An Analysis of the Relevance between the State Islamic Religious Higher Education Institutions (Perguruan Tinggi Keagamaan Islam Negeri) and the Ministry of Religious Affairs Strategic Plans in Developing Higher Education Quality

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Abstract

The strategic plan of the Ministry of Religious Affairs of the Republic of Indonesia must be elaborated hierarchically into the strategic plans of Islamic Religious Higher Education Institutions based on their respective potential. The strategic plan's implementation determines the achievement and quality of higher education. Therefore, strategic plans must be developed in compliance with standards and guidelines that can direct policies regarding educational quality. This study aims to compare the relevance of Islamic Religious Higher Education Institutions' strategic plans to the Ministry of Religious Affairs of the Republic of Indonesia's strategic plans for developing religious higher education quality. The descriptive analytical method was used in the research to understand the actual reality.

Furthermore, researchers conducted extensive research to assess the strategic plan for higher education development. The data sources for this study were gathered by employing the snowball technique. The researcher gathered the data through documentation and online interviews. The principle of Verstehen was used to conduct data analysis concurrently with data collection. The findings revealed that the content, structure, and systematics of the State Islamic Religious Higher Education Institutions' strategic plans differ. This difference is due to university autonomy and the low relevance of the strategic plans of State Islamic Religious Higher Education Institutions and the Ministry of Religious Affairs. At the time of this research, no main reference was used in preparing the strategic plan of the State Islamic Religious Higher Education Institutions that referred to the strategic plan of the Ministry of Religious Affairs of the Republic of Indonesia.

Keywords: Strategic Plan, Quality of Education, Relevance

Abstrak

Secara hierarkis bahwa rencana strategis Kemenag RI perlu dijabarkan ke dalam rencana strategis PTKI sesuai dengan potensi masing-masing PTKI. Implementasi rencana strategis sangat menentukan tingkat capaian prestasi dan mutu perguruan tinggi. Oleh sebab itu, rencana strategis perlu disusun sesuai dengan standar dan pedoman yang dapat mengarahkan kebijakan pada aspek mutu pendidikan. Tujuan penelitian ini adalah untuk mengevaluasi relevansi rencana strategis PTKI dengan rencana strategis Kemenag RI dalam pengembangan mutu pendidikan tinggi keagamaan. Metode penelitian menggunakan metode deskriptif analitis untuk memahami realitas yang benar-benar aktual. Selanjutnya dilakukan analisis mendalam dalam rangka mengevaluasi rencana strategis yang berlaku bagi pengembangan pendidikan tinggi. Sumber data dalam

penelitian ini diambil secara snowball. Teknik pengumpulan data melalui dokumentasi dan wawancara online. Analisis data dilakukan bersamaan dengan pengumpulan data dengan prinsip verstehen. Hasil penelitian didapat bahwa isi Rencana strategis PTKIN maupun struktur dan sistematikanya berbeda. Hal ini disebabkan oleh otonomi perguruan tinggi dan sangat rendahnya relevansi antara rencana strategis PTKIN dengan rencana strategis Kementerian Agama. Tidak ada acuan utama yang digunakan dalam penyusunan Rencana strategis PTKIN pada saat penelitian ini dilakukan yang mengacu pada Rencana strategis Kementerian Agama RI.

Kata Kunci: Rencana Strategis, Mutu Pendidikan, Relevansi

INTRODUCTION

The fourth industrial revolution generates new opportunities and challenges to global development (Lu & Hao, 2022), particularly enhancing educational quality. The quality of education encompasses not only national but also international competition. Because competition is rising and becoming more global in an increasingly open world in the global period (Huda, 2016), there is increasingly intense and intricate competition (Imzaqiyah, 2019; Syam et al., 2021). Abdurashidova & Balbaa (2022) argue that competition in today's education industry is fierce, and with the growth of international integration, it has evolved into true global competitiveness. If education was previously thought to be sufficient for competing at the regional or national level, education must now gain an advantage in the context of global competitiveness (Cui et al., 2023).

The level of education can have an indirect impact on the quality of society. According to Sada (2017), a society's education level influences its overall quality; the higher the level of education, the higher the overall quality of society. In such a competitive situation, only excellent quality educational institutions that match the needs of the global society can thrive. They must establish themselves as modern, worldwide-recognized educational institutions that offer high-quality education (Popova et al., 2020). If the quality is low, society will forsake educational institutions, causing them to go bankrupt.

