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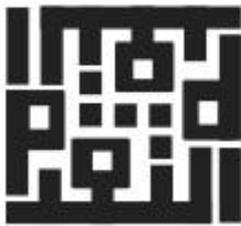
## **The Effectiveness of the Support to Development of the Islamic Higher Education Project in Improving the Quality of Education**

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### **ABSTRACT**

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This study aims to explore the Support to Development of the Islamic Higher Education Project (SDIHE) in an effort to improve the quality of Islamic Religious Higher Educations (PTKIs). This research is a policy research conducted at UIN Sumatera Utara, UIN Raden Fatah, UIN Walisongo and UIN Mataram. It employs exploratory descriptive analysis which explains the SDIHE phenomenon. The results show that SDIHE which is run by PTKIs (UIN Sumatera Utara, UIN Raden Fatah, UIN Walisongo and UIN Mataram) through curriculum development and expert training programs is effective in improving the quality of PTKIs. SDIHE has an impact on increasing the ranking of these universities globally and locally. This shows an increase in the performance of PTKIs. There has been no research on the effectiveness and impact of projects from foreign grants in Higher Education that comprehensively discusses quality from the perspective of curriculum development and expert training programs.

### **Introduction**

In this globalization era, educational institutions are required to improve the quality of education. According to Hurrel (2003: 223) globalization is about a universal process or a series of processes that result in multiplication of relationships and interconnections that go beyond the state and society that make up the modern world system. With the current globalization era, education in Indonesia is faced with enormous challenges due to the demands of quality-based education (Jamaludin, 2013).

The Political & Economic Risk Consultancy (PERC) survey shows the low quality of

education in Indonesia which is ranked 12th out of 12 countries in Asia. In addition, the report of The World Economic Forum Sweden (2000), shows Indonesia is ranked 37th out of 57 countries and is categorized as a follower country, not as a technology leader. Likewise, according to the 2016 UNESCO Human Development Index (HDI), one of the ranking compositions is educational attainment. The results of the report show that Indonesia's HDI has decreased, in 2014 it was 110<sup>th</sup>, in 2015 it was 113th out of 174 countries in the world. Based on the results of the Education Index report, in 2017 Indonesia was still ranked seventh in ASEAN countries. This indicates that the quality of education in Indonesia is still very poor.

In reality, quality education requires huge amount of funds, while the State Budget (APBN) is in deficit. So, Loans and Foreign Grants (PHLN) is an alternative source of financing. PHLN has an important role in building the Indonesian education system. The Ministry of Religious Affairs received a loan of USD 123.75 million from the Islamic Development Bank (IsDB) based on the *Istina'a* principle to be allocated for the Support to Development of the Islamic Higher Education project (SDIHE) carried out by 4 Islamic Religious Higher Educations (PTKIs), namely UIN Walisongo, UIN Sumatera Utara, UIN Raden Fatah and UIN Mataram. The scope of the project includes: (1) Increasing access to education (2) improving the quality of education: curriculum development and expert training programs. Therefore, the objectives of this study are; (1) to determine the effectiveness of SDIHE and (2) to determine the impact of SDIHE on improving the quality of PTKIs education. Curriculum development and expert training programs are therefore the focus of this study.

## Literature Review

### *The Effectiveness and Project Success*

Susanti's (2017) study on Indonesian Cooperation with the Islamic Development Bank (IsDB) in the Member Countries Partnership Strategy (MCPS) 2011-2014 program, shows that foreign loans to financial institutions from IsDB are useful for dealing with socio-economic and infrastructure problems. In the education sector, IsDB provides support for Higher Education Development in Indonesia. Meanwhile Belout, (1998) sees that project management strategy has focused on the effect of the structure and operational planning (such as budget, completion date and quality) on project success. In the past, projects have been managed as technical systems, not behavioral systems.

In their study, Patanakul & Milosevic (2009) argue that in order to improve management and effectiveness, many organizations currently practice Multiple Project Management (MPM).

A common way of doing this is to hire one project manager to lead several projects at once, which is called Management of a Group of Multiple Projects (MGMP). The results of the study found that organizational and operational level affect the effectiveness of the MGMP and the criteria for measuring the effectiveness of the MGMP. These findings are adopted as a framework that underlies the effectiveness in the MGMP, provides important managerial implications and suggests potential future research.

According to Crawford & Bryce (2003), the main goal of any project is to be successful. The area of project management is directly linked to project success. There are at least three criteria (time, cost, quality). The success criteria vary from project to project because each has a different type. Hyväri's Study (2006) shows that planning/organizing, networking and information are the most significant managerial practices in project manager leadership behavior. This study provides empirical evidence on the effectiveness of project management with a view to contributing to a better understanding and improvement of project management practices.

