

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

LEADERSHIP DYNAMICS IN FACING THE CHALLENGES OF GLOBALIZATION IN ISLAMIC HIGHER EDUCATION

Firda Prasetyowati¹, Ali Nasith^{2(*)}

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Email: 240106220005@student.uin-malang.ac.id¹, alinasith@pips.uin-malang.ac.id²

Abstract

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The dynamics of Islamic Religious Colleges (PTKI) in Indonesia are greatly influenced by globalization. PTKI are required to improve academic quality, increase global competitiveness, and adopt information technology, all of which are done without ignoring Islamic principles as a basis. The purpose of this study is to analyze various PTKI leadership strategies in facing the challenges of globalization. In this article, it was found that transformational leadership and servant leadership are two relevant strategies. Transformational leadership encourages innovation and motivation, while servant leadership emphasizes individual development and service. Both of these strategies are considered to have the ability to create an inclusive, character-based academic environment that is ready to make changes throughout the world. So, to remain relevant and superior in the global education arena, PTKI requires visionary, effective, and Islamic value-based leadership.

Keywords: Globalization, Islamic Religious Colleges, Transformational Leadership, Servant Leadership.

(*) Corresponding Author:

Firda Prasetyowati, firdawati2461@gmail.com,

INTRODUCTION

Islamic religious universities in Indonesia, such as State Islamic University (UIN), State Islamic Institute (IAIN), and State Islamic College (STAIN) are Islamic Religious Universities that have a great responsibility to produce people who not only excel in academics, but also have noble morals and understand Islamic values and insights. Globalization has brought many changes to several aspects of human life, including higher education (Kurahman and Rusmana 2025). Several PTKI in Indonesia face the challenge of remaining relevant amidst modernization and global demands. These institutions must change along with advances in information and communication technology, social and cultural changes, and demands to meet international standards. They must do so without sacrificing the Islamic values that underlie their existence.

In the midst of rapid globalization, several PTKI in Indonesia are faced with many challenges to maintain their relevance and quality (Ida Mutiawati 2023). Some challenges include improving the quality of graduates, adapting to information technology and communication, and strengthening Islamic values in the Education curriculum (Kamaliyah and Kawakip 2025). In addition, a study conducted by Firmansyah (2023) identified the beneficial effects of globalization on Islamic education, including increasing access to knowledge and increasing instructor competence (Ammah, and Mudawamah 2023). However, behind this side they also emphasize the detrimental impacts, such as the commercialization of education, the destruction or decline of local culture, and dependence

on technology. Therefore, PTKI must re-evaluate the goals of Islamic education and restructure the framework of Islamic educational institutions.

However, the reality shows that many PTKIs still face problems in terms of management, human resources, and inadequate infrastructure. In addition, national education policies that do not fully support the autonomy and development of religious institutions make the problems faced more complex (Nasution, Andy, and Damanik 2024). The dynamics of national education policies also affect the direction, goals, and growth of Islamic educational institutions (Anwar Muhhamad Emnis 2014). These policies are often general and do not consider the specific nature of PTKIs in more depth. In situations like this, university leaders are required to be more creative and innovative when creating programs. In addition to following national education requirements, they must be able to create extraordinary programs on a global scale.

Educational policies in PTKI must be adjusted and aligned to address the challenges of globalization, such as incorporating technology into the learning process, creating a curriculum that is in line with global needs, and improving human resources. The challenges faced will be increasingly complex because national educational policies do not fully support the autonomy and development of religious institutions. The implementation of educational policies in Islamic educational institutions in Indonesia faces many challenges, such as regulation, financing, curriculum, and empowerment of Islamic educational institutions (Yana and Susanti 2024). This also includes limited human resources, difficult to digest understanding of policies, and difficulties in balancing national policies with international policies. (Darmansah et al. 2025).

In this case, leadership in Islamic higher education is very important to respond to the dynamics of globalization (Chairudin and Lestari Widodo 2024). To direct institutions in facing rapid and complex changes, the role of leaders becomes very important. To do this, leadership techniques must be used to assist human resources through professional development, integrating technology into the learning process, and building strategic partnerships with businesses and other academic institutions (Mesiono et al. 2024). Islamic education in the era of globalization requires a strategy that integrates the teachings of Islamic principles with universal values such as tolerance and pluralism which are increasingly important in the era of globalization (Alanshori and Zahidi 2025).