The third millennium is an era of exponentially fast-evolving technology and knowledge. Nobody is surprised that digitalization has invaded and influenced every aspect of modern life (Arabiun et al., 2023). The swiftness of development is characterized by the rapid development of space science, knowledge of new materials, advances in electronics, and its enormous role in improving the quality of education (Ameziane et al., 2023). Humans communicate rapidly; human contact has altered so drastically that the problem of time and space has become very relative. Changes in communication alter people's perceptions of themselves, society, and the world. Moral principles, ethics, aesthetics, and vision have all evolved. As we reach the third millennium, we

enter a borderless world known as the information era, in which knowledge evolves and spreads rapidly. As a result, the challenge for the third millennium is to combine knowledge assimilation with appropriate application of theory in practice (McKenna et al., 2018).

Universities must aim to sustain and improve the quality of education they deliver to students (Moghadasi & Keikavoosi-Arani, 2023). Universities will survive and grow in these settings. Higher education has passed a revolutionary transition stage from conventional elite to mass-quality education, and enhancing higher education quality has become an increasing focus of public attention (Zheng, 2022). with so much competition, the current condition of higher education needs to be modified and improved immediately. Establishing collaboration or networking with both local and foreign education, as well as various finest research institutions, is one of the measures to improve the quality of higher education. Globalization, or the process of transferring development and technology, is a challenge for higher education in general, particularly for State Islamic Religious Higher Education Institutions known as centers for developing science and religion.

As globalization progresses, the community's demands, particularly among Muslims in selecting Islamic universities, grow (Nasukah et al., 2022). Globalization can help students reach their life goals of surviving in any area of the world. The formation of these changing needs is strongly tied to the rate at which things change and grow more sophisticated. If Islamic educational institutions are not qualified, they cannot adapt to the changing and increasingly complex circumstances. This issue necessitates experience in Islamic higher education quality management based on strategic planning appropriate to the many conditions that continue to emerge (Nahrowi, 2017).

Hence, to establish a reputable Islamic institution for higher education, it is imperative to comprehend the principles and practices of quality management within the context of education. Quality management is a systematic approach aimed at effectively organizing and ensuring education delivery of a high

standard. Education management is a strategic approach to organizing the educational system that aligns with societal norms, requirements, and anticipated outcomes. Therefore, effectively managing the quality of education can be perceived as a significant endeavor in addressing the emerging challenges that arise in contemporary educational matters.

State Islamic Religious Higher Education Institutions encounter numerous challenges. In certain instances, indications of substandard quality may manifest in the domains of vision, mission, goals, and objectives within the field of education when explicit targets are lacking, resulting in the production of graduates who do not meet high standards (Hadi, 2018). Arifin (2021) argues that accepting Islamic Religious Higher Education Institutions graduates may not always be guaranteed due to their insufficient knowledge. It is undeniable that competition is an inherent aspect of various domains. The experience of losing in a competition can result in feelings of helplessness, which may contribute to insecurity and marginalization.

Warlizasusi (2018) discovers that the strategic plan serves to communicate the organization's objectives, the necessary activities to attain those objectives, and any other significant components that arise during the planning phase. In contrast, a significant amount of pressure exists on universities worldwide (Puente et al., 2021) to attain a high level of proficiency in research, learning, teaching, and community service. These areas are the fundamental pillars of their strategic plans (Makki et al., 2023). The Ministry of Religious Affairs has formulated a strategic plan to enhance the standard of Islamic education. This strategic plan must be incorporated into the strategic plans of all Islamic Religious Higher Education Institutions operating under the purview of the Ministry of Religious Affairs. The implementation of this approach will expedite the achievement of high-quality Islamic education. It is crucial to acquire knowledge regarding the adherence of State Islamic Religious Higher Education Institutions in executing the strategic planning of the Ministry of Religious Affairs.

Previous studies, including the work of Warlizasusi (2018), have examined the strategic planning analysis of STAIN Curup from 2015 to 2019. Warlizasusi's research highlights the systematic nature of the strategic planning process at STAIN Curup, facilitated by implementing a planning framework. Furthermore, a study conducted by Silitonga, (2019) highlights that the Ministry of Education and Culture (Kemdikbud)'s strategic plan places significant emphasis on providing exceptional service. However, SMA Negeri 68 Jakarta emphasizes enhancing academic performance. According to Salman & Widodo (2020), their study revealed that the execution of the strategic plan from 2015 to 2019 by the Ministry of Religious Affairs, specifically the implementation of The Regulation of the Ministry of Religion Affairs No. 14 of 2014 regarding the establishment of Madrasah, has not resulted in the establishment of any state-recognized RA (Islamic early childhood education).