Several studies have investigated the reasons why projects fail, for example Morris and Hough (1993) and Gallag (1995) who provide a list of factors that are believed to contribute to the success or failure of project management in Higher Education. At the same time, there are several criteria that can be used as benchmarks for the project, namely cost, time and quality as shown in the Iron Triangle, in Figure 1. below.

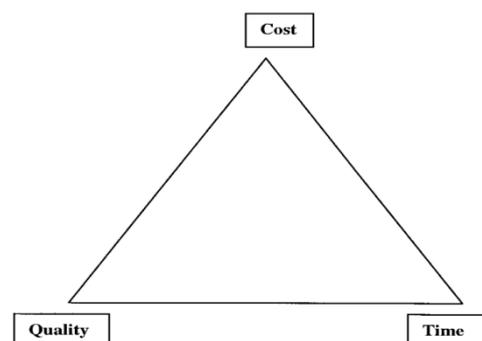


Figure 1. Project management  
The Association for Project Management (APM) of UK has produced a Body of

Knowledge (BoK) which defines project management as: Planning, organization, monitoring and control of all aspects of a project and motivating all involved parties to achieve the project objectives safely and within the criteria of time, cost, and the agreed performance. The project manager is the sole point of responsibility for achieving this goal (Atkinson, 1999). According to Reiss (1993), a project is a human activity to achieve clear goals based on a certain time scale. Meanwhile, the existing simple definition is not sufficient, it is suggested that project management is a combination of planning management and change management. Lock's (1994) view is that project management has evolved to plan, coordinate, and control complex and diverse modern industrial activities and commercial projects.

Evaluating projects on the basis of cost and time makes it more difficult for them to invest resources in the long-term development of the project organization. The study of Bullock (2006) provides a foundation as formal framework for measuring effectiveness from both a theoretical and a practical point of view. The effectiveness measurement framework was then extended to reduce the effects of measurement error and uncertainty by using the Kalman screening technique (Bullock, 2006).

The "iron triangle" model itself was the first model of successful project management (de Wit, 1988), which later proved to be only a part of the overall success of the project. In general, success can be framed in terms of two elements: efficiency and effectiveness. Efficiency refers to the extent to which the organization "does something right", maximizing the output based on the given input. Effectiveness, on the other hand, refers to the extent to which the organization "does the right thing," takes the necessary actions to achieve project objectives (Belout, 1998). Cooke-Davies et al., (2009) identified three dimensions of a successful project: (1) project success; (2) the success of the project management process; and (3) consistency of success across multiple projects. Pinto & Prescott (1988) developed a comprehensive list of success factors, including project mission,

top management support, project schedule/plan, client consulting, personnel, technical assignments, client acceptance, monitoring and feedback, problem solving, communication, characteristics of leaders of project team (emphasis added), power and politics, environmental events, and urgency.

Theoretically, if we have a competent project manager, a competent team, a manager and a coordinated team, an adequate organizational structure, culture, atmosphere and competence, and the use of sophisticated project management, methodologies, methods, tools and techniques, our project must have successful project management, and enables project success (Radujković & Sjekavica, 2017).

### *The Quality of Education*

The quality of Higher Education is a multi-dimensional concept due to different needs and demands of stakeholders. The ranking of universities around the world is based on a combination of data and empirical opinions from surveys of stakeholders. Thus, society perceives world university rankings as indicating Higher Education quality (Aca-ac et al., 2020). Nulhaqim, et. al. (2016) stated that the quality of a university is characterized by, among others, academic reputation, the availability of qualified teaching staffs (lecturers, researchers), and is supported by a strong research tradition and a good tradition of scientific writing (books and journals). There are at least five factors that determine the quality of a university, (1) supporting facilities and infrastructure (buildings, office spaces, lecture halls); (2) adequate facilities (library, laboratory); (3) quality of lecturers with sufficient time commitment to teach; (4) research skills; and (5) the commitment of lecturers and researchers to their profession to continuously improve their competence and expertise.

A Higher Education institution will be considered qualified when it is able to meet the community needs; produce a person who is able to make a positive contribution to the betterment of life, (social needs), produce people who are needed by the work field;

moreover, produce a figure who is productive in opening job opportunities, and produce professional people in improving and developing knowledge. Therefore, improving the quality of higher education is not an easy job, it requires careful planning, commitment and a strong desire which is then translated into the vision, mission, and objectives of the educational process that takes place at the university. Higher education can be deemed to have good quality if it is able to produce graduates that are in accordance with the needs of the era, sell well in the work field, and can create job opportunities. Quality in Higher Education can be seen from the formulation of the vision and mission, which is then manifested in the educational process that will be carried out.

