A Model for Enhancing Organizational Capacity in State Islamic Higher Education Institution Study Programs to Achieve International Reputation

Indah Aminatuz Zuhriyah[1]*, Moh. Padil[2], Hidayat[3], Suci Hidayati[4], Wahidmurni[5]

[1] Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; zuhriyah@pgmi.uin-malang.ac.id

[2] Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; padil@pai.uin-malang.ac.id

[3] Universitas Sultan Thaha Saifuddin, Jambi, Indonesia; hidayat@uinjambi.ac.id

[4] Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; alrezisuci@gmail.com

[5] Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; wahidmurni@pips.uin-malang.ac.id

ARTICLE INFO	ABSTRACT
	Capacity building in organizations is an innovative strategy to enhance efficiency, effectiveness, productivity, and accountability to achieve global recognition. This article investigates organizational capacity building within the Doctoral Study Program in Islamic Education Management at the State Islamic University of Maulana Malik Ibrahim Malang Postgraduate Program, an institution committed to attaining an international reputation. Using a qualitative approach and descriptive analysis, data were gathered through interviews, observation, and documentation. The study reveals that: (1) the development of organizational capacity to achieve international recognition focuses primarily on human resource development and organizational strengthening; (2) visionary leadership is the most crucial factor in reaching international status; and (3) the process of building organizational capacity involves socializing the goals of international recognition, empowering existing resources, managing the transition through the ADKAR Prosci model, and striving to become an internationally recognized Islamic university. These findings suggest that enhancing organizational capacity in an effective, efficient, and sustainable manner can significantly improve the productivity, performance, and accountability of study programs, contributing to their international reputation. *This is an open-access article under the CC BY-NC-SA license.*

Corresponding Author:
Indah Aminatuz Zuhriyah
Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; zuhriyah@pgmi.uin-malang.ac.id

1. INTRODUCTION

The achievement of an international reputation in higher education can be measured by how much it has achieved, the university's reputation, and the study program's reputation. The improvement of student academic achievement, accreditation, teachers' quality, and research quality influences the international reputation of higher education institutions. (Wibowo, 2014) states that the teaching system and the quality of research and education are essential parts of the strategy to build an international academic reputation. In addition, the achievement of reputation is also influenced by educational attainment.

A higher education institution's reputation is critical, especially if it has an international reputation, because the course will benefit an organization. One of the advantages of an organization with a good reputation is that its products or services will be chosen more than other organizations. Such an achievement certainly needs to be supported by capacity development to implement study programs and higher education institutions. Capacity development is significant in helping the realization of study programs, and higher education institutions support the achievement of an international reputation. Research conducted (by Murray, 2009) and Spoth, Bierman, and Redmond (2004) shows that institutional capacity building is an alternative solution to a series of activities based on quality improvement. This concept can also help educational institutions, including higher education institutions, maintain their existence (O'Brien et al., 2013).

So far, studies on developing organizational capacity in improving quality and services tend to emphasize regional government institutions, while studies conducted at higher education institutions still need to be completed. Research conducted by Astuti (2016) explains that success in internationalization is driven by capacity building supported by horizontal leadership. Therefore, the leadership of a university is not only academic but also must be a manager who can read the signs of change. Meanwhile, other studies explain capacity development in higher education institutions that focus on studying the improvement of research capacity in the context of the internationalization of higher education institutions where researchers become increasingly mobile (Lee & Kuzhabekova, 2019). From the previous research studies, it appears that the existing studies still lack a more complex analysis of capacity development studies in higher education institutions, including human resource capacity development, strengthening organizational capacity, and increasing leadership capacity simultaneously.

Achieving an international reputation at a State Islamic University can enhance the organizational capacity of study programs by focusing on three key dimensions of performance. First, it emphasizes human development through continuous improvements for lecturers and professional education staff. Second, it involves strengthening the organization by implementing collegial instruments through a well-defined and sustainable action plan. Third, it focuses on fostering visionary leadership that can inspire the institution toward significant progress and achievements. Enhancing the capacity of study programs to be more effective, efficient, productive, and accountable can have far-reaching impacts on both the processes and outcomes related to the achievements and reputation of higher education.