Based on the discussion and problems that have been explained, this article will discuss the Dynamics of Leadership in Facing the Challenges of Globalization in Islamic Higher Education. The purpose of writing this article is to analyze how changes in Education policy in the era of globalization and how the leadership strategy of Islamic Higher Education can adapt and respond to the challenges of globalization while still maintaining Islamic values.

RESEARCH METHOD

This study combines the literature review method with a qualitative approach. This technique was chosen because it allows researchers to gain a deeper understanding of the phenomenon of leadership in Islamic universities in the context of globalization. Because it allows researchers to conduct a more comprehensive analysis of the phenomena found in various textual sources, including books, scientific journals, and other official documents, the literature study approach is used (Abdurrahman 2024). The data sources in this research article come from scientific journals, academic articles, official documents, textbooks, previous research and other literature relevant to the research topic. Data collected through systematic searches of the literature are thoroughly examined to support the research objectives and provide deeper insight into the phenomena being studied. The data were analyzed using descriptive-analytical methods. Gaining a better understanding of the

leadership tactics used by Islamic universities to deal with problems in the era of globalization is the goal of this analysis procedure (Suroyya, Mahmudah, and Fatimah 2022).

RESEARCH RESULTS AND DISCUSSION

Leadership in PTKI: Integration of Islamic Values and Global Competence

Currently, the leaders of Islamic Religious Colleges (PTKI) are facing major challenges in responding to the dynamics of globalization that demand institutional change, improving academic quality, and strengthening international networks. In a situation like this, the right leadership model is one that can combine Islamic principles with management expertise and a global vision (Sahana 2019). One of the most prominent approaches is the *Adl Relational Global Leadership model*, which emphasizes relational justice based on Islamic values such as humility, equality, and balance in relations between institutional stakeholders (Warlizasusi and Ifanaldi 2019). It is hoped that this approach can encourage progress and accelerate the internationalization of PTKI, making it an important actor in Islamic civilization throughout the world.

Creativity, integrity, work environment, and fair compensation system, all of these are factors that greatly influence the quality of PTKI leadership. These factors help leadership become more adaptive and responsive to changes in the world. On the other hand, the leadership communication skills and managerial skills also play an active role in improving the performance of lecturers at PTKI (Nasution 2023). The combination of these two components shows how important effective leadership is in an academic context. Culture-based leadership development strategies are also very important in facing the challenges of globalization. An inclusive and harmonious learning environment can be created by combining local values such as deliberation and solidarity with global values such as inclusion and innovation (Fatimah and Martha 2025). To support this transformation, the Directorate of Islamic Higher Education with the Ministry of Religion has launched an institutional acceleration program for international quality PTKI, by launching several international programs (Yanuar Patra Komala 2023). This program includes improving academic quality, strengthening research, and building global networks.

The Role of Leadership in Maintaining Islamic Values in Islamic Higher Education

Effective leaders are not only administrators, but can also be moral and spiritual role models who can build an academic culture based on Islam. Transformational leadership in Islamic educational institutions is very important to guide the moral and spiritual development of students. Transformational leaders will be able to encourage and inspire all citizens of the institution, resulting in increased performance and job satisfaction in the educational environment (Pradana 2023). This shows that value-centered leadership has the ability to create an environment that supports spiritual and intellectual growth.

In Islamic leadership, the moral and ethical foundation consists of values such as trust (*amanah*), good interpersonal relationships (*hablum minannas*), and exemplary behavior (*uswatun hasanah*) (Mustika Violeta 2023). By using these principles, leaders can maintain the Islamic identity of the organization while adapting to changes that occur throughout the world. In addition, programs that emphasize spirituality and character education can also be used to incorporate Islamic values into leadership. Maulida, Aziz, and Efendi (2024) proposed a method for developing leadership in Islamic education. They proposed the incorporation of Islamic values into the curriculum, mentoring programs, and extracurricular activities to provide leadership training (Juni, Sakni, and Hidayati 2024). The purpose of this method is to produce future leaders who are characterful and competitive.

