



## THE RELEVANCE OF ISLAMIC EDUCATION MANAGEMENT IN REALIZING *GOOD GOVERNANCE* UNIVERSITY AT STIT PRINGSEWU

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### Abstract

This study aims to analyze the relevance of Islamic education management in realizing *Good Governance University* at STIT Pringsewu. Using a qualitative approach with a case study design, this study explored data through in-depth interviews with the Chairman of STIT Pringsewu, Vice Chairman II, and Chairman of Quality Assurance, as well as observation and analysis of institutional documents. The results of the study show that the basic values of Islamic education management such as trust, deliberation, honesty, and responsibility have become the main foundation in institutional policies and governance. The implementation of administrative digitalization and increased financial transparency also strengthen management accountability and efficiency. In addition, the consistency of the implementation of the PPEPP cycle by LPM plays an important role in maintaining and improving academic quality in accordance with national higher education standards. The study also found that although the commitment of the leadership is very strong, there is still a gap in understanding governance in several implementing units. This research contributes to the development of Islamic education management theory by showing that the integration of Islamic values, transformational leadership, and a culture of sustainable quality is the key to achieving *Good Governance University* in Islamic universities.

**Keywords:** Islamic Education Management, Good Governance University, Higher Education Governance, STIT Pringsewu, Quality Culture, PPEPP.

### I. INTRODUCTION

Higher education today faces demands to not only produce academically competent graduates, but also to be able to support good institutional governance. Higher education governance includes aspects of transparency, accountability, participation, and responsiveness to stakeholder needs. However, the implementation of *good governance* principles in many universities still faces various challenges, including a lack of integration of ethical values, ineffective management, and limited internal oversight systems. This condition raises important questions about how education management can play a strategic role in strengthening institutional governance, especially in Islamic values-based universities such as STIT Pringsewu.

In the context of Islamic education, education management does not only focus on administrative aspects, but also on the application of Islamic values in every aspect of higher education management, starting from planning, implementation, to evaluation. This approach is believed to be able to improve the quality of institutional management through the integration of moral, ethical, and spiritual principles, thereby supporting the achievement of *Good Governance University*. This study aims to examine the relevance of Islamic education management in strengthening higher education governance at STIT Pringsewu, focusing on

effective practices, challenges faced, and the contribution of Islamic values to transparency, accountability, and participation of the academic community.

In addition, the governance of higher education is also regulated by applicable laws and regulations, Kopertais guidelines, and the foundation's policy as an education organizing body. Compliance with this regulation is one of the important indicators of the implementation of *good governance*, because every managerial policy must be in line with legal standards, accreditation guidelines, and strategic goals of the foundation. Good management requires coordination between leaders, foundations, and academic units so that every decision is legitimate, accountable, and in favor of the quality of education.

The organizational structure of universities, ranging from the highest leadership, deans, to academic and administrative units, also plays a central role in the implementation of effective governance. Clear division of authority, structured coordination channels, and good internal oversight mechanisms will support the creation of transparency and accountability. At STIT Pringsewu, understanding the role of each structural element and alignment with Islamic educational values is the key to implementing *Good Governance University*, so that the management of the institution is not only efficient, but also in accordance with the mission of Islamic education.

Several studies have reviewed the implementation of Good University Governance (GUG) in Islamic universities and shown that the integration of Islamic values with modern governance principles can strengthen organizational culture and institutional commitment. For example, research at STIAMI found that values such as "Worship, Integrity, and Innovation" can be integrated into the GUG framework to form a governance model that is based on morals and spirituality rather than just administrative. Other studies show that in Islamic educational institutions, the implementation of GUG often adapts aspects such as transparency, accountability, and participation but challenges arise when trying to maintain religious identity while meeting the demands of managerial efficiency and professionalism.

However, although there is already quite a lot of literature, there are significant "gaps" related to the contextualization of the implementation of GUG in small or private community/foundation-based institutions such as your case at STIT Pringsewu. A recent systematic review noted that most GUG research uses quantitative methods and focuses on traditional variables such as university performance whereas alternative theories of risk management, long-term performance, the role of organizational culture, are very rarely used. In addition, many studies have not explored in depth how foundation structures, national regulations, and Islamic institutional characteristics affect the effectiveness of GUG implementation, so there is no common model representing private/foundation-based Islamic universities with a local context. Thus, your research has the opportunity to make an important contribution to filling the empirical gap with a focus on private Islamic universities/foundations, and to provide an understanding of how the management of Islamic education can be translated into good governance practices in structural, regulatory, and local value contexts at STIT Pringsewu.