This study distinguishes itself from prior research by focusing on the study of two distinct strategic plans: the strategic plan of the Ministry of Religious Affairs of the Republic of Indonesia and the strategic plan of the State Islamic Religious Higher Education Institutions. Consequently, this research aims to generate distinct conclusions. This study aims to assess the alignment between the strategic plan of the Ministry of Religious Affairs of the Republic of Indonesia and the strategic plan of State Islamic Religious Higher Education Institutions to achieve the desired level of quality in religious higher education in Indonesia.

METHOD

This study was conducted utilizing a qualitative research model. It places greater emphasis on interpreting the data obtained from the research participants. The collection of qualitative data aligned with the research design to address the inquiries posed by the research problem. This study employed descriptive-analytical methods based on the research problems. The analytical descriptive method was employed to comprehensively understand the current state of affairs. Moreover, a rigorous analysis was conducted to assess the efficacy of the strategic

plan for higher education. The data sources utilized in this study were obtained through the snowball sampling technique.

The data collection methods employed in this study encompassed documentation and online interviews. Interviews were typically conducted in an unstructured format, which enabled the interviewee to actively shape their cognitive framework. At the same time, the researcher tried to comprehend the essence of the interviewee's intended meaning. During the interview, the researchers employed video conferencing platforms like Zoom and voice call applications like WhatsApp.

The data analysis process was carried out in conjunction with data collection, employing the principle of Verstehen. Since the beginning of data collection, immediate analyses have been conducted to establish categorizations of observed events. This action was because raw data could not convey any meaningful information until it went through analysis. The chosen methodology for analysis was qualitative analysis, employing a deductive-inductive thinking model. The data analysis process in this research involved several steps, including coding, data editing, categorizing, tabulating, generating ideas, displaying data, and interpreting the findings.

The objective of data editing was to systematically choose and organize data. Further processing was limited to data that is pertinent to the research problem. Tabulation is a process in which tables are constructed, incorporating variables, indicators, and descriptors, utilizing data that has undergone the editing phase. Data categorization refers to classifying diverse data obtained from informants into distinct groups. Data interpretation involves elucidating the data's significance and the underlying reasons for its observed patterns while also considering how educational quality management can be employed to predict the outcomes of the research.

The data analysis has yielded significant findings, which have been used to address the research question posed in the problem formulation. Upon the

conclusion of this study, the outcomes were disseminated via seminars, wherein feedback can be obtained from fellow researchers.

RESULTS AND DISCUSSION

Ministry of Religious Affairs Strategic Plan Model

The Strategic Plan 2020-2024 has been formulated by the Ministry of Religious Affairs of the Republic of Indonesia. The development of the strategic plan involved a comprehensive review of the preceding strategic plan, specifically the 2015-2019 strategic plan, which consisted of five chapters and spanned 138 pages. The systematic of the chapter I encompasses an examination of the background, an analysis of the general conditions, an assessment of the potential, and an identification of the problems. Chapter II provides an in-depth analysis of the historical and legal foundations of Islamic education and its general vision, mission, goals, and objectives. Chapter III of the document addresses three key areas: policy direction and strategy, regulatory framework, and institutional framework. Chapter IV of the document discusses Islamic education's performance targets and funding framework. Chapter V is the conclusion.

The 2015-2019 strategic plan development involved a series of actions, such as conducting a comprehensive examination of prior strategic plans, analyzing reports from the monitoring and evaluation program, and discussions and workshops. The strategic plan of the Ministry of Religious Affairs was formulated in compliance with the guidelines provided by the National Development Planning Agency (BAPPENAS) for the development and evaluation of strategic plans for ministries and institutions, particularly the Regulations of the Minister of National Development Planning number 5 of 2014.

