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Positioning Indonesian Islamic Higher Education ~~Towards~~ vis-a-vis ~~Globalization~~Globalisation: ~~Organizational~~ Organisational – Resilience Dynamics

Erika Setyanti Kusumaputri[1],

[1]Faculty of Social Science and Humanity, State Islamic University of Sunan Kalijaga, Yogyakarta, Indonesia

Positioning Indonesian Islamic Higher Education vis-a-vis Globalisation: Organisational – Resilience Dynamics

ABSTRACT

In the present era of globalisation, Higher higher education institutions in the globalization era are required to focus on innovation to be able to face deal with the various challenges they face. MoreoverConsidering what, for Islamic higher education institutions in Indonesia, have achieved in recent times, they face an uphill struggle is required to be able to compete at the global level considering their recent achievement. This study aimed to at identifying and analyse analysing the dynamics of resilience for globalisation in one a state Islamic university in East Java in Indonesia towards globalization. This study used the qualitative analysis method by of a case-study technique held at one Islamic Higher Institution in East Java through and comprised in-depth interviews with key people in the department related concerned with the management of the university, observation, and collecting collection of secondary data such as academic documents, photos, and information from the university's official website. The methods to gain the data was focused on interviews (in depth interviews), and collecting secondary data through observations, photos, official website, along with academic documents analysis. The result of the study analysis showed the university's continuous efforts done by the university in order to improve not only the academic community's management skills, knowledge, and expertise, and but also by the implementation of the international curriculum standardization standardisation and running cooperation with overseas institutions. Those These actions cannot be separated from obstacles that the institution faces from inside within and outside withoutof the institution, precisely particularly in terms of funding funding-related policies. The university's Programprogramme-based innovations those have done by the university, which still are have not been doneyet to be carried out by other Islamic university universities in Indonesia, indicate the this institution's initiative to break the obstacles.

Keywords: Higher education management, Islamic higher education in Indonesia, organizationalorganisational resilience, higher education management

INTRODUCTION

~~Nowadays, as t~~The world is ~~facing~~ experiencing ~~the globalization~~globalisation at present~~,~~. ~~by~~ By the same token~~,~~ ~~with the~~ higher education~~s~~ ~~who have~~has to adapt ~~on~~ to this global condition. Higher education ~~dynamically~~ must be dynamic enough and ready to face challenges ~~due to~~posed by ~~globalization~~ globalisation ~~namely~~ including those pertaining to interaction~~s~~ ~~in~~ among countries on many aspects ~~between countries~~. Higher education institutions ~~is~~ are one ~~from~~ of the many institutions ~~who~~ that ~~is~~ are affected by ~~the globalization~~globalisation (Knight, 2006). ~~That g~~Globali~~z~~sation has ~~makes~~made universities ~~have to~~ compete with each other~~s~~ ~~to be able~~for ~~to~~ their exist~~ence~~ to ~~considering the~~how ~~globalization~~ it has affected ~~to~~ the ranking ~~for~~ of universities (Dembereldorj, 2018). The ~~existence of the emersion~~emergence of the ranking of ~~many~~various- university~~'s~~ies ~~ranking is called by~~referred to as the Global University Rankings (GUR~~s~~) ~~that~~has been mentioned by Dembereldorj (2018~~), -~~). GUR~~s~~ has an impact~~s~~ on academicians in ~~university~~universities and implies that ~~the university~~universities ~~it self~~must compete in the global arena ~~in order~~to not only maintain ~~university's~~their existence ~~and~~but also to get the best students to enroll in ~~their them~~universities.

The ~~World~~ world-~~Class~~ class ~~University~~ university (WCU)~~,~~ ~~is another~~ a term used in GUR~~s,~~ that, according to Salmi (2011)~~,~~ is oriented to ~~the development~~ developing ~~of~~ the capacity of universities to compete in ~~the~~ global education market through ~~increasing~~ increased incomes, adaptation, and knowledge improvement. The WCU~~s~~, especially those in the developed world~~,~~ are ahead in this competition and are able to select the best students and attract the most qualified professors and researchers~~, not only~~ from both the country ~~where they are~~of their ~~located~~ location ~~but also~~and internationally (Altbach & Salmi, 2016). This ~~condition~~ situation will encourage education policies in all countries to become globally oriented.

A ~~Study~~ study ~~from~~by Yang and Welch (2012) ~~analyzed~~ analysed the role of higher education and how the universities respond to the~~ir~~ urge to innovate. The ~~result~~findings of their study indicated that ~~in the framework of~~a university's framework for global standardization ~~is~~includes the commitment ~~given~~ ~~of by~~the government concerned in advancing the country through education~~,~~. ~~so that~~In other words, ~~the~~ universities have participated in ~~building~~ developing ~~the~~their ~~country's~~countries ~~development~~ through technology. Salmi and Altbach (2016) 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

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who stand out because of their success in intensely competitive arenas during their education and importantly after graduation.

In his study, Dembereldorj (2018) found that as a response to GUR, governments attempt to build a so-called WCU as a manifestation of building competitive institutional competence. The urgency to meet WCU or global university standards has been felt not just in Indonesia (Fauzi, 2018; Rahardjo, 2016) because globalisation has become an equally urgent consideration in other Asian countries also. China (Choi, 2011; Zhou, 2017), Japan (Yonezawa, 2011), Malaysia (Othman et al., 2012), Singapore (Nurdin et al., 2017), and Korea (Seong et al., 2008) are other examples.

Higher education has been an integral part of the national development project in China. Higher education has become a significant element of China's strategic initiative policy to build its national strength through science and education by globalising its universities. China's national initiatives in this regard are called Project 211 and Project 985. Under Project 211, China has planned the creation of 100 WCUs that can meet the challenges of the 21st century (Choi, 2010; Zhou, 2017). In Korea, the Korea Ministry of Education and Human Resource Development (MoE) launched the Brain Korea 21 Program (BK21) in response to globalisation and particularly to nurture globally competitive research universities and graduate programs to develop future high-quality man-power for their country (Seong et al., 2008).

Similarly, the Japanese government prioritised the internationalisation of higher education to pursue the WCU status for its universities. Its "Global 30" initiative aimed at inviting 300,000 international students by 2020 and thus tripling the existing number of international students. This drive for internationalisation targeted 30 public and private universities at both national and local levels (Yonezawa, 2011). At the end of 2018, Top Universities announced a list of the best places to study in Asia also mentioning the possible country to be considered. 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 ten (Collier, 2018).