Organizational capacity development can be identified from two sides, namely organizational resource capacity and organizational management capacity. (Horton et al., 2003:24). Resource capacity is what is known as the "hard capacities" of an organization, namely infrastructure, technology, finance, and staff. Management capacity is related to creating various conditions in which goals are made and achieved, including planning, goal setting, responsibility determination, leadership, allocation of various resources, motivating and supervising organizational HR, and maintaining relationships with organizational networks. Various activities that are in the organizational management capacity can be grouped into three groups, namely strategic leadership, program and process management, and cooperation and connectivity networks (Horton et al., 2003:24).

This study attempts to limit organizational capacity development to the capacity of resources and organizational management capacity. However, researchers' experiences over the past two decades indicate that management capacity is critical to developing an organization's capacity. With this capacity development research, management science becomes more tested and applied according to scientific principles and increases practitioners' trust in educational institutions as the kitchen of knowledge. The concept of organizational capacity development is explained by Doglas et al. (2003), who state that organizational performance in its process is influenced by organizational capacity, internal environment, and external environment. This can also be in line with the concept of institutional development. It has similarities, as in the words increasing organizational capacity Narayanan et al. (1993:390).

Narayanan et al. (1993:417) discuss a diagnostic model known as "Nadler and Tushman's Contingency Model," which comprises four key components: the task component, individual component, organizational arrangement, and informal organization. While this model is not entirely identical, it shares several components with the capacity development framework proposed by Douglas et al. In their elaboration on capacity development, Douglas et al. (2003:24) emphasize similar elements, highlighting the overlap between the two models.

According to Grindle (2007), capacity building encompasses three key dimensions, each with a specific focus and related activities. The dimension of human resource development focuses on enhancing professional personnel and technical skills through activities such as education and training, hands-on practice, improving work climate conditions, and recruitment processes. The second dimension, organizational strengthening, aims to improve management systems to ensure the effective performance of roles and functions, involving activities like developing incentive systems, providing necessary equipment, fostering leadership, nurturing organizational culture, enhancing communication, and refining managerial structures. The third dimension, institutional reform, concentrates on institutions, systems, and broader macro structures, involving activities such as revising economic and political frameworks, policy and regulatory changes, and constitutional reform.

In line with this concept, according to Soeprapto (Riyadi, 2010), the definition of capacity development includes several important points, namely: (1) capacity development is not a product but a process; (2) capacity development capacity is a multi-level learning process involving individuals, groups, organizations, and systems; (3) capacity development connects ideas to attitudes; (4) capacity development can be called an example of actionable learning where capacity development includes several interrelated learning processes, the accumulation of collisions that increase the prospects for individuals and organizations to adapt to change continuously.

Thus, this opinion aligns with the concept of capacity development from Grindle (1997), which states that capacity development is the "ability to perform appropriate task effectively, efficiently and sustainably." Furthermore, Grindle even mentions that this capacity development refers to "improvement in the ability of public sector organizations." The two concepts above are also in line with the opinion of GTZ (in Tri Widodo, 2002), which states that the issue of capacity development does not lie in what instruments are used but rather refers to the ability of individuals and organizations in a sustainable manner to improve competence and problem-solving abilities.

One State Islamic University determined to achieve an international reputation is the State Islamic University of Maulana Malik Ibrahim Malang. This is by the vision set (RIPP 2022-2025): "Realizing Integrative Higher Education in Combining Science and Islam with an International Reputation." Meanwhile, the strategic direction of the development of UIN Maulana Malik Ibrahim Malang is currently in the SMART University phase (2020-2024), which emphasizes the consolidation and improvement of the quality of educational resources and university management supported by the strategic role of information technology.

This study complements the shortcomings of previous studies in which the function of capacity development is still studied partially in improving quality and services in higher education. Specifically, the results of this study aim to 1) reveal the development of the capacity of study program organizations to achieve international reputation, 2) reveal supporting factors in achieving international reputation, and 3) describe the design of the process of developing the capacity of study program organizations in achieving international reputation. The results of this study can be used as material for a series of policy choices to make higher education institutions with an international reputation.