According to the foreword by the Director General of Islamic Education, the strategic plan aims to enhance and attain the quality of Islamic education. Hence, a strong correlation exists between the strategic plan and the standard of Islamic education. The introduction of the Ministry of Religious Affairs' strategic planning for 2015-2019 discusses the correlation between its objectives and the

constitutional mandate outlined in the 1945 Constitution pertaining to the intellectual development of the nation. The intellectual pursuits of a society can be cultivated through comprehensive education and religious instruction. Religious education is a component of the Islamic education system. Islamic education encompasses the scholarly perspective that draws upon the Qur'an and al-Hadith's teachings to attain worldly and eternal happiness.

Islamic education is a constituent component of the national education system, as stipulated by the National Education System Law Number 20 of 2003. This is further emphasized in Government Regulation 55 of 2007, which highlights the significance of religious education in the comprehensive development of individuals across all levels of education in Indonesia.

State Islamic Religious Higher Education Institutions Strategic Plan Model

Islamic Religious Higher Education Institutions are organizational entities that operate under the supervision and guidance of the Ministry of Religious Affairs of the Republic of Indonesia. Hence, the strategic plan formulated by the State Islamic Religious Higher Education Institutions can be considered an extension of the strategic plan devised by the Ministry of Religious Affairs. The funding for the implementation of the work program outlined in the strategic plan of each work unit within the State Islamic Religious Higher Education Institutions is provided by the Ministry of Religious Affairs of the Republic of Indonesia.

This study gathered data from 13 State Islamic Religious Higher Education Institutions as research locations for strategic planning. The 13 State Islamic Religious Higher Education Institutions were split into two groups: three State Islamic Institutes (IAIN) and ten State Islamic Universities (UIN). The 13 State Islamic Religious Higher Education Institutions were chosen based on the availability of documented strategy plans that are publicly accessible. This is a factor in maintaining the data source's authenticity and trustworthiness.

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Table 1
Research Sites

No	Islamic Religious Higher Education Institutions	Strategic Plan Period	Number of Pages
1	UIN Sunan Ampel Surabaya	2014-2019	55
2	UIN Aalauddin Makasar	2015-2019	146
3	UIN Antasari Banjarmasin	2015-2019	52
4	IAIN Cirebon	2015-2025	67
5	UIN SUMUT Medan	2016-2020	61
6	IAIN Salatiga	2016-2020	27
7	IAIN Kendari	2016-2020	70
8	UIN Syarif Hidayatullah Jakarta	2017-2020	114
9	UIN Sulthan Thaha Jambi	2017-2020	118
10	UIN Padang	2017-2020	32
11	UIN Malang	2018-2022	95
12	UIN Semarang	2019-2023	80
13	UIN Banten	2019-2023	72

Table 1 displays that two State Islamic Religious Higher Education Institutions, UIN Alauddin Makassar and UIN Antasari Banjarmasin, have the same strategic plan as the Ministry of Religious Affairs of Islamic Education. The periodization of the other State Islamic Religious Higher Education Institutions varies.

Structural Analysis and Substantive Analysis
Structural Analysis

The connection between the strategic plan of State Islamic Religious Higher Education Institutions and the strategic plan of the Ministry of Religious Affairs lies in their shared focus on the religious domain within Indonesia. The analysis of strategic plans from the 13 State Islamic Religious Higher Education Institutions reveals notable variations in the structural approach employed for developing these plans, as observed in their written structures. Aside from differences in the periodization of strategic plan implementation, there are differences in the structure of the thinking in strategic plan formal documents. The difference is due to the lack of precise criteria enforced by the Republic of

Indonesia's Ministry of Religious Affairs for State Islamic Religious Higher Education Institutions. The difference is also attributable to the fact that universities are autonomous, allowing them to develop strategic goals based on the level of advancement of each State Islamic Religious Higher Education Institution. Dina et al. (2023) state that academic autonomy aims to give State Islamic Religious Higher Education Institutions the authority to determine the direction of their academic policies, beginning with the basic values, vision, mission, goals, and objectives. They are all determined by the State Islamic Religious Higher Education Institutions. Purvis (2020) concludes that the strategic plan's future course stated in the Ministry of Religious Affairs can be considered.

Substantive Analysis

Based on the theoretical study, strategic planning is a long-term plan to achieve strategic targets. Strategic planning is concerned with the organization as a whole. According to the rationale, the strategic plan serves as a reference for organizational development by describing the overall profile, resource allocation, priority programs, and development. Top management should decide on these components in collaboration with the lowest level. The drafting team, however, determines the strategic planning prepared by the State Islamic Religious Higher Education Institutions.