This study pertains to the category of Islamic Universities in Indonesia. Currently, at the international and national levels, some rating institutions that present university rankings that recognise the quality of their management processes with reference to the global standards in this regard. Each rating institution has its methods of assessment. For example, as per one rating institution's method, based on Webometrics, Islamic Higher Education Institutes (*Perguruan Tinggi Keagamaan Islam* [PTKI]) have not yet reached the "Best 15" category on the national scale, as these universities are not under the Ministry of Education and Culture (MoE) (Webometrics, 2019). Indonesia's higher education system is divided into two parts, i.e., those under the MoE and those under the Ministry of Religious Affairs (MORA) (Abdullah, 2017).

On the world ranking scale, one Indonesian State Islamic University has been ranked by Webometrics (2019) at the 4,176th position. As per Webometrics (2020) The State Islamic Universities in Indonesia (*Universitas Islam Negeri* [UIN]) were ranked after 3,000 mainly starting at 3,354. In other web rankings, UIN is still not found in the list of the World's Top 1,000 Universities (QS Top Universities, 2019, 2020; Academic Ranking of World Universities [ARWU], 2019, 2020). Thus, it can be assumed that Indonesian PTKIs are still not in a position to compete with International Higher Educational (IHEs) institutions. Therefore, PTKIs need to put in more effort to compete with other IHE institutions around the world, as is evident from their absence in the international web-ranking system for universities. Further, Indonesian universities under MORA are also willing and aspire to become WCUs.

To achieve this, Indonesia's higher education management needs the movement of people, ideas, and information, which is also a characteristic of globalisation. These requirements must be addressed by the management of Islamic colleges and universities that are under the auspices of MORA. In view of this challenge, the research questions explored in this study are as follows: (1) What are the efforts made by the universities to develop their organisations to reach WCU standards? (2) How the attitudes and efforts of the people concerned about the changes caused by globalisation related to the dynamics of

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organizational—__resilience ~~dynamics~~ between ~~university~~ universities and their human resources?~~.~~

LITERATURE REVIEW

Organizational—_ Resilience in Educational Institutions

Resilience can be ~~analyzed~~ analysed in the whole ~~organization~~organisation, ~~organizational~~ organisational unit~~s~~ and the individual~~s~~ concerned. ~~Resilience~~It is a potency that is more than just the ability to ~~keep~~ survive and develop to achieve goals~~,~~. ~~it~~As such, it includes the ability to face current difficulties and challenges ~~in~~ of the past and future (Kendra & Wachtendorf, 2003; Quendler, 2017). ~~Organizational~~Organisational— resilience is the ability to find new solutions, communicate effectively, and ~~reorganize~~ reorganise as a ~~respond~~response to a crisis~~,~~ ~~and so it is like~~the ability to be strong ~~in~~under ~~stress~~ conditions of stress and ~~facing a huge~~large-scale changes (Coutu, 2002; Kendra & Wachtendorf, 2003). ~~Organizational~~Organisational— resilience is ~~the~~ an ~~organization's~~ organisation's adaptation to survive recent and future challenges~~,~~ ~~which~~ and consists of such components ~~of~~as vulnerability and adaptability. ~~The~~Hence, this concept ~~of organizational resilience~~ offers a potential framework to overcome damages, obstacles, gaps, and improve ~~organizational~~ organisational development. In indicates the ease ~~of~~with which an ~~organization~~ organisation ~~moving~~moves from stable to unstable state when unpredictable events occur~~red~~ (Carvalho et al., 2016; Quendler, 2017).

When ~~a~~mild stress ~~happens~~affects ~~to the organization~~organisations due to ~~the~~a change, ~~the organization~~it needs ~~their~~ members ~~who can~~to respond quickly and effectively to the change (Mamouni-Limnios et al., 2014). Aspects of ~~organizational~~organisational— resilience~~,~~ ~~namely one that has~~ include ~~the~~an organisation's ability ~~to~~to do the following: (1) change with ~~small~~ minimal friction ~~when~~ in times of changing ~~the~~contexts by showing due flexibility and plasticity; (2) withstand sudden shocks; and (3) return to the desired balance, both the previous and the new, while still maintaining the continuity of ~~its~~their operation~~s~~ (Carvalho et al., 2016).

~~In order to implement WCU program maintenance~~To sustain their WCU programme, ~~it~~ organisations need~~s~~ to develop a culture of innovation in them~~ in the organizations~~. Those members of an organisation ~~Organizational members~~ who are experts in building their organisation's ~~capability~~capabilities ~~will have a~~can ~~good~~ benefit the ~~to be competitive organizations~~ organisation ~~among others~~by making it competitive. ~~It means that those~~Such ~~organizations~~ organisations ~~are able to~~have a chance ~~for~~to significantly ~~preparing~~prepare

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themselves by managing themselves well by increasing the quality of operational services, and creating innovations in infrastructure and technology (Kusumaputri et al., 2014).

Tierney (2014) has explained that slowing of creativity hinders personal autonomy, goal setting, and teamwork exist in innovative organisations. Organisational resilience is not merely the development of a management system that can be put in place and reviewed as needed. It is an approach that takes some time to develop (Quendler, 2017). An organisation's efforts to develop and be better will undoubtedly face a variety of obstacles, which will require it to fight hard and continue to adapt. Obstacles regarding funding, participation, or cultural change become important considerations for an organisation that is aware of risks, crisis management, planning continuity, organisational leadership, and contingency-based management (Kusumaputri et al., 2014). The resilience of organisations comprises their actions to overcome disturbing shocks by combining knowledge, skills, abilities, and the routines performed. All these attributes have to be displayed by individuals within the organisation. Therefore, organisations also need good human resource management actions to develop their capacity for resilience themselves (Lengnick-Hall et al., 2011).

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> Please also consider briefly elaborating what you mean by 'cultural change' being an obstacle.

The role of an organisation's people in the implementation of their organisation's cultural design based on innovation is very important to their success. This also holds true for a university whose goal is to compete globally and which therefore needs to know the obstacles it faces in the creation of an innovation-based organisational culture (Peterson, 2008). Organisational resilience depends on the characteristics of the organisation's system and their ability either to actively interact with the environment or defensively survive. There is a layered system within the network of an organisation's stakeholders. The stakeholders include individuals, institutions, social networks, and the natural system (Mamouni-Limnios et al., 2014).