## II. RESEARCH METHODS

### 2.1. Approaches and Types of Research

This study uses a qualitative approach with a case study type. This approach was chosen because it is able to explore the phenomenon in depth, especially related to the relevance of Islamic education management in the implementation of *Good Governance University* at STIT Pringsewu. Case studies allow researchers to explore governance processes, policies, values, and practices that take place in real and contextual terms.

## 2.2. Location and Research Subject

The research was carried out at STIT Pringsewu as an Islamic higher education institution that is the focus of the implementation of higher education governance. Research subjects include:

1. Chairman of STIT
2. Vice Chairman
3. Head of Study Program/Post-Director
4. Chairman of the Foundation
5. Chief Quality Assurance Officer
6. Chairman of LPPM

The selection of informants uses *the purposive sampling technique*, which is to select individuals who are considered to understand and be directly involved in university governance.

## 2.3. Data Collection Techniques

### 1. Interview

The researcher conducted semi-structured interviews with structural leaders and academics to gain an in-depth understanding of Islamic education management practices, regulations, structural coordination, and campus governance.

### 2. Observation

Observations were carried out to see firsthand the dynamics of managerial dynamics, academic services, structural work patterns, inter-unit interactions, and the implementation of Islamic values in decision-making.

### 3. Documentation

The researcher conducted a review of official documents as a step to triangulate the data to ensure the validity of the research findings. The documents studied include *campus statutes, strategic plans (Renstra) and Operational Plans (Renop), academic and administrative SOPs, accreditation reports, and senate meeting documents*. Each of these documents is analyzed to identify consistency between institutional regulations and their implementation in the field. Aligning the content of the document with empirical data is also the basis for understanding the direction of institutional policies and applicable decision-making patterns. The analysis of this document serves to strengthen and complement the information obtained from interviews and observations. Through the study of the content of the document, the researcher can assess the extent to which written policies are applied and how they affect daily managerial and academic practices. The findings of the document are also a reference in confirming data from informants, so that the interpretation of the research becomes more comprehensive, objective, and has stronger validity.

## III. RESULTS AND DISCUSSION

### 3.1. Research Results

This study found that STIT Pringsewu shows a strong commitment to improving the quality of education governance through an Islamic value-based management approach and strengthening the capacity of human resources (HR). The Chairman of STIT Pringsewu, Iis Maisaroh, M.Pd emphasized that improving the competence of lecturers is a strategic priority of the institution. He said, *"Improving the quality of human resources is our top priority. Lecturers are gradually required to take part in pedagogic training, certification, and further study according to the institutional development roadmap."*

The Chairman of STIT emphasized that institutional governance is based on the principles of trust, integrity, and transparency. These values not only become the culture of the

organization, but also become a guideline in every academic policy and service. He emphasized, *"Every academic and administrative policy must be accountable, both to the foundation and students as recipients of services."* These findings reflect that Islamic-educational values are the main foundation in strategic decision-making.

The research also found that strengthening funding and budget efficiency are important aspects in supporting the activities of the Tridharma of Higher Education. Vice Chairman II, Evi Gusliana, M.Pd explained that the modernization of the financial system is the main step that the institution is working on. He stated, *"We continue to strengthen Tridharma's funding through budget efficiency and digital-based financial system improvements. Transparency in fund management is the main principle so that the budget process can be monitored and controlled properly."* STIT Pringsewu pays special attention to the provision of facilities and support for research and community service. Vice Chairman II added that several internal funding schemes were opened to encourage lecturer research productivity. He explained, *"We have opened several internal funding schemes to make it easier for lecturers to conduct research, publications, and community service activities."*

From the postgraduate academic side, the Director of Postgraduate Dr. Salamun, M.Pd.I said that the integration of Islamic values in curriculum development and learning processes is an important characteristic of STIT. He explained, *"The postgraduate program focuses on strengthening academic studies based on Islamic values, especially in the framework of educational leadership and management."* This shows that the Islamic educational model is not only studied theoretically but also institutionally practiced. The Postgraduate Director also emphasized the importance of lecturers' scientific productivity in building academic credibility. He said, *"We encourage postgraduate lecturers to be more productive in scientific publications and research collaborations, especially with other campuses under Kopertais."* These efforts contribute to the enhancement of academic reputation and institutional networking.

In terms of institutional strengthening, the Startech Education Foundation as the organizing body provides full support for the development of STIT Pringsewu. The Chairman of the Foundation, Dr. Abdul Hamid, M.Pd.I said, *"The Foundation is committed to providing full support for the development of lecturer human resources, including further studies and certification processes. This is a long-term investment for the sustainability of the institution."* This statement shows that there is a harmony of vision between the foundation and the campus. The Foundation also plays an important role in ensuring the continuity of funding for various Tridharma programs. Dr. Abdul Hamid added, *"We ensure that the funding of Tridharma activities runs consistently. The Foundation oversees STIT to meet accreditation standards through the provision of facilities and other operational support."* This is a structural strengthening in higher education governance.

