 2. Curriculum evaluation in each study program 3. Learning process with Integrated Learning Model of Ulul-albab (ILMU)

Initiative to run the international class program (ICP)	<ol style="list-style-type: none"> 1. ICP curriculum and standardization, MM-university invited several lecturers from Australia, England, and America to review the study of MM-University's international curriculum standards how to be universally accepted. 2. Special and particular training for ICP lecturers 3. ICP students/ Students Recruitment system and ICP cycle 4. ICP graduates' special diploma and degree in three languages 5. Monitoring and supervising the ICP (pointing two lecturers, Arabic and English experts, as coordinators) 6. ICP graduates' competence standard 7. Arrangement of <i>quality standard performance for international test-book Project</i>; The formation and development of the ICP students' personality and attitude with Islamic values.
International Cognition (IC)	<ol style="list-style-type: none"> 1. IC that has been done: ICP and AUN-QA (ASEAN University Network-Quality Assurance) with the online visitation has been carried out (at 2020) by AUN-QA due to the impact of the Covid-19 pandemic
Internal and external audit	<ol style="list-style-type: none"> 1. Faculty audit team (internal audit done as an instrument to make sure the quality standard) and accepting external audit
International-standard studies	<ol style="list-style-type: none"> 1. Studying the standards that determine the universities' ratings used by government's institutions
Process of completing the production of scientific work	<ol style="list-style-type: none"> 1. Acceleration process of completing the production of lecturers' scientific works that included in doctoral acceleration program
Repository of research development	<ol style="list-style-type: none"> 1. Articles can be accessed earlier and communicated to the academic community before being discussed. 2. Repository research platform to register the research's input and output.
Journal management in faculty	<ol style="list-style-type: none"> 1. Journal projection (Scientific journals mostly regarded as excellent, therefore projected as international journals with a reputation, e.g. Journal of Islamic Architecture) 2. Journal coaching (writing to publication) and journal publication stages
C. Human Resources Improvement and Empowerment with international standard	
Improvement of foreign language competence	<ol style="list-style-type: none"> 1. Mapping strategy to improve global-language (English) competence 2. Trainings for staffs and lecturers; Lecturers and educators' assignments to take trainings (in cooperation with English training centre institutes with international reputation).
Lecturers' scientific work and activeness in conference	<ol style="list-style-type: none"> 1. Scientific works by lecturers (assignments for research) 2. Presentation of the scientific works in conferences (Funding for international conference and journal publication) 3. Habituation of lecturers for journal publications
Lecturers' scientific development	<ol style="list-style-type: none"> 1. Acceleration of professors for doctoral degree (including class management assistance in fulfilling teaching hours) 2. Micro teaching trainings (pedagogic) (teaching with action-action model, coping dis-learning, project dis-learning, and online learning) 3. Trainings in research competition strategy 4. Islamic trainings through integrated programs 5. Reinforcement for journal writers (training / workshop) with national & international expert researchers 6. Further education and improving competence of lecturers, laboratory staffs, technicians, and librarians

Table 2. Program based innovations done by MM-University in moving towards globalization: empowering cooperation and infrastructure (that appears in theme category of data analysis)