Organisational resilience has to be seen as a response by the whole system toward change. It means that an organisation's individuals, groups, and the organisation, and the system as a whole productively respond to change and avoid regressive behaviour that can bring protracted unexpected conditions (Horne & Orr, 1998). Optimism in facing change has

a particular place in the case of PTKIs as it adds to their ability to compete in the international educational field, which itself is open to change. Yet, PTKIs can maintain their Islamic identity and characteristic even as they compete internationally.

The GUR is very important for higher education institutions and national policies because it provides them with necessary information including information on how to fairly compete in the global arena and enhance their reputation. The world's higher education system has adapted itself in response to the GUR. The academic community is making efforts accordingly to effect organisational changes and policy changes. Other efforts include pushing higher education institutions with financial incentives from government or business organisations and internationalising their campuses with international students along with offering English language instruction (Dembereldorj, 2018). If universities are to meet the international standards in the current situation, the academic community will be required to manage change and make some innovations (Tierney, 2012).

To be competitive amidst of globalisation, universities have to make strategies, plans, targets, and programs that can help achieve international standards. Generous funding will be needed for the universities if they are to be established as WCUs. Though the costs of becoming a WCU are high, the benefits are reciprocal as this status can attract the best students to enrol in such universities, ensure good quality of research, and create huge possibilities for cooperation with the government and prestigious companies (Salmi, 2009).

State Islamic Higher Education in Indonesia and the Case of MM University

Islamic higher education in Indonesia has a long history. A study by Nakamura and Nishino (1993) found the country 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 Eefforts to improve the quality of faculties in the IAIN faculty are made byhave included sending staffsthem to western universities for a bachelors' degree has been done for some time, . and This has already introduced a new climate among Moslem Muslim intellectuals.

In the last decade, there are more Islamic education institutions/ *Institut Agama Islam Indonesia* (IAIN)IAINs that have changed into become universitiesUniversity , namely i.e., UINs. As the resultConsequently, each university is required to combine Islamic studies must combined with at least two non-religious studies (faculty) in each university. The Thus, consequence the effect of the transformation from an IAIN to a UIN is not only in on the university's structure, but also in the their philosophical foundation about how Islamic universities integrate the Islamic with theand secular disciplines. Some efforts had have been done by each of these university 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 do thedemonstrate evolution and development (Abdullah, 2017).

The MM- University is located in Malang Citycity, on the east side of Indonesia's Java Island, Indonesia,. MM UniversityIt 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). The MM -University has experienced the impact of the WCU declaration that resulted in it undergoing necessary organizationalorganisational change transformations to adapt with to the changes. According to MORA, it was stated that thehad announced in 2013 the programmes that were headed to attain the WCU has beenstatus announced in 2013,which would be pioneered by the MM -University, and the SH- University, (*Direktorat Pendidikan Tinggi Islam* [DIKTIS] or the Islamic Higher Education Ministry, 2015; *Badan Akreditasi Nasional Perguruan Tinggi* [BAN-PT], 2014). Among all the state Islamic universities in Indonesia, the MM- University has been appointed by the MORA to be the State Islamic University with international standards that and is ready to compete in the globalised world with international standard among the whole state Islamic universities in Indonesia (Wahidmurni et al., 2016). This is inseparable from the ranking of those two universities that excelled among the other UIN or IAIN in that year. After the declaration, in 2015 MM- University started the regional revision stage for being a WCU. In 2016, MM Universityit was ranked 14th out of 21 universities who which obtained the accreditation A according to the Ministry- of- RISTEKDIKTI (Rahardjo, 2016).

In pursuing the international standard, ~~the~~ MM University ~~does~~ did not eliminate ~~their~~ its Islamic characteristics and values (Wahidmurni et al., 2016~~),~~). ~~this~~ This principle is based on the knowledge that recognition of international standards for an institution is measured by ~~using~~ the parameters of progress and achievements possessed by the institution ~~itself~~. The knowledge developed in ~~the~~ MM University is following the theo-anthropocentric paradigm that pays attention to universal human values and ~~be~~ is based ~~from~~ on the Al-Qur'an and As-Sunnah. The principle is to maintain a good ~~past~~ tradition ~~of the past~~ and take up a new better ~~tradition~~ practice ~~that is better~~ [(*al-muhafadat ala 'I-Qadim as-Salih wa 'I-akhzu bi 'i-jadid al-Aslah*]) (Rahardjo, 2016). Recently, MM University attracted more international students~~,~~ . ~~the~~ The overseas students in 2014 ~~are~~ were from 30 countries (Rahardjo, 2016).

RESEARCH METHODOLOGY

Materials and Methods

This study used a qualitative research approach mainly the case study method to gain an understanding of the efforts of MM University as an Islamic university in preparing for globalisation. According to Yin (2014), a case study analysis can be appropriate for answering the questions on how and why a case is to be studied. In other words, the researcher's focus is on answering the "how" and "why" questions. They cannot manipulate the research participants' behaviour. Further, they can cover the contextual conditions that are relevant to what is being studied and the unclear boundaries between a phenomenon and its context.

The data collection methods focused on interviews (in-depth interviews), and gathering secondary data through observations, photos, document analysis of the university's recap data, the university's website, academic documents about institutional management, curriculum standards, pilot projects of the international class programme (ICP), and other reports and academic documents related to the university. The researchers conducted open-ended interviews with the senior faculty members, the chancellor's secretary, the lecturers of the ICP, the university's team in charge of the WCU mandate, the head of the library, and the head of the research and community service institution.

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The interviewer had a framework of themes to be explored. All results of the interviews were recorded in audio and video formats. Thereafter, the data transcripts were collected and analysed using the qualitative content analysis method (Kohlbacher, 2006). There were three stages in the data analysis: (1) data review; (2) organising data by coding, categorising the data, and data triangulation process; and (3) case analysis. In the data analysis, the coding results were arranged according to the categorisation of the data. Nvivo 11 for Windows was used as the data processing tool.

This research has added value in terms of its practical and theoretical benefits. The results of this study can be used by the educational institutions under MORA to formulate their management policies which can then be oriented to the innovation culture that is needed to become a WCU. The design of an organisation's cultural values is based on the innovations that emphasise the aspect of an individual's openness to change. Thus, it

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is ~~This research~~ also hoped that ~~to~~ this research will contribute ~~in~~ to the management of higher education ~~oriented~~ at a micro level, ~~namely~~ i.e. ~~an~~ the aspects that relate to an individual ~~aspect~~ who is also important ~~in~~ to ~~organizational~~ organisational change (Kusumaputri et al., 2014).