2. METHODS

To achieve the objectives of this research, a qualitative approach with a case study design was applied because qualitative characteristics are indicated by the direct presence of researchers in the field to interact with data sources and research data. The case study design is because researchers seek to uncover contemporary phenomena related to academic programs developed by study programs,

faculties, and universities, especially those related to the curriculum development process, starting from how the curriculum is designed and implemented; the curriculum is reviewed to ensure the sustainability of the International Class Program organized by the Islamic Education management doctoral study program. The doctoral study program was chosen because it has a more extended study period and has various forms of internationalization cooperation activities.

Research data sources are categorized into human and non-human data sources (documents). Human data sources serve as subjects or key informants. While non-human data sources are in the form of documents relevant to the focus of the research, such as images, notes, photos, or writings that have to do with the focus of the research, the data obtained through documents is complex (Nasution, 2010). Informants in this study were leaders, managers of the Study Program, educational staff, and lecturers. Determination of informants using the snowball exponential discriminative model or referral chain (Y. et al., 2003).

Holistic and comprehensive data were gathered using three methods, aligned with the approach proposed by Bogdan and Biklen: in-depth interviews, observation, and document analysis. The interviews focused on several key areas: the process of capacity building, the implementation of management in doctoral study programs, the impact of capacity building, the motivations behind Islamic universities' pursuit of an international reputation, and the concept of organizational capacity building in achieving such a reputation. Observations in this study provided data on various aspects, including physical conditions, activity schedules, learning environment conditions, and the overall learning process. The documents analyzed included letters, diaries, and official records, which served as valuable sources to address the research questions.

The collected data were analyzed using an interactive model developed by Miles and Huberman (Sugiyono, 2008), which involves three stages: data condensation, data presentation, and verification. To ensure the validity of the data, a triangulation method was employed, incorporating both data and theory triangulation. The accuracy of the findings was verified through triangulation of sources and data collection techniques, such as comparing data from different documents, cross-referencing information from documents with interviews, and comparing interview data with documents or observations of academic events. This approach ensures that the analyzed data is truly valid.

3. FINDINGS AND DISCUSSION

3.1 *Improving the Capacity of Study Program Organizations in Achieving International Reputation*

The master plan for the development (RIP) of UIN Maulana Malik Ibrahim Malang for 2021-2045 is designed based on its established vision, mission, and objectives while considering the organization's internal capabilities and external environmental factors. To achieve the vision, mission, and objectives of UIN Maulana Malik Ibrahim Malang over the next 25 years, the development roadmap is divided into five phases. The overview of these phases is illustrated in Figure 1.
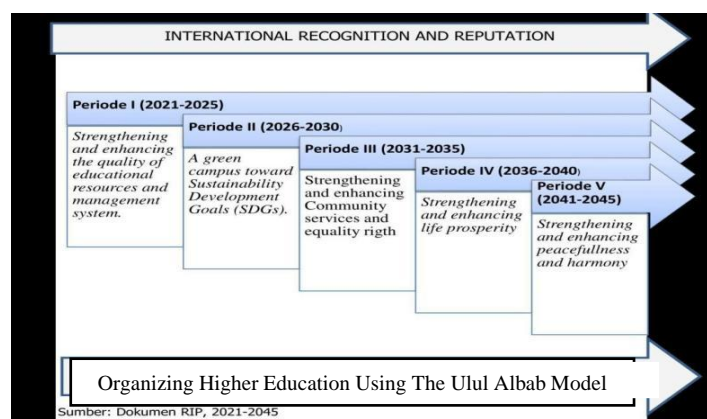

Figure 1. Road map of UIN Maulana Malik Ibrahim Malang

Based on the strategic direction outlined, the development over the next 25 years is divided into five phases. The first phase (2021-2025) focuses on stabilizing and improving the quality of education and university management, while also supporting the strategic role of information technology. The second phase (2026-2030) aims to enhance the quality of higher education services and improve the management system, with an emphasis on implementing the "Green Campus" concept at UIN Maulana Malik Ibrahim Malang. The third phase (2031-2035) builds on the previous phase, with a focus on UIN Maulana Malik Ibrahim Malang's dedication to societal needs, particularly in advancing the Sustainable Development Goals (SDGs). The fourth phase (2036-2040) continues the work of the earlier phases but expands the scope of the SDGs program, aiming to further establish and improve the program's quality within the institution.