D. Internal – external cooperation	
Actions	Information/the points of the implemented programs
Memorandum of Understanding (MoU) with overseas institutions	<ol style="list-style-type: none"> 1. MoU with IDI Medical Faculty, Monash Universities, and Universities in America 2. Presenting expert lecturers from overseas countries 3. Participation of MM-University lecturers to teach in University in Cairo, Egypt
Language training cooperation (external)	1. Cooperation with English training institutions in Bali and Malaysia to provide English tests for the university's human resources.
Cooperation with World-Class Universities (external)	1. International of look is cooperation in the form of joint activities with several universities at international level.
Overseas experts	1. Bring experts to improve lecturers' capability
Industrial and external institutions cooperation	1. Organizing cooperation with industries and relevant institutions for capacity building in science and technology
Cooperation inter-faculties (internal university) and Inter-individuals (academicians) cooperation	<ol style="list-style-type: none"> 1. Cooperation between faculties in some activities such as joint events and collaborative exhibitions. 2. Conducting research and initiation to make <i>rumah jurnal</i> (journal-home), writing and publishing journals 3. Making moves to revitalize the (academicians) shared awareness (attitude toward change) of the academic communities in MM-University to prepare WCU
E. Provision of facilities and infrastructure with international standard which still maintaining Islamic Values	
Multilingual information in the website and website evaluation	<ol style="list-style-type: none"> 1. Upgrading MM-University's website in 4 languages (Indonesian, English, Arabic, and Mandarin) 2. Evaluation for each study program's information system
International scale activities	<ol style="list-style-type: none"> 1. Supporting facilities and funding for lecturers' activities (who pass the selection) to be sent as delegates in international forums 2. Organizing collaborative activities involving several universities at international level.
Online report system	<ol style="list-style-type: none"> 1. Online measurement system on the students' satisfaction to the lecturers' performance/ IKD (<i>Indeks Kepuasan Dosen</i>) and IKM (<i>Indeks Kepuasan Mahasiswa</i>) done online every time programmed 2. Lecturers' performance report
Students' radio	1. In program for Islamic universities with legal status, one of them students' radio
Good facilities for research and publication	<ol style="list-style-type: none"> 1. Increased research for mastering basic science and technology 2. Increased research collaboration with higher education institutions, research institutions, and advanced industries 3. Increase in research contributions to learning and community service activities 4. Increased dissemination of research results through scientific communication media 5. Improving the quality and quantity of scientific book publishing
Main facilities for community service by lecturers and university-students (academicians)	<ol style="list-style-type: none"> 1. Improving the quality and quantity of scientific journals; including (a) journals in each study programs, (b) journals of international reputation, (c) publication journal: journals dedicated to the result of the research, (d) community service journals 1. Increased collaboration between university and industry and institutions to support business development 2. Trainings and re-education for workers in institutional and industrial agencies 3. Dissemination of the application of science and technology for the benefit of the community, to study and develop integrative fieldwork practices/ <i>Praktik kerja Lapangan Integratif</i> (PKLI)

Main Students' Facilities	<ol style="list-style-type: none"> 1. Al-Quran and classical Islamic manuscripts education 2. Religious education and trainings for students; boarding house for students to learn and practice more of Islamic values implemented at boarding-house. 3. Development of the mechanism for new students' admission to the alumni organization and networks 4. Fostering student talents and interests 5. Data and information service system
F. Infrastructure and Amenity in MM-University	
The main facilities in education and teaching	<ol style="list-style-type: none"> 1. Curriculum design for continuous quality improvement, 2. Curriculum enhancements to strengthen specialty skills and relevance, 3. Structuring and improving learning functions, 4. Structuring and fulfillment of the undergraduate education program standard to meet the requirement of the workforce, 5. Development and improvement of selected undergraduate and diploma programs' quality to welcome globalization, 6. Fostering academic atmosphere
Building infrastructure facilities based on integrative knowledge between secular science and Islamic science	<ol style="list-style-type: none"> 1. Civil-Works/Building: Administration, Library, Multipurpose/Campus Hall, Language Faculty and Laboratory, Micro Teaching, Green house, Faculty Apartment, Faculty Housing, mechanical and Electrical Facility, Student Center, Information Center, Science Technology Faculty & Engineering Lab., Social Science Department and Lecture, Graduate Studies, <i>Masjid</i> (prayer room), and Dormitory that implements the religious values or Ma'had (Arabic term for boarding-house with rules applied). 2. Equipment: laboratories (Lab.): Language Lab., Micro Teaching Lab., Resource Learning Center, Arabic, Language Center, Statistics Lab., Computer Technology Lab., Advance Computation Lab, Architecture Lab, Information Tech. & Image Proc. Lab., Chemistry Lab., Physic Lab., Internet Self access Center & Resource Learning, Biology Lab, Bio-technology Lab.

efforts done by the academicians and university as a whole system.