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RESULTS AND DISCUSSIONS

The result~~s~~ of this study include~~s~~ reviews and analysis about the university's actions, the~~ir~~ process~~es~~ to pursue their targets, and the obstacles faced and experienced by them~~in order~~ to compete at the global level and their capability of ~~organizational~~ organisational resilience ~~due to~~vis-av-is ~~globalization~~ globalisation's standards. ~~In t~~This section ~~we will~~ explain~~s~~ ~~about~~ the university's growth which reflects the impacts of ~~globalization~~ globalisation and also ~~the organization's~~their resilience ~~from~~ in terms of the implications of their continuous efforts ~~done in order~~ to improve the~~ir~~ quality, relevance, and competitiveness in the global arena. As discussed earlier, the Islamic ~~university~~universities in Indonesia ~~is~~ are now experiencing a hard ~~issue~~ time ~~to be able to compete~~ competing in the ~~globalization~~ globalisation era. The ~~E~~efforts of MM- University that resulted ~~organizational~~in the organisational- resilience ~~towards~~ that helped it achieve the WCU status will be discussed here.

MM- University's Achievement: ~~Organizational~~ Organisational Change Towards Globalization-/-WCU

A ~~Study~~ study by Abdullah (2017) revealed ~~that~~ the higher education system in Indonesia. It tried to elaborate on how the Islamic education system modified their teaching methods and research to better suit the development and achievement of science, especially in humanities and social sciences that fit the context of the present era. The transformation from IAIN ~~(State Islamic Institute) becomes~~ to UIN (*Universitas Islam Negeri*/ State Islamic University) in 2000 ~~became~~was a step~~ping~~ forward for the Islamic educational institutions in Indonesia to be more open in the international and academic forums ~~in~~ of the global community. With ~~the~~ this new paradigm, revisionist Islamic studies ~~have been~~were introduced and have played an important role~~s~~ throughout the country (Abdullah, 2017).

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After the declaration of MM- University's development-roadmap which was divided into several phase~~s~~, the outcome (Impact) of the development and ~~upgrading~~ upgradation of the STAIN Malang project. The Development Phase I~~, there are~~saw several improvements in various aspects ~~in~~of the university, which along with the supporting ~~such as some~~ evidence~~s~~

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of the improvements have been summarised in the following sub-chapters (Rahardjo, 2016). The data presented here pertains to the time after the launching of the WCU project by MORA towards MM University in 2013 (Wahidmurni et al., 2016).

The number of registrants at MM University has increased year on year. The academic data about the demand or registrants at the university indicates an increase in both the number of registrants and the accepted applicants. The registrants increased by 50% over three academic years and resulted in more number of accepted students year on year. Over three years, there were 232 students from 30 countries. The students to have passed on the academic year increased to 93.99% in four years. The university's reputation grew as the average GPA of their students increased year on year from 3.32 to 3.37 over three academic years (Rahardjo, 2016).

An increase in the student enrolments year on year, it also had an impact in terms of the growth of the university's infrastructure. The branches representing the fields of science in this university belonged to the faculties of *Tarbiyah* (education), *Sharia* (law), Humanities and Culture, Psychology, Economics, and Science–Technology (Rahardjo, 2016). There are two additional faculties, *viz,* namely the faculty of medicine and health science, and a postgraduate school. Thus, there were 39 departments in 8 faculties in 2018 with 661 lecturers and 15,502 students, and 3,713 new students (Universitas Islam Negeri Maulana Malik Ibrahim Malang [UIN-Maliki], 2019).

The data regarding faculty-wise researchers indicated a 12.90% increase in the total number of authors. Journal articles were written by 253 researchers. The number of journal authors increased by 12.90% from 93 to 105 writers in one academic year. The number of research studies and book publications from *Lembaga Penelitian dan Pengabdian Masyarakat* (LP2M)–Institute of Research and Community Service) increased year on year. Over three academic years, the research studies at the LP2M increased by 54.92% from 53 to 84 and the published books increased by 24.46% from 62 to 78. The accredited study programmes consisted of the undergraduate (bachelor's degree programme), the graduate

(master's degree programme) and postgraduate (doctorate programme) at the MM University can be seen in Table 1.

Table 1.

Accreditation of institutions and study programs in MM University

Year	2014	2019	(in percent) %	Experiencing improvement where the "B" and "null" both changed, and the "A" accreditation increased
Accredited A	9	16	Increased 0.4375	
Accredited B	16	15	Decreased 0.062	
Accredited C**	1	1	Equal 0	
In Process	2	0	Decreased 1	
The number of study programmes	28*	32		
Institutional accreditation: A				

Note: Per 6th November 2013, there were two (newly introduced and one semester old) study programmes that have not been accredited, as they still have only one semester. **One of them is in the re-accreditation process.

Per 2nd January 2019, there were 32 study programmes in MM University.

Data from: *BiroAdministrasi Akademik, Kemahasiswaan dan Kerjasama* [BAKK] UIN-Maliki (2014) and *Lembaga Penjamin Mutu* [LPM] UIN-Maliki (2019).

Data from ~~the table above~~Table 1 ~~showed~~ shows the improvement in the accreditation status, for those accredited A, B, and C~~.~~, ~~also t~~There is also an increase in the number of study program~~me~~s ~~in~~ at the MM University. As for the institution, ~~MM~~the University ~~university~~ has been accredited A (BAN~~-PT~~, 2019). Besides~~ that~~, the ~~Journal~~ Jurisdictie journal published by the ~~MM U~~university ~~namely the journal of Jurisdictie~~ has been accredited ~~with~~ sinta 2 (Wijaya, 2019).

The ~~Science~~ science developed ~~in~~ at the MM University follows the theo-anthropocentric paradigm that pays attention to universal human values and is based on the Al-Qur'an and the As-Sunnah. The principle is to maintain the ~~a~~ good ~~past~~ tradition~~s~~ (*turas*) ~~of the past~~ and take up the new ~~tradition~~ better practice~~whic is better~~ (*al-muhafadat ala 'I-Qadim as-Salih wa 'I-akhzu bi 'i-jadid al-Aslah*) (Wahidmurni ~~et al~~et al., 2016). Therefore, the program~~me~~s made and developed by the university are activities that cannot be separated from religion. Furthermore, the following table ~~summarized~~ summarises the actions towards change and related efforts done by the university.