Achieving the work program can be achieved through one of the strategies, namely increasing organizational capacity. Increasing organizational capacity can be achieved from two sides, namely organizational resource capacity and organizational management capacity (Horton et al., 2003: 24). Resource capacity is what is known as the 'hard capacity' of an organization, namely: infrastructure, technology, finance and human resources. Leadership capacity is concerned with creating the conditions under which goals are set and achieved, including planning, setting goals, assigning responsibilities, providing leadership, assigning resources, motivating and supervising organizational human resources, and maintaining relationships with organizational networks (Horton et al., 2003:24). This research seeks to limit the study of organizational capacity development to resource capacity and organizational management capacity.

3.1.1 Enhancement of human resources capacity in the achievement of international reputation

The university's vision is well understood by the entire community, and its mission is recognized by all members. The vision should inspire enthusiasm and promote dedication, allowing leadership to seize opportunities when participating in national or international activities. For educators, these opportunities help enhance organizational capacity. The university's vision should serve as both a guiding direction and a foundation of values, providing a reference for implementing programs aligned with the vision. Numerous programs with religious and international significance have been successfully carried out, establishing Maulana Malik Ibrahim State Islamic University Malang as a respected institution known for its religious values and social responsibility.

The organizational capacity of the Study Program is measured through the establishment of periodic lecturer performance goals based on the Tri Dharma of Higher Education. The Study Program ensures that the learning process conducted by DTPS adheres to the following principles: (1) it aligns with the Semester Learning Plan (RPS); (2) it is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered; and (3) it supports the achievement of the Student Learning Outcomes (SLOs). The implementation of the learning process includes various forms of interaction between students and learning resources, methods, and the integration of research and community service (PkM), as outlined in the RPS for each course. The RPS document is developed with depth and breadth in accordance with the Expected Learning Outcomes (ELOs) and is available in the curriculum. Monitoring and evaluation are conducted systematically, starting with planning, followed by the execution of scheduled learning activities, and concluding with learning evaluations. The learning process for the Doctor of Islamic Education Management program follows the guidelines outlined in the Postgraduate Education Guide, Article 27, which governs the learning organization techniques.

In addition, the learning process is also carried out on the basis of SNPT No. 8 of 2020 Article 11, which includes several things, namely: Interactive, Holistic, Intelligative, Scientific, Contextual, Thematic, Elffelctivel, Collaborative, and Stuldelnt-Celntelreld learning. In terms of the implementation system for monitoring learning activities, it is carried out through (a) electoral contracts, which contain agreements on learning techniques and strategies, as well as agreements between electors and students on electoral and student-learning criteria: Assignments, quizzes, labs, UTS, and UAS, (b) Learning journals that serve as a control tool for the learning process undertaken by

instructors and students. The learning process is monitored and evaluated periodically by Prodi's Learning Evaluation Module. The LM will carry out this evaluation process to assess the suitability of learning with RPS. If it is found that the contents of the RPS are not consistent, an evaluation and revision will be carried out.

The UIN Maulana Malik Ibrahim Malang Study Program evaluates the alignment of learning methods with learning outcomes to build a reliable and trusted system for monitoring the learning process through learning journals (SIAKAD and e-learning). Learning process standards are communicated to students, who are expected to follow them. The use of SIAKAD and e-learning is consistent, and learning activities are regularly monitored. Students access SIAKAD using personal accounts, while lecturers update learning journals online, either directly or through the UIN Malang e-learning platform after each session. To support attendance tracking, the system provides menus for both lecturers and students to record attendance, either through SIAKAD or e-learning.

The system operates consistently because the input of all instruments and systems is necessary for reporting student results and must be uploaded to the "E-Smart" UIN Malang Lecturer Performance Load menu. The interdependence of these systems ensures automatic control and consistency. Lecturer performance evaluations are monitored each semester through SIAKAD, where students must complete a satisfaction questionnaire before lecturers can proceed to the next semester. Monitoring and evaluation reports, including these questionnaires, assess the learning process and are reviewed by the Internal Quality Audit (IQA), conducted by the LPM at the end of each academic year to support continuous improvement.

The Capacity Building Program within the organization focuses on enhancing individual capabilities to strengthen the organization and prepare it for future growth. In any organization, individual capacity is the greatest asset and can be utilized effectively to increase organizational effectiveness. Leadership support, infrastructure, strategic management by objectives (MBO), international communication, and cultural and human factors contribute to this effectiveness. Bryan (2011) identifies two key components of organizational management capacity: (1) leadership that provides vision and integrates the management system, and (2) management as a strategic actor capable of identifying and utilizing dynamic capabilities to enhance organizational performance.