The entire academic community must understand a sound strategic planning process. Strategic planning must be prepared with attention and thoroughness because it is comprehensive. Errors in strategic planning will be disastrous for the organization.

State Islamic Religious Higher Education Institutions' diagnosis is crucial in planning, which is carried out by gathering diverse information and achievement data as research material. The internal environment analysis seeks to understand the strengths and shortcomings of educational administration. In contrast, the external environment study seeks to disclose opportunities and

problems in implementing quality State Islamic Religious Higher Education Institutions.

A diagnosis should be made to discover the vision and mission. A vision is a description of the intended future situation. At the same time, the mission is determined by considering the formulation of assignments, which are demands of tasks from outside the company and wishes from within related to the future vision and the current circumstances. The programs are chosen based on the mission to address the primary challenges (strategic issues). Major issues organize the sequence of development strategies. The primary issues must be thoroughly recognized and will be the focus of the strategic plan periodization.

The best alternative plan is the one that is most likely to be implemented and contributes most to the advancement of State Islamic Religious Higher Education Institutions. Its implementation also allows for revisions if the circumstance changes during the process. A rapidly changing world requires legal cover and standards to respond quickly to these changes.

Quality issues are a concern to build education in developing the quality of State Islamic Religious Higher Education Institutions. Quality is a critical problem in ensuring public trust in educational institutions. Quality must be properly understood and clear for the quality improvement program plan to be directed and produce the best results. A quality institution must guarantee the quality of its graduates or students in numerous professional disciplines better than other universities (S, 2017).

Quality programs or efforts to increase educational quality are critical. Poor education is the root of many problems. To administer a great program, numerous strong foundations are required, including 1) commitment to change; 2) a clear grasp of current conditions; 3) a clear vision of the future; and 4) a clear plan (Sukmadinata et al., 2008).

The findings of a study based on 14 principles developed to improve the quality of State Islamic Religious Higher Education Institutions reveal that 1) the strategic plan's objectives to improve services and make State Islamic Religious

Higher Education Institutions competitive and world-class have not been properly formulated; 2) State Islamic Religious Higher Education Institutions have failed to implement a whole quality mindset in which each individual must adhere to quality principles in the Tri-Darma process of higher education; 3) State Islamic Religious Higher Education Institutions have achieved success in educational services by offering a good and conducive learning environment to generate quality students; 4) State Islamic Religious Higher Education Institutions have assessed and conducted self-evaluation in accordance with accreditation development; 5) By building good educational methods, state Islamic Religious Higher Education Institutions have enhanced quality and output while lowering expenses;6) The notion of lifelong learning has been used by state Islamic Religious Higher Education Institutions, where quality begins and ends with instruction; 7) The academic community is aware of and supports educational leadership, which is the role of management to provide guidance in accordance with the vision and mission; 8) State Islamic Religious Higher Education Institutions have eradicated fear by providing an environment that encourages people to talk freely in accordance with the academic freedom principle; 9) State Islamic Religious Higher Education Institutions have removed barriers to success through management responsible for removing barriers to success; 10) State Islamic Religious Higher Education Institutions have not been able to generate a quality culture that can foster responsibility for obtaining quality; 11) The State Islamic Religious Higher Education Institutions has improved by determining the best method; 12) The State Islamic Religious Higher Education Institutions has assisted students in achieving success through numerous student activity units; 13) The State Islamic Religious Higher Education Institutions has not yet fully committed to a quality culture; 14) The State Islamic Religious Higher Education Institutions has felt accountable by allowing everyone to work on quality transformation.

CONCLUSION AND SUGGESTION

Based on the data analysis, three conclusions can be drawn to address the research question: 1) The strategic plan of the Ministry of Religious Affairs of the Republic of Indonesia is contained in the 2020-2024 Strategic Plan. The strategic plan was prepared by taking into account the previous strategic plan, namely the 2015-2019 strategic plan, which was compiled into five chapters with a total of 138 pages; 2) The strategic plans of the State Islamic Religious Higher Education Institutions have different structures and systematics, including the content. This difference is related to university autonomy; 3) The level of relevance between the strategic plans of State Islamic Religious Higher Education Institutions and the strategic plan of the Ministry of Religious Affairs is poor. The absence of a reference to the strategic plan of the Ministry of Religious Affairs of the Republic of Indonesia in the drafting of the strategic plan of the State Islamic Religious Higher Education Institutions evidences it.

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