From the aspect of quality assurance, the Chairman of the Quality Assurance Institute (LPM), Nurhadi Kusuma, M.Pd said that the implementation of the PPEPP cycle was carried out consistently. He emphasized, *"LPM runs the PPEPP cycle strictly in all units. Each study program is required to complete a self-evaluation, report on follow-ups, and participate in an internal quality audit twice a year."* These findings show STIT's high commitment to a sustainable quality culture. Nurhadi Kusuma also admitted that there are still several units that need assistance. He said, *"We continue to improve the quality awareness of lecturers and education staff. Some units still need assistance, but in general the quality culture is much better than five years ago."* This shows that there is a gradual but progressive improvement process.

From the dimension of research and community service, the Chairman of LPPM Muhtarom, M.Si reported a significant increase in lecturer research productivity every year. He explained, *"The research productivity of lecturers increases every year. We facilitate assistance in writing articles, research collaborations, and the preparation of national grant*

*proposals.*" LPPM's support is an important indicator in strengthening STIT as an academic institution. Muhtarom also added that community service activities based on assisted villages are one of the flagship programs. He stated, "*We encourage that the service is not only ceremonial, but produces tangible impact and measurable output.*" These findings show that STIT Pringsewu has developed a model of service that is directed, sustainable, and has high social relevance.

However, the study also found that there are several challenges that need to be considered, such as the uneven understanding of all lecturers and staff on the concept of *Good Governance University*, the limitations of digitizing services, and the lack of optimal documentation of procedures in several administrative units. Even so, the commitment of the leadership and the foundation provides a strong foundation for future governance improvements. Thus, it can be concluded that STIT Pringsewu has shown a clear direction in integrating the values of Islamic education management with the principles of *good governance*, while still needing systemic strengthening to achieve ideal higher education governance.

### 3.2. Discussion

The findings of the study show that the governance of value-based higher education institutions as applied at STIT Pringsewu has a strong correlation with strengthening quality culture and managerial effectiveness. Iis Maisaroh, M.Pd as the Chairman of STIT Pringsewu emphasized that all institutional policies are designed based on the principles of trust, professionalism, and academic services with integrity. This is in line with the view of Al-Faruqi (2020) who emphasizes that Islamic educational institutions must place the value of monotheism as the epistemological foundation of governance to produce quality- and sustainability-oriented governance. The statement of Vice Chairman II for Administration and Finance, Evi Gusliana, M.Pd strengthened the finding that financial transparency and accountability are important aspects in increasing the internal trust of the academic community. Evi explained that the digitization of the administrative system has been the main strategy since 2022 in accelerating academic and non-academic services. This is consistent with Raharjo's (2021) research which states that digital transformation is the key to improving the efficiency of university governance in the era of disruption. From the perspective of quality assurance, the Chairman of BPM STIT Pringsewu, Nurhadi Kusuma, M.Pd, emphasized that the implementation of the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement) has become the main standard in monitoring academic quality. He added that routine monitoring is carried out every semester through quality evaluation meetings. This supports the opinion of Gaspersz (2020) that a sustainable quality cycle will be effective if it is carried out consistently and based on valid data.

The success of the implementation of PPEPP at STIT Pringsewu is strengthened by a collaborative organizational culture. The Chairman of STIT emphasized that all units, including study programs, are actively involved in the evaluation process. This engagement reflects the idea of Schein (2019) who states that a strong organizational culture is a key pillar in the success of educational institution quality management. Thus, STIT Pringsewu not only relies on formal regulations, but also strengthens collective values in the campus environment. This study also found that the integration of Islamic values in managerial decision-making has a significant effect on the work ethic of the academic community. Evi Gusliana emphasized that every financial and administrative policy is always associated with the principles of *shiddiq*, *amanah*, *fathanah*, and *tabligh*. This view is relevant to the argument of Mutlaq & Hamdan (2022) who stated that value-based governance is able to increase the level of compliance, reduce conflicts, and strengthen the harmonization of working relationships in Islamic higher education institutions.