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~~From t~~The table above~~, it is~~ mention~~ed~~ some attitudes towards ~~organizational~~ organisational change ~~into~~ related to ~~globalization~~globalisation. It ~~showed~~ shows that the innovations ~~done~~ do not ~~only stop on~~end with ~~cooperation~~ an initiative of cooperation with external institutions, but the academic communities also create products (being productive) ~~as~~ that are the result of their studies. ~~which~~This manifested in the *Ulul ~~albab~~ Albab* curriculum that later ~~created~~ led to the creation of the *Ulil Albab* subject. The *Ulil Albab* curriculum ~~then~~ was later implemented as the core value~~s~~ of ~~the~~ MM University ~~and.~~ ~~MM University~~ named ~~it as:~~ "*mu'asyirotul husna*". ~~which~~ It consists of 99 indicators (the philosophy behind 99 names of Allah~~'s~~/God~~'s names philosophy~~). *Ulil ~~albab~~ Albab* curriculum has been developed in ~~di~~ the MM ~~U~~university since the founding of LPM (~~before~~ earlier ~~called~~referred to as (KJM 2005))~~,~~ and was named "*Akumutu Ulul-~~albab~~Albab*"~~,~~". ~~later~~ Later, these indicators ~~are~~ were developed into a standard. The purpose of the *Ulul ~~albab~~ Albab* curriculum is ~~as follows~~: (1) serve as a guideline or reference for faculties and study programs to develop their curriculum, (2) serve as a guideline for the implementation of the curriculum in the Islamic ~~University~~ university's environment, and (3) help in the evaluation of the curriculum development in MM University.

Organizational ~~Resilience~~ Resilience in Islamic Higher Education: ~~The Faced~~ Challenges Faced in Moving Towards ~~Globalization~~Globalisation

This sub-chapter discusses about the obstacles faced by and how the an organization organisation and how it survives and overcomes these obstacles, . it It is the Organizationalorganisational resilience that enables an organisation in order to cope with the challenges and obstacles it encounters. Stephenson et al. (2010) reported that the an organization's organisation effort to develop better must experience a variety of obstacles that requires the organization organisation to struggle and continue to adapt to become better. Lengnick-Hall et al. (2011) found that the resilience of an organization organisation actions in overcoming a disruptive threat by combining knowledge, skills, ability, and the routines performed.

Various attempts efforts undertaken by the MM University as an Islamic university to prepare themselves for the global arena, as an Islamic university that carries carry out the mandate from MORA to become PTAIN with a global standard while maintaining Islamic characteristics and values. The reasoning for MM University becoming reasoning ofa WCU is the recognition of that the international standard for an institution is measured by using the parameters of progress and achievements. For a university, the parameters includes: academic human resources, developed research, graduates needed by the market, scientific work published, and have benefits for the public, and other academic achievements. To be able to reach the this goal, there aresome traditions and values that need to be developed, such as discipline, high a strong work ethic, skilled, commitment, objective, and passion for knowledge.

The following is a figure that explains the dynamics related to the university's efforts to address the changes and challenges faced in order to reach the global standard / globalization.

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Comment [Tracy41]: Please clarify whether you mean 'objectives' or 'objectivity' or something else as it is not clear what you mean by 'objective'.
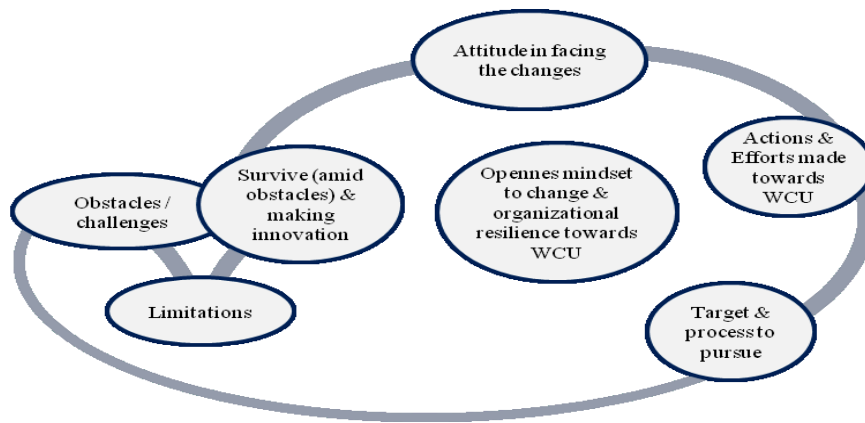
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Figure 1. The dynamics of and ~~organizational~~ organisational resilience at MM University

Figure 1 shows that the actions of MM University towards attaining the WCU status faced constraints and challenges that caused limitations in carrying out the programmes or plans conducted by it at this pilot project stage. The constraints both internal and external, were as follows: (1) low budgeting, (2) take over of funding, (3) absence of controllers of faculty quality, (3) faculty's slow response in following the international recognition policies, (4) a less accommodating publication process, (5) lack of access to and availability of religious international journals, (6) less than 100% A accreditation, (7) issues regarding legality and management of house journal and the sustainability of its existence, (8) a low lecturer–student ratio (9) the slow pace of the doctoral program due to the level of official position, (10) slow progress in adopting information-technology (IT) to reach the targets, and (11) data collection for scientific papers not being completed.

Related to the funding for pursuing the WCU status, it was understood from the interviews with the chancellor's secretary and the ICP lecturers, even though that MORA had given the mandate to the university to attain an international standard, yet the government's commitment for budgetary support was low. According to the statements of the senior vice president and senior economist from the World Bank and Lin (n.d. in Salmi, (2009), a country's higher education institutions are its cultural landmarks. The state educates its students, trains its staff, and saves the cultural and local history of its area. However, globalisation cannot be neglected. For educational institutions, positive results with regard to global flows require resources (funding, ideas, students, and academic staff). Without these, they may not be able to survive internationally. The importance of funding in this regard also aligns with what has been stated by Salmi (2009).

This has forced the state's institutions of higher education to re-examine their missions. In addition, these pressures have forced the government, especially with regard to allocate funding available for tertiary education and to re-examine their commitments and expectations from their institutions of higher education. One of the prominent results of this debate is the

rise of ~~tables and~~ league rankings of various types of educational institutions, and ~~also~~ the growing desire among them to compete to be at ~~for~~ the top of the global hierarchy of higher education (Lin, n.d.~~,~~ (in Salmi, 2009)).