Over the last few decades, many higher education institutions around the world have developed internal quality management systems that are intended to establish more formal organizational rules and routines related to the governance of educational services. This system may have a different focus in each institution but tends to agree that leadership and management are very important for coordination, developing good quality indicators, making things happen and that the main objective of this quality management system is to improve students' learning experience (Elken & Stensaker, 2018). Thus, one could argue that the introduction of quality management in Higher Education has contributed to the strengthening of management regulated by universities (Frølich et al., 2013).

Globalization creates a very competitive environment for universities. Internal and external stakeholders are increasingly

demanding better outcomes in terms of research, teaching, knowledge transfer, internationalization, competitiveness and increased mandate for transparency and accountability (Miotto et al., 2019). In this new landscape, intangible assets such as reputation are a key factor in gaining a sustainable competitive advantage. The behavior of Higher Education institutions is triggered by competition for the reputation of the institution (Van Vught, 2008).

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## Research Methods

This research is an evaluation policy research. The locus of this research is PTKIs, which includes UIN Sumatera Utara, UIN Radeh Fatah, UIN Walisongo and UIN Mataram which implemented SDIHE. The analysis technique used in this research is exploratory descriptive using quantitative data. To determine the effectiveness of SDIHE, we compare the indicators to be achieved in the Minutes of Meeting (MoM) with the results or targets. Meanwhile, to determine the impact of SDIHE on improving the quality of PTKIs, the global or local university ranking version of Webometrics and SMS (Strategy Management System) was used.

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## Results and Discussion

### *The Effectiveness of SDIHE for Improving the Quality of PTKIs Education*

To improve the quality of PTKIs, there are 2 (two) programs, namely curriculum development and expert training program. The curriculum development and its budget are explained in table 1.

Table 1. Curriculum Development Program

No	Component	Target (million)	Realization	%
<b>1</b>	<b>UIN Sumatera Utara</b>			
a	Curriculum Development	7.410	3.144	71,51
b	Management development	6.353	2.774	43,66
c	Student development	1.040	824	79,30
d	IT Development	2.480	2.194	88,46
<b>2</b>	<b>UIN Raden Fatah</b>			
a	Curriculum Development	7.554	3.118	41,28
b	Management development	6.353	3.843	60,50
c	Student development	1.040	1.347	129,53
d	IT Development	2.480	1.518	61,20
<b>3</b>	<b>UIN Walisongo</b>			
a	Curriculum Development	6.049	6.655	110,02
b	Management development	6.033	1.871	31,02
c	Student development	800	1.061	132,59
d	IT Development	1.520	1.658	109,08
<b>4</b>	<b>UIN Mataram</b>			
a	Curriculum Development	6.049	5.629	93,06
b	Management development	6.033	3.871	64,16
c	Student development	800	815	101,85
d	IT Development	1.520	1.512	99,45

## 1. Curriculum Development.

Improving the quality of Islamic Higher Education (PTI) can be done by developing curriculum, university management, student development and information and technology. SDIHE's programs or activities vary widely. The four UINs (UIN Sumatera Utara, UIN Raden Fatah, UIN Walisongo and UIN Mataram) focus on their distinctive scientific fields of study, for example UIN Sumatera Utara has its distinctive knowledge in Islamic Economics, UIN Raden fatah in Malay Islamic studies, UIN Walisongo in the field of Islamic astronomy (Falak) and UIN Mataram in the field of Al-Quran, so that curriculum development is directed towards improving the quality of PTI by developing facilities and infrastructure. For example, UIN Walisongo develops Falak supported by the construction of a planetarium which can be used as a means of education. Meanwhile, UIN Mataram with the Al-Quran laboratory can develop Al-Quran studies. Likewise, UIN Raden Fatah and UIN North Sumatera build facilities or laboratories to develop fields of knowledge that are distinctive for each of the UIN.

The four main programs of curriculum development are very significant in improving the quality of PTKIs, especially in IT development, which has a very significant impact in the short and long term. So it can be concluded that improving the quality of Islamic Higher Education can be done by developing curriculum, university management, student development and information and technology development. SDIHE by UIN Sumatera Utara, UIN Raden Fatah, UIN Walisongo and UIN Mataram made their global ranking based on the webometrics increased significantly. Likewise the domestic rankings both from the Ministry of Religious Affairs and the Ministry of Education. The opening of new Study Programs, internationalization, publications, quality assurance activities have an impact on increasing student interest in studying at PTKIs.

SDIHE also has an impact on improving the quality of Human Resources (lecturers and employees) at PTKIs. For lecturers, journal writing activities with international reputation, writing textbooks, e-learning training, English

language training, doctoral scholarships, workshops and training can improve the quality of lecturers. Likewise for employees, training and workshops such as procurement of goods and services, financial management based on the Government Accounting Standards (SAP), internal auditing, communication and interpersonal skill, diagnosis of employee needs analysis, archivists and workshops and ICT training can improve employees' quality.