The importance of leaders to implement Islamic values and behaviors to increase employee loyalty (Sonedi, Tutut, and Dihasbi 2018). Leadership that implements Islamic values creates an environment that supports the formation of employee character and moral commitment, which in turn has a positive impact on the quality of education. This shows that leadership based on Islamic principles can create a harmonious work environment and focus on achieving common goals.

Therefore, the role of leadership in maintaining Islamic values in PTKI is not only important but also strategic. To be an effective leader, they must be able to integrate Islamic principles into every aspect of their leadership, face the challenges of globalization with innovation based on values, and create an academic environment that supports the growth of character and spirituality of students.

Globalization Challenges Faced by Islamic Universities

Globalization has brought major changes in various aspects of human life, including in PTKI. Although globalization has brought technological advances and wider access, globalization has also posed major challenges for Islamic educational institutions in maintaining their Islamic identity and the relevance of their education (Nida, Rahmawati, Isbah, Putri. 2024). In the learning process, technology integration is a major problem. Due to advances in information technology, Islamic educational institutions must start using digital learning approaches such as e-learning and blended learning. However, the use of this technology must be done carefully so as not to damage the Islamic principles that are the basis of Islamic education (Roni, Supriawan, and Suparni 2024). In addition, globalization causes a rapid and widespread flow of information, which can affect the way people think and the culture of students. Islamic educational institutions must strive to protect their students from the negative impacts of globalization by instilling Islamic character and spiritual values in their education.

In addition, challenges in terms of the quality of education worldwide are also an additional problem. In order to compete in the international arena, PTKI must improve their academic and research quality. This includes research collaboration with foreign institutions, international accreditation, and improving lecturer competence. In addition, as part of globalization, PTKI curriculum must also be adjusted to the needs of the times while maintaining Islamic values. The curriculum must be able to integrate contemporary science with Islamic teachings so that graduates can make significant contributions to the global community.

Finally, to ensure the sustainability of Islamic higher education in the global world, an innovative and adaptive management approach is needed. PTKI faces challenges in maintaining its autonomy and identity amidst the pressures of globalization that tend to homogenize culture. To understand and anticipate these challenges, PTKI leadership can formulate the right strategy to remain relevant and contribute to the global education scene, without losing its Islamic identity.

Leadership Strategy in Islamic Higher Education in Facing the Challenges of Globalization

In facing the dynamics of globalization, transformational leadership and servant leadership models are relevant approaches for PTKI (Khoirunnisaa' and Maunah 2021). With its four main dimensions, namely idealistic influence, inspirational motivation, intellectual stimulation, and individual consideration (Salsabila et al. 2024). Transformational leaders not only provide strategic direction but also create an environment that supports continuous learning and innovation (Jahidi and Hafid 2017) . This leadership style increases employee motivation and engagement, which has a positive impact on organizational performance.

James MacGregor Burns was the first creator of the transformational leadership strategy, which emphasizes how a leader can inspire and motivate his followers to achieve positive change and higher performance (Armiyanti et al. 2023). Bernard M. Bass identified four main dimensions of this model, which he called the "4I":

1. Idealized Influence: Leaders become role models who are respected and trusted by their followers, demonstrating high integrity and ethics.
2. Inspirational Motivation: Leaders have the ability to communicate a compelling vision and inspire their followers to achieve common goals.
3. Intellectual Stimulation: Leaders encourage creativity and innovation by challenging conventional beliefs and encouraging new ideas.
4. Individualized Consideration: The leader provides individual attention and support to each team member, helping to plan and achieve common goals.

When Islamic values are incorporated into transformational leadership practices, PTKI can improve the quality of education, shape the noble character of students, and increase the competitiveness of institutions (Muhammad Alwi 2022). As an important part of implementing this strategy, it is necessary to develop an inspiring vision, collaborate with the community, and provide ongoing training (Heridianto 2023). In addition, this strategy encourages innovation in learning and adaptation to digital technology. Transformational leaders in PTKI can provide clear direction and vision, motivate lecturers and students to achieve better performance, and encourage innovation in technology-based learning methods (Hadi 2023). This is one of the important things in the era of digitalization of education because the use of technology is very important to improve the quality of Islamic education.