3.1.2   Enhancement of the organization's capacity for international reputation building

The university's vision is well understood by the community, and its mission is recognized by all members. The vision should inspire enthusiasm and conscientiousness, enabling leadership to seize opportunities in national and international activities. For educators, these opportunities help enhance organizational capacity. The vision should serve as the guiding direction and value foundation, providing a framework for implementing programs that align with the university's goals. Numerous religious, national, and international programs have been implemented, positioning Maulana Malik Ibrahim State Islamic University Malang as a respected institution known for its religious values and social responsibility.

The organizational capacity of the Study Program is measured through the establishment of periodic lecturer performance goals aligned with the Tri Dharma of Higher Education. The Study Program ensures that learning by DTPS (1) adheres to the prepared Semester Learning Plan (RPS); (2) is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered; and (3) supports the achievement of the Student Learning Outcomes (SLOs). The learning process includes interaction between lecturers and students, various learning methods, and the integration of research and community service (PkM), all outlined in the RPS for each course. The RPS document is developed with depth and breadth according to the Expected Learning Outcomes (ELOs), and is part of the curriculum. Monitoring and evaluation are systematically conducted, from planning to the implementation of learning activities and evaluation. The learning process for the Doctor of Islamic Education Management is based on the Postgraduate Education Guide, Article 27, which governs the organization of learning.

Additionally, the learning process follows SNPT No. 8 of 2020, Article 11, which emphasizes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered learning. The system for monitoring learning activities includes (a) lecturer contracts, which contain agreements on learning techniques and strategies, as well as criteria for student performance, such as assignments, quizzes, labs, and exams, and (b) learning journals, which serve as a control tool for tracking the learning process. Prodi's Learning Evaluation Module is used to periodically monitor and evaluate the learning process, ensuring its alignment with the RPS. If inconsistencies are found, revisions are made.

The UIN Maulana Malik Ibrahim Malang Study Program evaluates the suitability of learning methods and outcomes by building a reliable system to monitor learning through SIAKAD and e-learning journals. Learning process standards are communicated to students, who must follow them. SIAKAD and e-learning are consistently implemented, and learning activities are regularly monitored. Students access SIAKAD through personal accounts, while lecturers update learning journals online via UIN Malang's e-learning platform after each session. Attendance is tracked through these systems, ensuring accurate records for both lecturers and students.

The implementation of this system is consistent, as input from all instruments and systems is required for reporting student results and must be uploaded to UIN Malang's E-Smart platform under the Lecturer Performance Load menu. The interdependent nature of the system ensures automatic control and consistency. Lecturer performance evaluations are conducted each semester through SIAKAD, where students complete satisfaction questionnaires before lecturers proceed to the next semester. Monitoring and evaluation reports, including these questionnaires, assess the learning process and are reviewed by the Internal Quality Audit (IQA), conducted by LPM at the end of each academic year for continuous improvement.

In this organizational structure, the Capacity Building Program focuses on strengthening individuals to enhance the organization's readiness for progress. Individual capacity is the greatest asset, and it can be utilized effectively to maximize organizational effectiveness. Leadership support, infrastructure, management by objectives (MBO), international communication, networking, and cultural factors all contribute to this effectiveness. Bryan (2011) identifies two key components of organizational management capacity: (1) leadership that provides vision and integrates the management system, and (2) management as a strategic actor capable of identifying and utilizing dynamic capabilities to improve organizational performance.

3.2 *Factors that Support the Improvement of Organizational Capacity in Achieving International Reputation*

Several factors influence capacity building in the Doctoral Program of Islamic Education Management at UIN Maulana Malik Ibrahim Malang, including collective commitment, visionary leadership, regulatory reform, and organizational work climate and culture. Research on enhancing organizational capacity within the postgraduate study program highlights four key factors. First, a collective commitment between leaders—such as the Rector, Directors, Chairperson, Secretary of the Study Program—and lecturers as operational staff is essential. This commitment serves as the foundational capital for the development and sustainability of the program, guiding the design and execution of all activities within the organization. As noted by Cosnell (2009), the establishment of a conducive organizational culture plays a crucial role in the effectiveness of program implementation.