The government's policy ~~took~~ to take over the funding in the middle of MM‑University's efforts to ~~optimize~~ optimise their research products caused constraints ~~to~~ for ~~the~~ its research and publications. Besides ~~the constrained publications~~ this, the cooperative programs with foreign institutions also decreased. The collaborations went smoothly except in 2016 due to funding cuts. ~~(They~~ went smoothly in 2014–2015 at almost all the faculties ~~in~~ for two years~~)~~. Zhou (2017) mentioned that the government's investment is very important for the development of higher education. But, it takes generations of academics to build a WCU. The government should be more patient and reduce pressure~~s~~ ~~to~~ on universities to raise the~~ir~~ global rankings.

A ~~Study~~ study from Salokangas and Chapman (2014) who also reviewed ~~related to the~~ arrangements of governance ~~arrangements~~ and involvement of sponsor~~s~~ ~~involvement~~ in two chains of academies found out that the policies and practices of multi-academic sponsors determine the autonomy of the academic community in the chain of the system~~,~~. ~~so that~~ Consequently, the autonomy level of the academic community varies significantly. One striking feature of the situation in China is the level of commitment shown by both parties, i.e., the government and the institutions concerned to ~~reach~~ attain the WCU status (Chen & Li, 2007~~),)~~. ~~thing that~~ This has ~~was~~ not experienced in the ~~by~~ case of ~~the~~ MM‑University. Furthermore, it was found that the Chinese government has, in collaboration with ~~their~~ its universities~~.~~ ~~have provided contributions~~ contributed in terms of supportive policies and ~~impressing~~ impressive investment to create the desired ~~situation~~ results (Chen & Li, 2007).

This is important not only ~~in a~~ from a financial ~~matter~~ perspective~~,~~ ~~more~~ but also ~~important,~~ because it leads to high morale and enthusiasm among those working ~~at~~ on the front‑line. In this ~~national~~ context, Tsinghua‑University's achievement is ~~even more tangible~~ noteworthy. By strengthening its research capacity, ~~there~~ Tsinghua University ~~are~~ made appropriate changes ~~in~~ to the way ~~Tsinghua University~~ they ~~collaborates~~ collaborated with their international partners. Previously, this collaboration and international exchange ~~are~~ were mostly limited to the exchange of personnel and information ~~exchange~~ (Zhou, 2017).

The budgetary issues and other matters have not ~~yet~~ been felt yet ~~as~~ because the other support received from MORA towards the policy to make Islamic universities ~~have~~ gain an international reputation~~s~~. ~~But~~ However, ~~in~~ amid~~st of~~ the~~se~~ funding obstacle~~s~~, the academic community is still try~~ing~~ to maintain and foster ~~the spirit of~~ among the lecturers the spirit of

~~for~~ writing and publishing their works. The solution is the establishment of a ~~journal home~~house journal to accommodate the researchers. The lecturers are being encouraged to publish and it is hope~~d~~ ~~fully~~ that ~~it~~ this will become a habit ~~(by habituation~~such that they ~~to~~ write~~:~~ ~~from~~based on research and then transform~~ed as~~ the research into articles that comply with international publication standard~~s)~~. In addition, these publications ~~also~~ have not yet been accommodated by the LP2M. Consequently, ~~The~~ not all but only a few of the ~~result of~~ research studies and service reports ~~were~~ are ~~not all~~ published ~~but only a few,~~ because of the limited quota of resources meant to ~~that take care of~~deal with this matter.

To cope with such problems, ~~the~~ MM University was helped by its house journal ~~home who~~ which has developed a platform called repository research to collect the research data (inputs–outputs) from all researchers. This initiative came from the library director for research management. The lecturers appreciated this programme and ~~do~~use it to ~~keep~~store their data in the house journal ~~home~~ (*Rumah-Jurnal*).

~~The~~ Any strategy ~~in~~at the level of an institution ~~level~~ to build a WCU needs ~~a~~ strong leadership, ~~bold~~ a firm vision ~~of~~regarding the institution's mission~~s~~ and goals, and clear strategic ~~plans~~planning that ~~are~~ is ~~clearly~~ articulated to translate the vision~~s~~ into ~~concrete~~ targets and concrete programme~~s~~ (Salmi, 2009). The values related ~~with~~to change are based on humanistic psychology. ~~Those~~These values ~~emphasized~~emphasise ~~on~~ the importance of developing an individual's working competence ~~development~~ in an ~~organization~~organisation and help~~ing~~ them to get work satisfaction (Kusumaputri et al., 2014). In this case, the academic community works together to appreciate their journal's publication~~s~~. ~~that~~This can also help ~~the~~ MM University in pursuing ~~globalization~~globalisation.

Besides the individual effort, the library, and ~~journal home~~house journal also participated in this matter. The sustainability of the ~~journal home~~house journal (initiated by the library director) ~~is~~has not ~~yet~~ been ~~formalized~~formalised by the university yet~~,~~. ~~the~~The legality of the ~~journal home~~house journal is still not on legally firm ground as it is ~~separated from~~not connected with the LP2M ~~al~~though it has become a place for the writers' ~~gathering~~to come together. The ~~journal home~~house journal is still considered to be more abstract~~,~~. ~~the~~The library becomes ~~home~~the place to implement it because there is no institutional formality to it yet and ~~the existence of posttaker~~no formal post ~~also does not yet~~exists yet to anchor it. To add to their knowledge ~~in the world of~~in the sphere of writing scientific papers, the lecturers themselves took the initiative to learn together~~, for example~~ during semester breaks, especially after ~~depositing~~submitting students' scores~~,~~ when they scheduled training sessions ~~by~~for themselves.

For the sharing and publication of their research and publication sharing, the staffs (lecturers) are active in on a social media group that was made especially created for to discuss and share about secular communication among them. The lecturers also had enthusiasm to enthusiastically consulted with their colleagues in the journal homehouse journal. Besides, the MM University also has shown willingness to learn and discuss through consultation with other universities who have reached the WCU standard for research publication.

Cooperation between individuals in the form of a revitalization revitalisation movement were was initiated by one a member of the academic community because the pace at which journals in MM University were published earlier varies varied from sleeping / not moving at all, to walking but slowly, and to running; . However, the house journal initiative movement become became a means to gather and share experiences. There is mutual an awareness (an attitude towards that helps change) of among the academic community toward with regard to the global competition they face. It This is in accordance withfollows what was stated by Horne and Orr (1998) who stated about individuals who, as a part of a system, take the perspective to keep moving among as the changes as a part oftake place in the whole system perspective in their organizationorganisation, . Such resilient individuals in the organization organisation can make a difference as their collective action that can create an organization's organisation's resilient response. For examples, with regard to the declaration of the WCU project, a university In in China, related with the declaration of WCU project, the university decided that it must meet the standards of regarding scientific, technical, and human resources, and started to offers a series of advanced degree programs (Choi, 2010; Zhou, 2017).