Likewise, student development activities such as: student activities guidance, student organization development, workshops and entrepreneurship training, leadership, research for students, *Indonesia menulis* for English language course students, green campus, student guidance and overseas training activities which are held almost every year. This program is beneficial for students to have an internationalization mindset.

For higher education management (governance), SDIHE has an impact on good governance. This can be seen from the results of the audit from the Audit Board of the Republic of Indonesia (BPK), resulting in unqualified opinion (WTP), because project management governance has followed the guidelines of the IsDB. In addition, there is assistance from the Indonesia's National Government Internal Auditor (BPKP). UIN Walisongo is used as a model for the "Integrity Zone" institution by the government. The activities that support good university governance include: rearranging the vision and mission of Higher Education, compiling Standard Operating Procedures (SOP), good university governance workshops, training on procurement of goods and services, job description workshops, drafting of the Long Term Development Plan (RPJM) and the Strategic Plan (RENSTRA), internal audit workshops, performance indicators workshops, organization need assessment and other activities that support good university governance.

In accordance with global dynamics and industrial revolution 4.0, the development of Information and Technology in order to support the implementation of good university governance and improve the quality of Islamic

Higher Education. IT development activities include: Integrated Management Systems, Academic-Based IT System Training, remuneration systems, Website Development, training on IT-Based Teaching Learning. Apart from soft skills, IT development also provides integrated systems, staffing, finance, research, teaching and community service and management information systems. For equipment, IT Development is specially built for the IT Development department, and every building that is built is facilitated by IT development.

## 2. Expert Training Program

The development of PTKIs through a project scheme called SDIHE which is supported by IsDB funding and the counterpart budget from the Government of Indonesia through the supplementary Budget Implementation List (DIPA-P) is a very strategic breakthrough step. This step is in line with one of the dreams of building PTI as an international standard university where one of the stages begins with the creation of an international atmosphere in all aspects including academics and academic staff.

The alignment of the project with the vision and mission of PTKIs is reflected in the project objectives, namely to support Islamic Higher Education institutions to become qualified and competitive institutions with the goal of improving the public access to PTKIs through (1) upgrading and completing its infrastructure; and (2) improving and enhancing the curriculum as well as the skills of teachers or lecturers as well as educational staff who support it.

Regarding the achievement of the second goal, namely improvement and enhancement of the curriculum as well as the skills of the teachers or lecturers and educational staff, this project (as stated in one of the points in the minutes of Meeting) mandates the implementation of a program called expert training program. This program can be flexibly broken down into training activities in accordance with the needs of PTKIs in general, such as those related to academic, management, student affairs and

information engineering aspects to achieve the project objectives. SDIHE which consists of 6 programs including: in-country non-degree training, overseas non-degree training, in-country doctoral degree, overseas doctoral

research, comparative study and visiting professors are expected to be able to improve the quality of PTKIs. The target and realization of SDIHE expert training programs and achievements are shown in table 2 below.

Table 2. The Target and its Realization of SDIHE Expert Training Programs

NO	Program	Target		Realization	
<b>A UIN Sumatera Utara</b>					
1	In country Non-Degree Training	30	Percent	65	Percent
2	Overseas Non-Degree Training	20	Percent	62	Percent
3	In Country Doctoral Degree	40	Percent	23	Percent
4	Overseas Doctoral Research	15	Percent	20	Percent
5	Overseas Comparative Study	30	Percent	15	Percent
6	Visiting Professor	5	Percent	10	Percent
<b>B UIN Raden Fatah</b>					
1	In country Non-Degree Training	48	Percent	65	Percent
2	Overseas Non-Degree Training	40	Percent	78	Percent
3	In Country Doctoral Degree	40	Percent	22	Percent
4	Overseas Doctoral Research	30	Percent	14	Percent
5	Overseas Comparative Study	40	Percent	75	Percent
6	Visiting Professor	10	Percent	10	Percent
<b>C UIN Walisongo</b>					
1	In country Non-Degree Training	48	Percent	361	Percent
2	Overseas Non-Degree Training	40	Percent	268	Percent
3	In Country Doctoral Degree	40	Percent	43	Percent
4	Overseas Doctoral Research	30	Percent	54	Percent
5	Overseas Comparative Study	40	Percent	73	Percent
6	Visiting Professor	10	Percent	11	Percent
<b>D UIN Mataram</b>					
1	In country Non-Degree Training	48	Percent	89	Percent
2	Overseas Non-Degree Training	40	Percent	45	Percent
3	In Country Doctoral Degree	40	Percent	20	Percent
4	Overseas Doctoral Research	30	Percent	13	Percent
5	Overseas Comparative Study	40	Percent	41	Percent
6	Visiting Professor	10	Percent	1	Percent

#### a) In country Non-Degree Training

SDIHE has carried out several in-country non-degree training, for example international journal article writing, change management training, quality assurance training, goods and services procurement training, *Indonesia Menulis* training entitled “successful productive writer”, project management training, e-learning training; Higher Education management training etc. which are carried out by professional institutions. The implementation of this in-country non degree training by PTKIs has exceeded the achievement targets set in the MoM. In more detail, the

achievements of each PTKI are; UIN Sumatera Utara reached 216.66 percent; UIN Raden Fatah reached 135.41; UIN Walisongo reached 752.08 and UIN Mataram reached 185.41. So all PTKIs have exceeded the achievements set in the MoM.