From the table above, it is mentioned some attitudes towards organizational change into globalization. Science developed in MM-University follows the theo-anthropocentric that pays attention to universal human values and based on the Al-Qur'an and As-Sunnah. The principle is to maintain good tradition (*turas*) of the past and take new tradition which is better (*al-muhafadat ala 'I-Qadim as-Salih wa 'I-akhzu bi 'i-jadid al-Aslah*) (Wahidmurni, 2016). Therefore, the programs made and developed by the university are activities that cannot be separated from Islamic religion. It showed that the innovations done not only stop on cooperation initiative with external institutions, the academic communities also create products (being productive) as the result of their studies which manifested in

the ulul-albab curriculum that later created the ulul-albab subject. The Ulul-Albab curriculum then implemented as the core values of MM-University. MM-University named it as "*mu'asyirotul husna*" which consists of 99 indicators (the 99 Allah names philosophy). Ulul-Albab curriculum has been developed in di MM-University since the founding of LPM (before is called KJM 2005), named "*Akumutu ulul-albab*", later these indicators are developed into a standard. The purpose of Ulul-albab curriculum as: (1) guideline reference for faculties and study programs to develop their curriculum, (2) guideline for the implementation of the curriculum in UIN environment, (3) evaluation of the curriculum development in MM-University.

The curriculum tends to values, so that the management of the Ulul-Albab values are carried out in the *ma'had* (Islamic boarding school). Academic document

related to the Ulul-Albab curriculum (curriculum standard based on *Kerangka Kualifikasi Nasional Indonesia* (KKNi)/ Indonesian National Qualifications Framework: written on PERMENRISTEK/ *Peraturan Menteri Riset Teknologi*) compiled in June 21 2016, Number: 44/2015 SNPT article 12 (compiled by the curriculum developer team of MM-University) and the result of interview with the rector's secretary and ICP lecturer. This making of the curriculum according to Islamic teachings is also target and process (goal-setting) of MM-University which also included in the development-roadmap of MM-University program 2016–2018, namely the stabilization of Integration of Islam and Science Program.

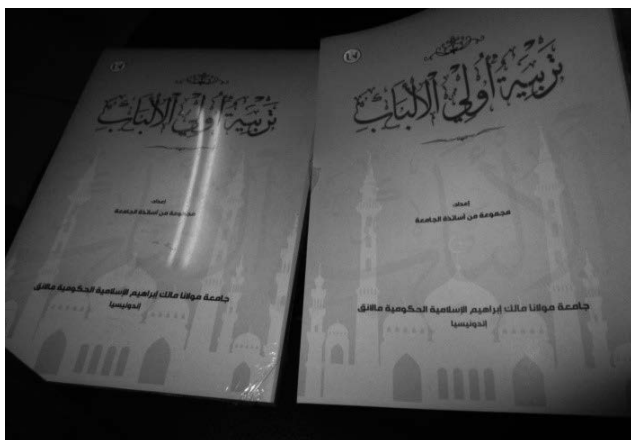


Fig. 2. Ulul-Albab Education Explanation in MM-University Published in Arabic Language.

Kusumaputri et al. (2014) related with the model of the commitment to change in higher education wrote that organization member who owned the typical Openness-to-change quality will be more open minded and able to adapt with organizational change compared with those who have less quality in this matter. The academic community's agreement in MM-University that require them to take foreign language class in the midst of their busy work at the university also become one of the indicators about their quality in responding the change, these academics have opened their minds to change. Miller et al. (1994) suggested that the high openness level toward organizational change brings suggestions to improve cooperation to avoid resistance

behavior, such as quarrels and hostility, intentionally unproductive, and less cooperation with management.