To be resilience resilient in the midst ofdespite limited funds, the MM university holds organises the a volunteering program, namely those who helpfor getting help for the LP2M to regarding collect datadata collection and research field research, for example tosuch as helping in the community service programme and related research, . they were involved but not get paid, instead they received other substitutions other than in the form of money or material things. For example, it is the volunteers of the KKN (community service program) and PKL (field practice), are they who communicate with the to people in differentthe areas, to and villages, and then decide their representatives and so on. The volunteers who were involved did not get paid in terms of money or material things but received substitutions.

Challenges that arise from internal partieswithin the organisation are related to the absence of controllers of faculty quality controllers. The university is in the process of

forming ~~an~~ a team of auditors ~~team~~ for faculty- quality- control. ~~Previously,~~ Though an auditor team ~~has~~ had been established previously, ~~but there is~~ this was not done ~~auditor team~~ for each department and faculty~~,~~. ~~for instance t~~ The team ~~has done the~~ carried out the internal audit only in the English literature department at the faculty of humanities (Amrullah et al., 2017), ~~where~~ which currently ~~there are~~ has 17 study programmes with 36 auditors. The solution ~~made~~ provided by the team concerned ~~is~~ was to propose and strive for the university to form a quality assurance unit in each faculty ~~along with~~ to supplement the university's efforts to ~~prepare the implementation~~ improve ~~of~~ human resources. This was suggested ~~It is for showing the existence of~~ for having a catalyst between the LPM and the faculty in the form of human resources~~,~~. ~~besides,~~ Additionally, the WCU team will provide an IT application to make sure all standards are ~~worked~~ applied to and fulfilled in each faculty. To overcome this matter, the evaluation of ICP in one of the faculties (*Tarbiyah*) that was considered successful ~~becomes one of the~~ was made ~~standards~~ the benchmark for ~~the ICP~~ the development of ICP in other faculties. The ~~Evaluation~~ evaluation ~~in~~ of each department is in accordance with the ~~measurement of the~~ respective study program's performance indicators ~~instruments~~.

~~The~~ Another internal problem existed ~~is~~ in the form of the slow or varying pace of ~~respond~~ response of the faculties in following the international recognition policy~~, their speed of responding are different~~. One more problem ~~of which is~~ admitted to by the academic community ~~is~~ pertained to the limited access to ~~the~~ or availability of international journals ~~about~~ on religious matters~~.~~ ~~The availability of international-standard religious study journals is felt to have smaller proportion compared to~~ when compared with general science journals. Even though many nationally accredited religious journals are available~~.~~ ~~This~~ the limited availability of religious journals meeting international standards ~~has~~ had ~~an~~ a negative impact ~~for~~ on lecturers in religious studies departments ~~having~~ as they faced difficulties in finding references to international journal studies, and felt that in contrast to them it was easier for the social science lecturers ~~who they consider to be easier~~ to find international journal references.

~~It is almost same with the case from Yanbian University, a~~ A study ~~from~~ by Choi (2010)~~.~~ pointed to a similar case vis-a-vis the Yanbian University. When they experienced ~~E~~ exponential growth in registrations, ~~faculty~~ faculties, and ~~facility~~ facilities, ~~it is considered indicates a perfect time for~~ the Yanbian University considered that the time was right for them to ~~move to~~ meet global standards. ~~But~~ However, despite ~~of the~~ real optimism ~~of~~ among the campus community, ~~as~~ being a minority campus, the Yanbian University ~~also~~ experienced

significant challenges. Most of these challenges were probably came from the university's dual function of the university, that determinedwhich, on the one hand, was to maintain their traditional mission to preserve the ethnic characters and also serving serve the Korean community and, on the other, the existence ofwas to deal with their new mission namely regarding mainstreaming its their institution and graduates (Choi, 2010).

The Challenges challenges related to the lecturer–student ratio number of lecturers and students, also become became a problem for the institution MM- Universty that as it has had a negative impact on scientific journal writings. In order tTo go to the managed the WCU program, there is reduction in the number of lecturers had to be reduced. The reduction of the lecturers students ratio also caused the reduction in the contributions to writingscientific journals. The lecturers' scientific integration was also done because in on average the lecturers at the MM- University were basically are recruited on civil science, to work on go to the WCU project, it wasand were finally integrated into the general science faculty (follow each other). Their scientific integration was done through organising trainings for these lecturers.

The slow progress of the doctoral program due to the level of office turned out to be an obstacle in the acceleration promotion of professors because in on an average the teaching staffs who are were proposed to be professors were in the grade of group IV of civil servants grade and above,and mostly at IV/c (the highest grade is being IV/e). Every faculty gives contribution was to contribute in providingits human resources to reach the target determined by the university leader. Their teaching quota was reduced so they could be focus more focused on the WCU programme. This obstacle is was therefore felt more at with regard to the supply writing of scientific papers that are were internationally published. The LP2M contributed in to the programme as a consultation home for the faculties to manage their lecturers' workloads. In line with As per a study from by Chewning et al. (2012), that the resilience of an organization organisations is the organization'stheir overall direction determined by its their members (individuals) who work together. OrganizationalOrganisational resilience needs the various dimensions of ability and adaptabillity formed by the organizationorganisation.

So far, tThe MM- University's IT upgradation is still in progreess to meet all the standards that are running apply in to each faculty. The data collection that is yet to be completed of for the scientific works that is underway are not yet complete is indicated by a the graph that showing shows that the work of the lecturers that enter write for international journals is either increasing or stagnant, . there However, there are no definitive graphical

data in the form of graphs or otherwise are available on this ~~matter~~front. The report~~s~~ and data on MM- University's achievements ~~is~~ are ~~not~~ yet to be systemically collected~~,~~. ~~it~~ This is work is still in progress ~~to~~ for the ~~prepare~~ preparation of the ~~AIPT (~~Accreditation of Higher Education Institutions~~)~~ (AIPT). The rector~~'s~~ has ~~instruction~~ instructed ~~to~~ the head~~s~~ of all the study program~~me~~s to submit a report that includes several ~~standard~~ aspects ~~in~~ of the AIPT standard~~,~~ such as cooperation, research, scientific work~~s~~, and journals. Since ~~The~~ the target is ~~the~~ to get the work related to the research data- bank ~~can be~~ completed, ~~therefore~~ the university is carrying out the data collection ~~is currently done by MM University~~at present. In addition, the university's academic administration department (*Bagian Administrasi Akademik* [BAK]) (2020) under the Bureau of Academic Administration, University Students Affairs and Cooperation, has provided, archived, and reported the ~~complete~~ entire set of academic- data and academic- documents ~~have been provided, archieved, and reported~~ in a detailed~~,~~ and systematic~~,~~ manner. This data has also been ~~and~~ arranged ~~per~~ semester-wise. ~~by the MM University's academic administration department or Bagian Administrasi Akademik (BAK) (2020),~~ work-unit under the ~~Bureau of Academic's Administration, University students Affairs, and Cooperation of MM University.~~

