

IMPLEMENTATION OF STRATEGIC MANAGEMENT IN IMPROVING STUDENT LEARNING MOTIVATION IN ISLAMIC UNIVERSITIES

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Abstrak

Penelitian ini menganalisis implementasi manajemen strategis dalam meningkatkan motivasi belajar mahasiswa di perguruan tinggi Islam melalui pendekatan kualitatif fenomenologis. Studi mendalam mengeksplorasi kompleksitas peningkatan motivasi dengan mengidentifikasi tiga dimensi kritis: struktural, pedagogis, dan spiritual. Temuan penelitian mengungkapkan bahwa transformasi kelembagaan menuju model fleksibel dan partisipatif, inovasi metode pembelajaran berpusat pada mahasiswa, serta internalisasi sistematis nilai-nilai keislaman secara signifikan mempengaruhi dinamika motivasi belajar. Faktor kunci keberhasilan meliputi kepemimpinan transformatif, sistem pembimbingan komprehensif, pengembangan berkelanjutan kapasitas dosen, dan infrastruktur teknologi yang mendukung. Model manajemen strategis yang dihasilkan menawarkan kerangka integratif yang mensinergikan aspek akademik, spiritual, dan manajerial dalam konteks pendidikan tinggi Islam, menyediakan pendekatan holistik untuk mendorong motivasi belajar mahasiswa.

Kata Kunci: Manajemen Strategis, Motivasi Belajar, Pendidikan Tinggi Islam.

Abstract

This research investigates strategic management implementation in enhancing student learning motivation within Islamic higher education institutions through a phenomenological qualitative approach. An in-depth study explores motivation enhancement complexity by identifying three critical dimensions: structural, pedagogical, and spiritual. Research findings reveal that institutional transformation toward flexible and participatory models, student-centered learning method innovations, and systematic Islamic value internalization significantly influence learning motivation dynamics. Key success factors include transformative leadership, comprehensive mentoring systems, continuous faculty capacity development, and supportive technological infrastructure. The resulting strategic management model offers an integrative framework synergizing academic, spiritual, and managerial aspects within the Islamic higher education context, providing a holistic approach to stimulating student learning motivation.

Keywords: Strategic Management, Learning Motivation, Islamic Higher Education.

A. Introduction

Islamic higher education faces fundamental challenges in creating a learning ecosystem that is able to develop students' potential comprehensively. The complexity of global change demands a paradigmatic transformation in the strategic management of higher education, especially in Islamic-based institutions. Student learning motivation is a critical variable that significantly influences academic achievement and the formation of intellectual-spiritual

character. Empirical reality shows that many Islamic universities still have difficulty in developing effective strategies to increase student learning motivation. (Yani, 2022)

The dynamics of Islamic higher education today are characterized by a gap between ideal potential and actual practice in strategic management. The limitations of conventional approaches lead to low student involvement in meaningful and transformative learning processes. The phenomenon of declining student learning motivation in Islamic higher education can be observed from various indicators, such as decreasing active participation in the academic process, low research initiatives, and minimal student involvement in self-development.

The complexity of learning motivation problems cannot be understood linearly, but rather requires a multidimensional analysis that considers individual, institutional, social, and spiritual factors in the context of Islamic higher education. Strategic management that is not responsive to the dynamic needs of students has the potential to create a gap between academic expectations and actual experiences in the learning process. This can have a negative impact on student motivation and academic achievement. (Gultom, 2022)

Islamic higher education is faced with the challenge of designing a comprehensive strategy that is able to integrate academic, spiritual, and managerial dimensions in an effort to increase student learning motivation. The limitations of effective strategic management implementation have resulted in stagnation in the development of student potential. This requires an in-depth investigation of the strategic mechanisms that can encourage learning motivation. The spiritual aspect that has been the advantage of Islamic higher education has not been fully integrated optimally in strategic management to increase student learning motivation.

Technological developments and social changes require Islamic higher education institutions to continuously innovate in managerial approaches that can respond to the needs of digital generation students. The management system that is still centralistic and bureaucratic is one of the main obstacles in creating an inspiring and motivational learning environment in Islamic higher education institutions. The low capacity of adaptation of Islamic higher education institutions to external changes has a significant impact on the decline in student learning motivation, which is increasingly critical and demands meaningful learning experiences. (Aman et al., 2023)

The misalignment between curriculum, teaching methods, and students' actual needs is an indicator of the weak implementation of strategic management in creating sustainable learning motivation. The academic culture that is still conservative and does not encourage student creativity is a serious challenge in efforts to increase learning motivation in Islamic universities. The lack of comprehensive empowerment and development mechanisms for students' potential causes demotivation in the academic process. The limitations of a responsive and personal academic guidance system result in students feeling less supported in their self-development and academic careers. The evaluation system that still focuses solely on cognitive aspects has not been able to encourage students' learning motivation holistically and deeply. (Manan & Nasri, 2024)

The gap between the ideal expectations of Islamic higher education and the actual practice of education delivery is the main source of declining student learning motivation. Weak coordination between units in the implementation of strategic management results in the lack of integration of efforts to improve student learning motivation comprehensively. Limited resources and infrastructure supporting the learning process are significant factors that influence student learning motivation in Islamic higher education. The lack of innovation in conventional learning methods and approaches causes a decline in student interest and enthusiasm in participating in the academic process. (D, 2024)

A governance system that is not fully transparent and accountable has the potential to reduce students' learning motivation, which is increasingly critical and demands transparency. The challenges of globalization and international university competition require Islamic

universities to continuously carry out strategic transformations in increasing students' learning motivation.