#### b) Overseas Non-Degree Training

One of the outcomes expected from SDIHE is an increase in the quality of educational facilities and infrastructure and the capacity of the human resources of the lecturers and education staff from the four PTKIs. It is in line with the plans of the four PTKIs that have

transformed into a State Islamic University (UIN) that has a quality and competitiveness in the national and even international level. Therefore, the overseas training program is necessary for the effort to improve the quality of education at PTKIs.

There are several kinds of Non-Degree Training overseas such as cooperation programs with universities abroad. PTKIs collaborate with overseas universities in terms of curriculum development, collaborative research and publications, higher education management, international seminars, and training activities. The design of this collaboration is by assigning lecturers and education staff to be educated to become more professional staff in their fields. One of the examples is a training program for improving the quality of human resources. This activity is one of the important components and necessary conditions to achieve the expected outcome, especially in terms of increasing the human resource capacity of PTKIs leaders in the field of leadership and effective higher education governance, efficient, and accountable.

The objectives of the organization of training on higher education management carried out in Australia, Netherland, China, and South Korea are to increase the capacity of PTKIs leaders and other participants regarding leadership, governance, and management of higher education to be more effective, efficient and accountable in order to develop PTKIs to have good quality and national or even international competitiveness; to facilitate PTKIs leaders and other relevant participants to increase networks and partnerships with one of the leading universities abroad; to increase nationalism, multiculturalism, and international outlook and benchmark the quality of higher education management through training and *study visit* to leading universities abroad.

Globalization and the development of science and technology have brought the world into a serious humane crisis. In such a situation, the PTKIs has a very important role in integrating religious and non-religious sciences (al-wahdah al-'ulum). Through the SDIHE program, the lecturers were assigned to take part in

curriculum development training, especially the curriculum based on al-wahdah al-'ulum. This activity is carried out and in collaboration with universities in Malaysia as they have the same vision in developing Islamic science in the context of the development of science and technology.

In the field of research and publication, higher education has a central role in increasing the competitiveness of a nation. Increasing the quality of higher education at least includes improving the quality of institutions, management, education, research, and community service. Through the improvement of these various aspects, universities can contribute to solving the humane and national problems which in turn have an impact on increasing the nation's competitiveness. PTKIs must contribute to increasing the nation's competitiveness. The weakness of PTKIs is in dealing with international research experience, access to international research funding, and publication of research results in international journals.

For the program of Overseas Non-Degree Training, SDIHE has carried out some training programs including training on higher education management, training on curriculum development, training on strengthening research capacity abroad organized by foreign universities such as Vrije University, Queensland University, Leiden University, and Beijing University. The implementation of non-degree training by PTKIs has exceeded the target set in the MoM. The overseas non-degree training programs held by UIN Sumatera Utara have reached 310 percent; UIN Raden Fatah has reached 190 percent; UIN Walisongo has reached 670 percent and UIN Mataram has reached 112.5 percent. So, all PTKIs have exceeded the achievements in the MoM for the Overseas Non-Degree Training program.

### **c) In-Country Doctoral Degree**

In 2019, around 12 percent (3,502) of PTKIs lecturers have obtained doctoral degrees; 82 percent (23,461) were holding master degrees and 6 percent were still undergraduate. Therefore, PTKIs continue to improve

lecturers' qualifications in a comprehensive manner. Apart from continuing to develop the physical infrastructure, due to the growing number of students, efforts were also made to improve the quality of teaching and education staff. One of the efforts to ensure qualified output is by granting scholarships for PTKIs alumni and lecturers to pursue their doctoral degree according to the required competencies. This is based on the principle of the need that lecturers are one of the determining factors for the good quality of education to develop students in order to become dignified human beings, reliable, and able to face the challenges of the times and highly competitive, independent, productive and have high social awareness and could compete for job opportunities according to community needs. Qualified lecturers are expected to be able to provide academic services and lead education towards these expected goals. Therefore, SDIHE scholarship program is expected to be able to encourage efforts to accelerate the improvement of educational qualifications and the quality of lecturers at PTKIs (UIN Sumatera Utara, UIN Raden Fatah, UIN Walisongo, and UIN Mataram). The implementation of this program requires directed, simultaneous, and competitive planning, in order to create a healthy and accountable culture of competition both internally and externally in order to achieve optimal results.