CONCLUSION~~S~~

~~The~~ MM- University has experienced several improvements~~,~~ ~~from~~ in terms of the applicants enrolled, the graduates, the GPA values of the graduates, the number of book~~s~~ and journal~~s~~ ~~publications~~published, and the number of accredited study program~~me~~s. The university's ~~Openness~~openness- to- change has been manifested though it is ~~showed a condition that is still~~ not ~~yet~~ optimal~~ly done~~yet~~,~~ in ~~the~~ terms of the situation of an IHEI (PTKI) ~~goes to~~becoming a WCU.~~–~~ Further ~~In the middle of~~given the foreign language constraints: the empowerment and development of ~~international standard~~human resources.to measure up to the international standard has been a challenge Currently, the academic community of MM- University ~~are~~is in the process of ~~running or~~implementing the~~ir~~ plans that ~~has~~have been made to reach their ~~WCU~~target of becoming a WCU.

The related targets ~~to be~~are also being achieved. ~~and are in process and the~~A summary of the innovations done by ~~the~~MM- University to ~~go to~~enter the global arena and overcome its challenges~~, namely~~ is as follows:~~–~~ (1) ~~Increasing~~increasing language skills by organising English language training sessions, (2) ~~International~~having pilot projects for the ICP~~class pilot project~~, (3) ~~Curriculum~~ ensuring curriculum development and ~~standardization~~standardisation of the ~~International~~ICP~~class program~~, (4) having a ~~Library~~library and

house journal, (5) having the Islamic studies curriculum, (6) providing facilities and infrastructure, matching international standards including multilingual information about the University on its website and carrying out the website's evaluation, (7) having certain outstanding programmes that pertain to the following: (a) an integration of sciences and Islam, (b) *Tahfidz Al-Qur'an* (Qur'an memorisation), (c) intensive learning of the Arabic and English languages, (d) studying the Indonesian language and culture, (e) *Ma'had* (Islamic boarding-house program (*Ma'had*).

Despite encountering many obstacles, the efforts that emerged indicated MM University's adaptability to remain steadfast in difficult situations (resilience). Currently, the university's academic community is in the process of running/implementing their plans for reaching their target of being able to compete globally. Innovations have been made by the university in the form of making the content on their official website available in four languages, i.e., Indonesian, Arabic, English, and Mandarin (UIN-Maliki, 2018). This will greatly help people from different countries in getting the information they need related to MM University through the internet. Indonesian represents the mother tongue of most of the residents of Indonesia which is where the State Islamic University is located, Arabic represents the language of the Arab countries and that of Al-Qur'an, i.e., the holy book of Islam, English represents the global language, and Mandarin represents the language used by the largest population in the world today.

Limitations and Suggestions for Further Research

A limitation of this study is that this case study pertains only to one Islamic university in Indonesia. So, though it is possible to draw conclusions about MM University based on the findings of this study, it may be difficult to generalise these findings to other religion-related universities. However, conclusions drawn from this study can be reviewed at other universities related to religion to explore whether they share any common characteristics with MM University.

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Further research is necessary to study the broader consequences of the efforts that were made to overcome the obstacles to tackle global competitions from other educational institutions.

Practical Implications

~~It is necessary for the academic members to~~Academicians must have the willingness and awareness needed to work together as ~~declared~~ mandated by their respective organization~~s~~. ~~Although~~Even though ~~the~~ an organization ~~have~~ has ~~those~~ set targets, if ~~their~~ its members do not adapt themselves ~~with~~ to new situations, the organization's goal will be difficult to ~~be reached~~reach. Salmi and Liu (2011) ~~wrote~~ suggest that, overall,~~the most important thing is the~~ strategy at the institutional level is most crucial ~~to~~in building a WCU~~,~~. ~~it~~ Such a strategy needs ~~the~~ strong leadership, firm vision of the institution's mission and objectives, and clear strategic planning ~~that~~ articulated to ~~interpret~~ translate the vision ~~as~~into targets and concrete programs.

The result~~s~~ of ~~the~~ the present study have revealed the continuous efforts undertaken in improving the quality, resilience, and competitiveness in the global world. One ~~of which~~such effort was the successful transformation of the institution ~~within a few years~~ from a faculty to a separate university within a few years. Based on the findings of this study, alterations ~~in~~at the individual level also become a determinant ~~in the~~of successful ~~of~~ change. Efforts to ~~improve~~ enhance the management, ~~enhancement of the~~ academic community's knowledge and skills, international curriculum standardization, and internal and external cooperation with overseas institutions ~~also continue to be~~were found to be continuously encouraged. ~~However~~Further, these efforts were inseparable from the obstacles faced both ~~from within and from outside~~internally and externally, e.g. ~~such as~~ policies related to funding and so on. Although the institution ~~encounters~~ encountered many obstacles, the~~re are some~~ efforts ~~that~~of those concerned indicated their adaptability to remain steadfast in difficult situations. This is indicative of ~~namely the~~ organizational resilience.

In the 21st century, ~~including~~it is important for Islamic higher education institutions ~~towards~~ to aspire to be WCUs. They need to ~~be more~~ focus more on innovations, rather than ~~stick~~ adhering to stability and standardization. Innovative organizations need ~~various~~ a variety of skills ~~from~~in ~~its~~ their members, ~~to display something~~ that ~~is a~~ will be the differentiators (distinguishers) ~~with~~ vis-a-vis other similar institutions. The leaders ~~of universities~~ should ~~design~~ encourage the development of ~~the~~ a *culture of innovation* in their ~~own~~ institutions. ~~It can be stated that a~~To become a WCU, an innovation-oriented culture needs to be upheld by every Islamic university~~to reach WCU~~.

PAPER**TRUE**

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