The second factor in its implementation is that the director, as the top postgraduate leader, has a visionary leadership type. Indicators of visionary leadership are the ability of the leader to inspire and motivate existing staff, to maintain the vision that has been established, and to motivate new staff to achieve the great vision that has been set. For example, leaders aggressively motivate and support the production of scientific work, both nationally and internationally. Visionary leadership is one of the most fulfilling things that influence the initiation and success of personal capacity development programs in an institutional organization. In the context of the public organization environment, a dynamic leadership mechanism must be continuously developed.

Third, political and cultural contexts, which influence the emergence of new regulations and other legal-formal procedural factors, represent significant obstacles to the success of organizational capacity development programs. In response, the Postgraduate Institute implemented a series of systemic changes to maintain organizational stability, including the introduction of a remuneration system that ties rewards to performance outcomes.

Fourth, fostering a conducive work climate and culture is essential for the successful implementation of both personal and organizational capacity-building programs aimed at achieving institutional goals. This work environment consists of two crucial aspects: structural and cultural. Both are critical to the success of capacity development, as progress must begin with the identification of strengths and weaknesses at both individual and institutional levels.

Visionary leadership is the most vital aspect in achieving international relevance. This type of leadership is linked to authentic leadership—leaders who possess the genuine ability to advance and evolve the institution. According to Sergiovanni (2007), effective leadership requires building trust, fostering responsibility, and encouraging self-reliance. Authentic leaders cultivate trustworthy relationships, have a clear sense of purpose, maintain a strong moral compass, and exhibit high levels of self-awareness and relational transparency. These attributes are essential for visionary leadership, as emphasized by scholars like Avolio et al. (2005), Dulingan (2014), George (2003), Northouse (2013), and Thacker (2016).


Figure 2. The Confluence of All-That-Is-Leadership

Throughout this process of change, the ability to listen, monitor, and provide information and feedback is critical to ensuring that the project stays on track and adapts to new situations and issues as they arise (Gellorgell & Sims, 2007). In this way, a sense of an authencity affects the way the organization functions and works with its stakeholders, and this may be the greatest contributor to an institution's success. Building an institution's reputation requires the whole organization to do it, and it takes more than just one person to make it happen. Therefore, a continuous leadership approach that engages leaders in the organization and encourages others to take ownership of this shared purpose is essential.

3.3 *Design of Organizational Capacity Building Model in Achieving International Reputation*

The process of developing organizational capacity to achieve an international reputation is generally carried out by developing organizational rules, leadership systems, management systems, human resource development and organizational network development. At the level of human resources both individually and in groups, it is done by education, teaching and learning wide to the individuals themselves with a variety of methods, both educational methods with a pedagogical approach and with an andragogy approach. Not only through formal education, but also through non-formal means such as foreign language courses, academic writing training, internships, socialization, benchmarking, journal coaching, and others. While these activities are carried out by the entire Acadamy community, they are synergized in a sustainable manner to achieve an international result. It is as shown below.
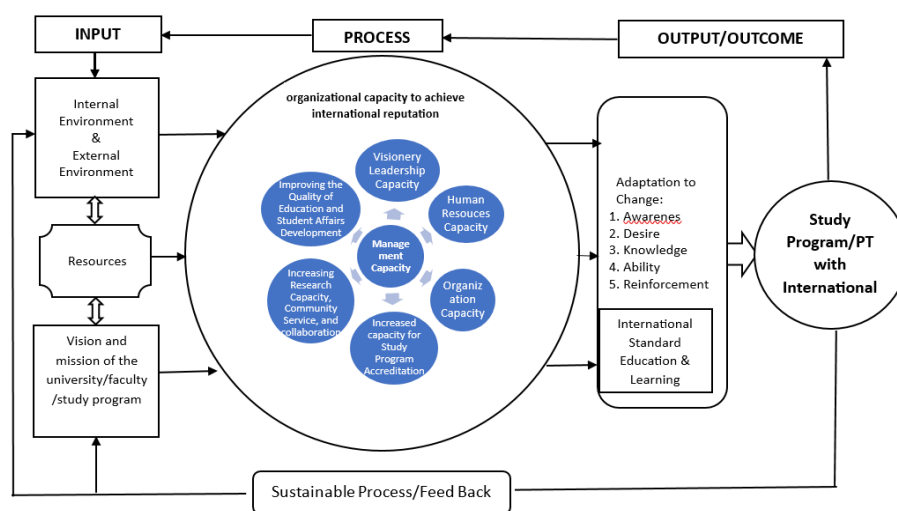
Figure 3. Organizational Capacity Model for Achieving International Relation