The curriculum tends to values, so that the management of the *Ulul-Albab* values are carried out in the *ma'had* or Islamic boarding school (*Ulul-albab* curriculum standard based on KKNi PERMENRISTEK issued 2016). This making of the curriculum according to Islamic teachings is also target and process (goal setting) of MM-University which also included in the development-roadmap of MM-University program 2016–2018, namely the stabilization of integrating Islamic and Science.

Individual efforts to understand change, especially the characteristics of change, can be influenced by their social environment, especially subordinate colleagues and superiors in the individual work environment can also influence how the individual interprets these changes (Kusumaputri et al., 2014). To reach WCU target, the university held doctoral program for its academic community. Openness to change which also manifested affectionately is the spirit of acceleration of the doctoral degree. Every faculty gives contribution to delegate academicians to reach the target determined by university leader.

Support from the organizational university and the government for doctoral program acceleration, both in funding and the lecturers' teaching schedules management was reduced so that the lecturers who take part in the doctoral program can be more focused on completing their scientific works. *Lembaga Penelitian dan Pengabdian Masyarakat* (LPPM) / the Research Institutions and Community Services of MM-University gives contribution for consultation by faculties to regulate the workload of the lecturers. Zhou (2017) suggested, in accordance with the result of his study, more attention should also be given to the university's cultural cultivation including critical thinking, leadership and vision, ethics and values, social responsibility, in addition to the development of science and skills for professional work.

One of the several targets is organizing collaborative activities involving several universities at the international level. The international office staffs and the

MM-University lecturers cooperate with international higher education institutions such as having MoU with University in Australia and America with the help of lecturers who graduated from the universities in both countries, presenting expert lecturers for lecturing in MM-University, and giving lectures at Al-Azhar Cairo Egypt. This showed the openness of the attitude taken by MM-University towards change by establishing external cooperation manifested in activities with international universities.

Related to the scientific work publication which became an important issue in WCU, mutual awareness for publications as per individual or team have made a lot of activities to mobilize journal publications and other academicians begin to join in. The appreciation towards research, also shown by the shared awareness to publish individually, the willingness to take part in many activities to encourage journal publications, and to drive their colleagues to publish journals in MM-University. The collaboration to publish journals (from individuals into team) at MM-University currently has reputed international journal's reviewers.

one of the national WCU indicators which required the international journals publication). The design of an organization's cultural values is based on the innovations that emphasize the aspect of an individual's openness to change (Kusumaputri et al., 2014). Thus, it is also hoped that this research will contribute to the management of higher-education at a micro level, i.e. the aspects that relate to an individual(s) as organizational members (in this case is academicians) who are important to organizational change vis-a-vis globalization mainly for religiously higher education in efforts to achieving WCU.

Summary

The result of the study revealed continuous efforts in improving the quality, resilience, and competitiveness in the global world. One of them which was the successful transformation of the institution within a few years from faculty to university. Based on this study, alterations in the individual-level also become a determinant in the success of the change. Efforts to improve the management, enhancement of the academic community's knowledge, and skills, international curriculum standardization, and internal and external cooperation with overseas higher education institutions also continue to be encouraged. But the efforts were inseparable from the obstacles faced both from within university (internal problems) and outside (eksternal problems which impacted in hindering WCU-project programs by university) such as policies related to funding. The academicians also have to hone their knowledge to be able to integrate the secular science (science, social science) and Islamic science (Al-Qur'an, Hadits, Islamic studies) so that Although encounters many obstacles, there are some efforts that indicate openness to change / openness mindset to change and adaptability to remain steadfast in difficult situations. One of them is the initiative of the institution in carrying out institutional development by innovations (innovative program) that other higher education institutions have not been done.



Fig. 3. One of the journals managed and published in English by MM-University

MM-University also publish journals in foreign languages, which are journals in Arabic with Arabic and English manuscript. The journal publishing effort carried out by the academic community is also one of the institutional commitments to encourage the publication of international journals provides (since it is also become

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