To obtain qualified lecturers, it is necessary to prepare strategic steps that are planned and measured. One of the steps is to increase the competence and qualifications of lecturers through the scholarship program for permanent lecturers and alumni. It is important because one of the problems faced by PTKIs is limited funds provided for lecturers to pursue higher education levels. For that reason, PTKIs through SDIHE Scholarships prompt lecturers and alumni pursuing higher education levels with full and selective funding.

In general, this program aims to relieve the burden of students who are participating in the scholarship program in increasing their capacity as teaching staff at PTKIs. The scholarship covers living costs, registration fees, research

fees, book fees, and tuition fees. In particular, this program aims to encourage lecturers to be able to increase the capacity and professionalism of teaching staff in the academic and scientific fields, to strengthen the institutional capacity of PTKIs, to improve the quality of higher education, and to expand opportunities for teaching staffs to achieve higher education level.

For the implementation of the PTKIs scholarship program, the achievements obtained are generally less than the target set in the MoM. The achievements of the doctoral in-country scholarship program at UIN Sumatera Utara reached 57.5 percent; UIN Raden Fatah reached 55 percent; UIN Walisongo reached 107.5 percent and UIN Mataram reached 50 percent. So most of the PTKIs except UIN Walisongo have less achievement set in the MoM.

#### **d. Overseas Doctoral Research**

As part of strengthening the capacity of lecturers and improving the quality of research results, the SDIHE development project organizes the Doctoral Research program by which the lecturers are expected to broaden their horizons, increase their capacity and skills, be able to access scientific resources and discourse abroad and participate in international forums. This program is also supposed to produce scientific works. Doctoral research is a sort of activity or program that is doctoral research and post-doctoral programs. Doctoral Research Program is an overseas research assistance program provided to PTKIs lecturers who are currently undergoing a doctoral degree. This program aims at helping doctoral candidates to complete their dissertation research by providing the opportunity to access existing resources in foreign universities. Besides, they can also consult with experts in the related field to get input for their research. It is considered that the parts of the dissertation developed with relevant materials can be used as articles in scientific journals abroad. Doctoral candidates can also attend lectures, seminars, or workshops to study the latest developments in science.

Meanwhile, the *postdoctoral program* is a research assistance program, seminars, and other academic activities given to PTKIs lecturers who have completed their doctoral degrees. This program is aimed at assisting doctors in developing postdoctoral scientific work through research activities, seminars, and other academic activities abroad. The targets of the doctoral research program are publication of research results in international journals, draft papers that have been sent to international journals, and reports on the results of *sit-in* and/or papers that have been presented in seminars/workshops.

The achievement from the implementation of the doctoral research program at PTKIs has fluctuated. For UIN Sumatera Utara and UIN Walisongo, the achievement was above the target set in the MoM. Meanwhile, UIN Raden Fatah and UIN Mataram were below the targets. As for the results of doctoral research, UIN Sumatera Utara has reached 133.4 percent, UIN Raden Fatah reached 46.6 percent; UIN Walisongo reached 180 percent and UIN Mataram reached 43.3 percent.

#### e) Overseas Comparative Study

In response to various developments and progress in the era of globalization, the demand for improving the quality of higher education at PTKIs in Indonesia is very urgent. In this context, PTKIs are required to be able to produce graduates with high quality and competitiveness at the international level. This is evidenced by the ability of higher education institutions to provide all global tools for the entire academic community, whether related to the development of outlook, attitudes, and technical skills of human resources as well as the readiness of institutions and other infrastructure.

To achieve that goal, various readiness and efforts have been made by the PTKIs. From an institutional aspect, efforts to develop PTKIs have been initiated, among others, by upgrading the institution with a wider authority to open non-religious study programs apart from Islamic studies programs. The development of

PTKIs after changing their status has been phenomenal as generally they can compete with other non-Islamic universities, and even increase competitiveness at the international level.

SDIHE sends lecturers and students abroad through an overseas comparative study program. Through this program, lecturers and students are expected to have the opportunity to expand their horizons and direct experience, increase their capacity and skills, be able to access scientific resources and discourse abroad, and participate in international forums abroad. With the real outlook and experience of lecturers and students abroad, PTKIs will indirectly get a lot of information about the future development of PTKIs through comparisons with various universities abroad. The objectives of this program in terms of (1) teaching staffs competence; it provides direct and real experience to PTKIs lecturers and students in the management and development of higher education abroad, improve the competence of PTKIs lecturers in academic writing and research, increase the capacity of student leadership in the management of student organizations, improve the quality and professionalism of lecturers and students to have global outlook as well as international competitiveness. (2) In terms of institution development is to establish and strengthen international cooperation with universities and other institutions abroad, improve the quality of institutional governance towards leading Islamic universities, and open opportunities for PTKIs student exchange program with other universities abroad.