Figure 3. above explains the process of implementing organizational capacity building in the Islamic Education Management Doctoral Program. The role of leadership in policy development is to achieve the vision and mission of the University. Overcoming inconsistencies and adapting the organization to change requires an attitude that is expressed in concrete steps in the form of capacity building. Leaders as managers demand change, which is described in the form of behaviors, responsibilities, authority, and commitments. The resources owned by the study program are adequate in the implementation of organizational capacity, so that in practice, the instructors and the whole academic community simply follow the system, which is formed by multiple agreements,, which are contained in written rules.

The principle of capacity building in the Islamic Education Management Doctoral Study Program includes elements of participation, repetition, relevance, transfer, and continual feedback. In the process of developing the capacity of the doctoral program to achieve international reputation, it consists of four stages, namely; (1) pre-formal stage (the doctoral program socializes the mission of achieving international reputation); (2) Formal stage (empowerment of available capacity); (3) Transitional stage (ADKAR Prosci model change management); and (4) Autonomous stage (establishing an Islamic university with international reputation). Towards this institutional elxistence, the university also strives simultaneously and continuously at various levels, namely the systemic, organizational, and individual levels.

At the individual level, understanding how individuals undergo change is crucial. The goal of personal change is to ensure that those involved have awareness, desire, knowledge, ability, and reinforcement—key components of Prosci's ADKAR model. This model requires awareness of the need for change, participation and support for change, and the ability to implement and sustain the change over time.

According to the Prosci methodology, change management consists of three key phases. The first phase, "Prepare Approach," involves developing a change management strategy tailored to the specific needs of sponsors and stakeholders. The second phase, "Enable Adoption," focuses on supporting individuals and groups as they adopt new project initiatives or solutions. Finally, the "Sustain Outcomes" phase ensures the long-term success of the project by maintaining the changes and achieving the desired outcomes through continued adoption and support.

Capacity building relies heavily on participation from all levels of the organization, from top management to operational staff. This approach is integrated into the education and training systems of the Ph.D. program at UIN Maulana Malik Ibrahim Malang. It emphasizes relevance to community demands and stakeholder relationships to drive institutional improvement. In pursuit of an international reputation, the institution continuously develops policies and practices that enhance

education management. These efforts aim to position the Ph.D. program in Islamic Education Management as a leading destination for the Islamic education community in the region.

4. CONCLUSION

This research concludes that planned and measurable tools for organizational capacity building are essential for meeting performance targets and supporting the achievement of an organization's vision, mission, and goals. In the case of the Ph.D. program in Islamic Education Management, efforts to enhance human resource and organizational capacity have played a key role in pursuing international recognition. One of the main strategies involves curriculum internationalization, which integrates national curricula with local language and cultural content while offering international experiences through student mobility programs. However, a limitation of this study is the lack of direct awareness among stakeholders of the organizational changes taking place. Future research should explore how change management practices, particularly using the ADKAR model, can further support the achievement of international reputation. Additionally, future studies could investigate institutional reform strategies that align with these objectives in Islamic higher education institutions.

REFERENCES

Arikunto, S., & Suharsimi, (1998). Basics of educational evaluation. Jakarta: Bumi Aksara.

Alexander, J. I. W. (2014). University research performance, university reputation, and university choice: A systematic review.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating qualitative and quantitative research. New York: Pearson Merrill Prentice Hall.

Grindle, M. S. (Ed.). (1997). Getting good governance: Capacity building in the public sector of developing countries. Boston, MA: Harvard Institute for International Development.