Robert K. Greenleaf introduced servant leadership in 1970. According to this model, true leaders are those who serve their followers first (Carver 2024). They prioritize the needs and development of individuals in the organization. Larry Spears lists ten main characteristics of servant leadership, namely:

1. Listening: The leader listens attentively to his followers.
2. Empathy (Empathy): Leaders try to understand and feel what their followers feel.
3. Healing: Leaders assist followers in emotional healing and personal growth.
4. Awareness: Leaders have self-awareness and knowledge of their surroundings.
5. Persuasion: Leaders convince their followers through persuasion, not force.
6. Conceptualization: Leaders have the ability to look ahead and think long term.
7. Clarity (Foresight): Leaders have the ability to predict the consequences of decisions.
8. Transparency (Stewardship): Leaders are responsible for the well-being of the organization and its followers.
9. Commitment to the Growth of People: Leaders are committed to personal and professional growth.
10. Building Community: Leaders strive to build a strong organizational community.

Servant leadership, also known as servant leadership, places service to members of the institution as the most important thing (Mumuh 2023). This method is effective in building a constructive classroom culture because the leader focuses on listening and meeting needs. This has a positive impact on learning outcomes, critical thinking skills, and moral values in Islamic education (Jumadil et al. 2024). In Islamic education, servant leadership practices contribute positively to teacher well-being, employee performance, and learning outcomes (Arifandi et al. 2024). This service-focused and inclusive leadership is the basis for leadership training programs designed for future educational leaders. In Islamic education, implementing servant leadership can be an effective strategy to face the challenges of globalization. This leadership style can improve the quality of education and

the competitiveness of institutions by emphasizing service, individual development, and team empowerment. (Maesaroh and Asy 2025).

In facing the challenges of globalization, transformational leadership and servant leadership can collaborate to create strong synergy. Transformational leadership and servant leadership strategies in PTKI will improve the quality of education and the competitiveness of institutions, as well as create an inclusive, innovative, and service-oriented academic environment (Fauzan 2024). Adaptive, visionary leaders who have credibility, integrity, and a spirit of service are able to become catalysts for change in achieving the organization's vision in the global era. This is a strategic step to face the dynamics of globalization and achieve the goals of superior Islamic education.

CONCLUSION

In the current era of globalization, Islamic religious higher education institutions (PTKI) in Indonesia face complex challenges. These challenges require improving academic quality, adapting to technology, and internationalizing while maintaining Islamic values. Although globalization has benefits such as wider access to information and more qualified educators, it also has negative impacts such as the commercialization of education and the destruction of local culture. To overcome these challenges, effective, flexible, and Islamic value-based leadership strategies are needed. Two important strategies that are relevant are transformational leadership and servant leadership. The transformational strategy emphasizes inspiring vision, intellectual stimulation, and individual attention, while the servant leadership approach emphasizes service, empathy, and community development.

The leader of PTKI serves as a moral and spiritual role model in addition to being an administrative manager. To realize an inclusive, creative, and highly competitive academic environment, a leadership strategy that combines Islamic principles with global principles is needed. PTKI can remain relevant in the global education arena while maintaining its Islamic identity by forming a generation that is intelligent, has character, and is ready to contribute to world civilization with the right leadership approach.

SUGGESTIONS/RECOMMENDATIONS

To strengthen the role of PTKI in the era of globalization, several recommendations can be put forward. First, leadership development programs that integrate Islamic values with modern approaches such as transformational and servant leadership should be strengthened so that leaders are able to inspire, serve, and empower the academic community. Second, PTKI needs to enhance digital competence by upgrading technological infrastructure and training lecturers and students to utilize digital platforms in learning, research, and services. Third, international collaboration must be expanded through academic partnerships, joint research, and mobility programs, while still maintaining Islamic identity and local wisdom in every aspect of education. In addition, increasing support for innovative and interdisciplinary research as well as creating an inclusive and creative academic environment will help PTKI remain competitive globally while continuing to contribute to civilization based on Islamic values

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