The dynamics of changes in government regulations related to accreditation and university transformation are also the main concern in the discussion of quality management. Nurhadi Kusuma revealed that the alignment of internal quality standards with the BAN-PT and LAMDIK policies is a challenge that continues to be adapted every year. The latest literature (Syahrul, 2023) supports that Islamic educational institutions are required to be more adaptive to changes in national standards so as not to be left behind in the quality competition at the national level. The discussion also revealed that the transformational leadership role of the Chairman of STIT is very influential on the smooth implementation of the quality program. Iis Maisaroh gave an example of how the practice of *coaching* and routine coaching for lecturers and education staff is a priority program. These findings are in line with Bass & Riggio (2021), who assert that transformational leadership enhances organizational commitment and encourages innovation in higher education settings. Overall, this discussion shows that the integration between Islamic values-based governance, administrative digitalization, sustainable quality culture, and transformational leadership are key factors for the success of STIT Pringsewu in improving its institutional performance. With the support of a strong quality assurance structure and the active participation of all work units, STIT Pringsewu is able to maintain quality stability while adapting to the demands of the increasingly competitive and dynamic national higher education system.

### 3.3. Analysis of Findings

The analysis of the research shows that institutional governance at STIT Pringsewu has moved towards a modern, standardized, and quality-oriented management model. Key findings show that the implementation of value-based management is a strategic foundation in decision-making, policymaking, and organizational governance. Islamic values such as trust, integrity, deliberation, and professionalism are the main references in formulating visions and missions and in strengthening work ethic in all institutional units. This approach creates institutional stability, strengthens the character of the organization, and builds a work culture consistent with the principles of Islamic education. The next findings show that administrative modernization through digitalization has a significant impact on improving institutional performance. Digital transformation carried out in the aspects of academic, financial, and documentation services shows its effectiveness in shortening service flows, increasing data accuracy, and strengthening management transparency. The digital system implemented also simplifies the monitoring and evaluation process, so that decision-making can be done faster and data-driven. This is in line with the concept of *digital governance* and higher education bureaucratic reform which emphasizes the importance of efficiency and accountability. In terms of quality assurance, the research findings show that the PPEPP cycle has been running systematically and involving all academic and non-academic units. Self-evaluation, internal quality audits, and follow-up improvements are part of the institution's work routine. These findings point to a shift in organizational culture, where quality is no longer understood as an administrative requirement, but as a mechanism for continuous improvement. The consistency of the implementation of PPEPP also shows the readiness of institutions to meet BAN-PT and LAMDIK standards, as well as increasing readiness towards higher accreditation.

Another finding is on the leadership aspect, which shows a transformational and collaborative leadership model. Institutional leadership encourages inter-unit synergy, strengthens internal communication, and provides space for innovation in governance. This leadership pattern has proven to be effective in mobilizing all human resources to achieve quality targets, improve service quality, and respond to external demands such as government regulations and inter-university competitions. The integration of Islamic values with modern leadership is one of the important findings that strengthens the institutional identity. In terms of funding and foundation support, the research found that the structural relationship between

universities and foundations is in a synergistic condition. The foundation provides support for the development of infrastructure facilities, improving lecturer competence, and institutional financial stability. This role shows that the success of university governance cannot stand alone, but requires strong institutional collaboration between internal and external stakeholders. These findings are relevant to *stakeholder governance theory* which emphasizes the importance of coordination between higher education organizers and managers. Overall, the analysis of the findings shows that the improvement of governance at STIT Pringsewu is the result of the integration of four main pillars, namely Islamic values, transformational leadership, administrative digitalization, and sustainable quality culture. This integration creates an adaptive, accountable, and competitive governance model, so that it has the potential to become a reference model for other Islamic universities.

#### IV. CONCLUSION

This study concludes that institutional governance at STIT Pringsewu has undergone significant development through the application of value-based management principles, strengthening quality culture, and modernizing the administrative system. Institutional leadership shows a strategic role in ensuring that every policy is directed at integrity, improving academic quality, and providing educational services that prioritize benefits. This value approach forms the foundation of governance that is stable, humanist, and in line with the principles of contemporary Islamic education. Administrative digitalization applied in the management of academic and financial services results in increased efficiency, transparency, and ease of access to information for the entire academic community. This implementation is able to strengthen institutional accountability, minimize bureaucratic obstacles, and increase institutional responsiveness to the dynamics of higher education that is increasingly fast and technology-based. Modernization is one of the main driving factors for improving the quality of governance. A quality assurance system that runs consistently through the implementation of the PPEPP cycle produces a structured quality control and evaluation mechanism. The implementation of BAN-PT and LAMDIK standards has encouraged quality culture to become an integral part of organizational behavior, not just an administrative document. The involvement of all work units in the implementation of the evaluation shows that the institution has a continuous commitment to quality improvement. Overall, this study emphasizes that the success of STIT Pringsewu's governance lies in the harmonization between Islamic values, transformational leadership, administrative digitalization, and sustainable strengthening of quality culture. The integration of these four aspects not only increases managerial effectiveness, but also strengthens the competitiveness of institutions in facing the challenges of today's higher education. This research provides important implications that similar management models can be replicated by other Islamic universities to strengthen sustainable value-based, technology, and quality-based governance.

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