Daga, A. T. (2021). The meaning of independent learning and strengthening the role of teachers in elementary school. FKIP UNMA Elldullcatio Journal, 7(3), 1075-1090. https://doi.org/10.31949/elldullcatio.v7i3.1279

Chelle. (2020). Distance learning as a realization of freedom to learn during the pandemic. Journal of Digital Communication, 4(2), 265-273. https://jurnal.uns.ac.id/jdc

Fauziyah, & Karim. (2018). The challenges of Islamic education in the industrial era 4.0. In Proceeding International Conference of Islamic Education: Information Technology and Media: Challenges and Opportunities. Faculty of Tarbiyah and Teaching Training, State Islamic University of Maulana Malik Ibrahim, Malang, November 23-24.

Hasim, W. (2020). Madrasah head learning supervision in improving teacher competencies (Multi case study at State MTs and Islamic Middle School Al-Azhar 18 Salatiga). Salatiga State Islamic College.

Ho, C. (2019). Capacity building: Continuity and change. Asian Bioethics Review, 11(1-2). https://doi.org/10.1007/s41649-019-00108-z

Horton, D., et al. (2003). Evaluating capacity development: Experiences from research and development organizations around the world. New Zealand-Canada: ISNAR, IDCR, ACPEU, CTA.

Human Development Report. (2019). Inequalities in human development in the 21st century, Indonesia's HDI value and rank. Retrieved from http://hdr.undp.org/en/countries/profiles/IDN

Jack, T. L., & Kulzhabekova, A. (2019). Building local research capacity in higher education: A conceptual model. Journal of Higher Education Policy and Management, 41(3), 342-357. https://doi.org/10.1080/1360080X.2019.1596867

Majid, A. (2012). Studying and learning Islamic religious education. Bandung: PT Rosdakarya Youth.

Makovellc, D. (2018). The teacher's role and professional development. International Journal of Cognitive Research in Science, Engineering and Education, 6(2), 33-45. https://doi.org/10.5937/ijcrsee1802033M

Nasution. (2010). Qualitative naturalistic research methods. Bandung: Tarsit.

O'Brien, R. (1998). An overview of the methodological approach of action research. Toronto: University

of Toronto.

Prabowo, L. S., & Nurmaliyah, F. (2010). Learning planning. Malang: University of Malang Press.

Rahayu, R. I. (2019). School principal supervision in increasing teacher work ethics. Ap.Fip.Ulm, 320-330. http://ap.fip.ulm.ac.id/wp-content/uploads/2016/03/65-Retno-Indah-Rahayu.pdf

Retno, S. A. (2020). Capacity building: Strategies for the internationalization of higher education in Indonesia.

Sale, M. (2020). Freedom to learn amid the Covid-19 pandemic. In Proceedings of National Education Day Seminar, 1, 51-56.

Shihab, N., & Learning Teacher Community. (2020). Freelance learning in the classroom. Jakarta: Literacy.

Stoll, L. (2009). Capacity building for school improvement or capacity building for learning? A changing landscape. London: Springer Science Business Media BV.

Sugiyono. (2008). Qualitative and quantitative research methods. Bandung: PT Alberta.

Stringer, P. (2013). Building capacity for school improvement. Rotterdam: Sense Publishers.

Suryadi. (2015). The role of information and communication technology development in learning activities. Journal of Information Technology, 1, 9-19.

Spoth, R., Greenberg, M., Bierman, K., & Redmond, C. (2004). The PROSPER community/university partnership model for public education systems: Capacity-building for evidence-based, competency-building prevention. Prevention Science, 5(1), 31–39. https://doi.org/10.1023/B:PREV.0000013979.52796.8b

Sri. (2020). Online learning innovation in freedom of learning. Scientific Journal Hospitality, 9(2), 157-166. https://doi.org/10.47492/jih.v9i2.289

Wati, A. R. Z., & Trihantoyo, S. (2020). Classroom management strategy excellence in improving student learning achievement. Journal of Management Dynamics Education, 5(1), 46. https://doi.org/10.26740/jdmp.v5n1.p46-57

Wibowo, A. (2014). Community empowerment based on religious ecology leading to sustainable agricultural development (A case study of Isy Karima Islamic Boarding School in Karanganyar, Central Java). IOP Conference Series: Earth and Environmental Science. https://doi.org/10.1088/17551315/905/1/012035

Yamin, M., & Syahrir, S. (2020). Development of independent education learning (Learning method review). Scientific Journal of Mandala Education, 6(1), 126-136. https://doi.org/10.36312/jime.v6i1.1121