This *overseas comparative study* program aimed to broaden knowledge and scientific expertise of the lecturers and students leader, increase competitiveness and establish as well as strengthen partnerships and cooperation at the international level. This program was held in Australia, Holland, Morocco, Turkey, China, Sri Lanka, Qatar, Germany, and Malaysia. For the implementation of the overseas comparative study program at PTKIs, mostly the target set in MoM was achieved except UIN Sumatera Utara. UIN Sumatera Utara just reached 50 percent, UIN Raden Fatah reached 187.5

percent, UIN Walisongo reached 182.5 percent while UIN Mataram reached 102.5 percent.

#### f) Visiting Professor

The efforts to develop human resources and institutions of PTKIs found the perfect momentum when PTKIs received financial support from the Islamic Development Bank (IsDB) through SDIHE. So, the capacity building of human resources was increased and carried out massively in various forms of programs, including the visiting professor program. This program, which is assigned to PTKIs professors, aims to broaden scientific outlook and competencies, increase competitiveness, and establish and strengthen partnerships and cooperation at the international level.

The agendas include being a guest lecturer at university that becomes the locus of activities; Become a researcher and disseminate the results of his research to universities or research institutions that are the locus of activities; Establish partnerships and collaborations with professors at universities or research institutions which are the locus of activities to conduct a research on problems that become a common concern; and write books or textbooks by accessing existing sources in the university's library which are the locus of activities, where they can update teaching materials and methods with the latest materials, compare existing scientific developments, and can also supply information for scientific developments.

The purpose of the visiting professor's activity refers to two aspects. In the aspect of human resources development, this program aims to improve the competence of PTKIs professors in academic writing and research, improve the quality and professionalism of PTKIs professors who have a global outlook and international competitiveness. Meanwhile, in the aspect of institutional development, this program aims to establish and strengthen international cooperation with universities and research institutions abroad, and improve the quality of institutional governance towards leading Islamic universities. For the

implementation of the visiting professor program at PTKIs, the achievement on average is above the target except for UIN Mataram. It is because they only have one professor. UIN Sumatera Utara reached 200 percent, UIN Raden Fatah reached 100 percent, UIN Walisongo reached 110 percent, while UIN Mataram reached 10 percent.

#### g) Effectiveness of "The Support to Development of The Islamic Higher Education Project"

Effectiveness as a measurement provides an idea of how far the target can be achieved. The level of effectiveness can be seen and assessed from the results that have been achieved. If the output or results achieved are proper or achieve pre-determined targets, then it can be said to be effective. The effectiveness indicator is viewed from several aspects of the effectiveness criteria, such as 1) timeliness, 2) accuracy in calculating costs, 3) accuracy in measurement, 4) accuracy in making choices, 5) accuracy of thinking, 6) accuracy in carrying out orders, 7) accuracy in determining goals, and 8) accuracy of the target. Based on the above effectiveness indicators, the point can be understood that effectiveness is a measurement in the achievement of pre-determined goals or targets using the measurement of the accuracy of effectiveness where targets or goals can be achieved based on previous plan.

The curriculum development program consists of curriculum development, management development, student development, and IT development. While the target stated in the MoM is the amount of the budget. The indicator for the amount of the budget is difficult to measure as it is determined by the Ministry of Religious Affairs. The curriculum development program budget comes from the State Budget (APBN). Meanwhile, the determination of the budget or ceiling is adjusted to the budget of the ministry. In fact, the Ministry of Religious Affairs has the most work units (satker) of more than 200. So, the budget derived from the APBN is divided among all work units in the Ministry of Religious Affairs, except for grants and foreign assistance, including those from IsDB. So, to

measure the effectiveness of a program or activity from the amount of the budget is difficult because the budget is determined by the ministry. There is a limited budget originating from APBN. However, all components in the curriculum development can be implemented properly.

Whereas for expert training programs, the measurement is the number of people who take part in the program. Thus, the effectiveness of the program or activity can be easily measured. From result of the study, it can be concluded that the expert training programs are very effective. However, there are several programs that must be improved, especially the scholarship program. Most of which have not met the target, except for UIN Walisongo which is very effective in carrying out expert training programs because all of the 6 components are achieved above the target set in the MoM.

### Impact of the Support to Development of the Islamic Higher Education Project on Improving the Quality of PTKIs

Because of the increasing competition among higher education institutions at the domestic and global levels, the number of institutions for university ranking at the national and international levels is also increasing. University rankings are seen as a representative of academic excellence and the institution's reputation. To achieve these goals, most of the Higher Education Institutions make a joint effort to participate in institutional ranking activities. The basic purpose of global university rankings is not only to provide information for students in finding universities but also the impact and use of global rankings have changed. Global university rankings also serve as a tool for evaluating university performance.

Academic Ranking of World Universities (ARWU) or Time Higher Education (THE), the QS World University Rankings, the Scimago Institutions Ranking, and the Webometric (Ranking Web of World Universities) are recognized as the top global ranking institutions (Torres. et.all, 2018; Hazelkorn, 2018; Marginson, 2014). According to Sidorenko and Gorbatova (2015), the WCU ranking has a relationship with the reputation and academic performance of a university, while academic performance shows the quality of a university. Therefore, to measure the quality of PTKIs, a global university ranking (GUR) is used based on a Webometric indicator. It is because PTKIs is only registered in the Webometrics version of world-class universities.

The SMS policy has a vision for the internationalization of PTKIs to be a world-class university. To achieve that vision, there are two missions i.e. improving PTKIs governance to gain high performance and competitive advantage and to change the identity of PTKIs from teaching-based university to becoming a research university. The SMS policy has a good prospect to become an international rank body for Islamic higher education in the world because such a body is not available currently. The SMS policy provides a new perspective to the study program of Islamic education management that research is not only based on scriptures but also actual phenomena in Islamic educational institutions.

Based on this *logical connection*, for university rankings the researchers should refer to Webometric and SMS from the Ministry of Religious Affairs to see the quality of PTKIs. The PTKIs rankings are displayed in table 3 as follows:

Table 3 Webometric Version of PTKIs Rankings

No	PTKIs	2017	2018	2019	2020	Explanation
1	UIN Walisongo	5501	4384	4749	4621	Rise
2	UIN Raden Fatah	4575	5620	7344	8765	Down
3	UIN Mataram	23761	11801	8667	8277	Rise
4	UIN Sumatera Utara	13040	10124	8733	8134	Down

Source: <http://www.webometrics.info>, accessed in 2020

Table 3 above reveals that most PTKIs rankings are increasing in global university rankings, except for UIN Raden Fatah that falls with an average decrease of 1396 percent. DGIHE which is implemented by UIN Sumatera Utara, UIN Raden Fatah, UIN

Walisongo, and UIN Mataram on average has an impact on increasing the ranking of the universities. It shows that SDIHE has an impact on improving the quality of PTKIs. The PTKIs rankings based on the SMS are shown in table 4.

Table 4 PTKIs Ranking Based on Strategy Management System (SMS) 2016-2018

NO	PTKIs	RANKINGS				Explanation
		2016	2018	2016	2018	
1	UIN Walisongo	65,12	2.478,00	5	4	Rise
2	UIN Raden Fatah	61,98	1.637,58	10	10	Constant
3	UIN Sumatera Utara	61,90	1.980,24	11	8	Rise
4	UIN Mataram	55,57	1.613,08	23	11	Rise

Table 4 shows that most of the PTKIs rankings are increasing based on the SMS version, except for UIN Raden Fatah. SDIHE which is implemented by UIN Sumatera Utara, UIN Raden Fatah, UIN Walisongo, and UIN Mataram on average has an impact on increasing the ranking of local universities according to the SMS version. It shows that SDIHE has an impact on improving the quality of PTKIs.

## Conclusion

To improve the quality of PTKIs which consists of curriculum development and expert training programs, SDIHE has undertaken curriculum development programs such as curriculum development, management development, student development, and IT development although the budget from the APBN is limited. All PTKIs have carried out all curriculum development components set in the MoM with various activities that are adjusted to the priority scale, needs, and competencies of the field of each PTKI. In the MoM, there are six expert training programs, i.e. In Country Non-Degree Training, Overseas Non-Degree Training, In-Country Doctoral Degree, Overseas Doctoral Research, Overseas Comparative Study, and Visiting Professor conducted by PTKIs. Based on the results of the study, it shows that on average all programs implemented by PTKIs met the targets set in the MoM, except for the In-Country Doctoral Degree. Of four PTKIs, only UIN Walisongo

which has met all the targets of the six expert training programs. Overall the expert training programs have been effectively implemented in SDIHE and there have been several improvements to the quality of PTKIs, especially concerning the domestic scholarship grants. Based on the results of the study, it can be concluded that SDIHE has a positive impact on improving the quality of PTKIs. It is evidenced by the increase in the global university rankings according to the Webometric version, except for UIN Raden Fatah. Likewise, the ranking of local universities based on SMS from the Ministry of Religious Affairs shows that PTKIs have increased in rank, except for UIN Raden Fatah which has a constant ranking. So it can be concluded that SDIHE as a whole has an impact on improving the quality of PTKIs. University rankings show an increase in reputation and an increase in the performance of PTKIs.

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