The urgency of this research lies in the urgent need to develop a comprehensive strategic management model in an effort to improve student learning motivation in Islamic universities, as a response to the complexity of contemporary educational challenges.

B. Research Methodology

This research uses a qualitative approach with a phenomenological field research method. (Manurung, 2022) The research design was designed to explore the implementation of strategic management in improving student learning motivation in Islamic higher education through comprehensive data collection. Data collection techniques include in-depth observation, semi-structured interviews, and document analysis. Key informants include university leaders, lecturers, education staff, and students who were selected by purposive sampling by considering the criteria of experience, representativeness, and information capacity. Data analysis was carried out interactively through the stages of data reduction, data presentation, and drawing conclusions with an inductive-interpretive approach. The validity of the data was tested through triangulation of sources, methods, and theories to ensure the credibility and dependability of the research findings. The epistemological basis of the research rests on the constructivism paradigm which views social reality as a complex construction that can be understood through in-depth interpretations of actors and subjective experiences in the context of strategic management of Islamic higher education. This approach allows researchers to uncover the meanings and perspectives hidden behind the phenomenon of student learning motivation, thus producing a holistic and contextual understanding.

C. Discussion

1. Analysis of Strategic Management Implementation in the Context of Learning Motivation

The implementation of strategic management in Islamic higher education is a complex process that involves systemic transformation of various institutional aspects. This study reveals that the success of increasing student learning motivation is highly dependent on the institution's ability to carry out responsive and comprehensive strategic adaptation. In-depth studies show that the traditional strategic management model that is centralistic and bureaucratic is no longer effective in creating a dynamic and inspiring learning ecosystem. Islamic higher education is required to develop a more flexible and participatory managerial approach. (Dewi & Sandora, 2019). The complexity of strategic management implementation is reflected in the dynamic interaction between internal and external factors that influence student learning motivation. A holistic approach is a primary prerequisite in designing a strategy for increasing sustainable motivation. The strategic framework of Islamic higher education requires fundamental reconstruction that is able to accommodate the complexity of contemporary educational challenges. This transformation is not merely a structural change, but a philosophical metamorphosis in viewing the educational process as a sustainable dynamic ecosystem.

The dynamics of global change require Islamic higher education institutions to develop adaptive capacities that enable institutions to respond responsively to external changes. Institutional capacity to strategically reposition is a primary prerequisite for maintaining relevance and competitiveness. The contemporary strategic management paradigm requires an integrative approach that synergizes various institutional dimensions. The complexity of this approach is reflected in the need to build a system that is simultaneously able to accommodate academic, spiritual, managerial, and social interests. The concept of strategic

responsiveness in the context of Islamic higher education institutions is not merely a reactive capability, but a proactive capacity to redefine the educational model in line with the demands of the times. This requires institutional capacity to be anticipatory and innovative. (Musnandar, 2011)

Strategic management transformation requires continuous development of intellectual and spiritual capital. Investment in human resource development is a fundamental strategy in creating an adaptive and transformative educational ecosystem. The complexity of strategic management implementation in Islamic higher education requires a multidisciplinary approach that is able to integrate academic, managerial, psychological, and spiritual perspectives. The success of strategic transformation is highly dependent on the institution's ability to build a dynamic balance between factors that influence each other.

2. Transformation of Academic Culture and Learning Motivation

The academic culture of Islamic universities plays a central role in shaping students' learning motivation. This study identifies that the transformation of academic culture is a fundamental prerequisite in developing effective strategies for increasing learning motivation. Deconstructing the structure of conventional academic culture that is hierarchical and top-down is an urgent need. Islamic universities must develop an academic culture model that encourages active participation, creativity, and student independence.

The dynamics of a transformative academic culture require a paradigm shift from a teacher-centered approach to student-centered learning. This requires a systemic reconstruction of various institutional aspects, from the curriculum to the evaluation mechanism. The transformation of academic culture requires a systemic deconstruction of traditional paradigms that limit the space for student creativity and participation. A dialogic and collaborative approach is the main foundation in creating a dynamic and inspiring academic environment. The concept of academic independence is not just an individual ability, but an institutional ecosystem that encourages the development of student potential holistically. Islamic universities are required to design mechanisms that facilitate students' space for expression and self-development. (Aslamiah & Abun, 2023)

The dynamics of transformative academic culture require the dismantling of rigid academic power structures. The relationship between lecturers and students needs to be reconstructed into an intellectual partnership that empowers each other and develops potential. Innovation in academic culture cannot be separated from the ability of institutions to disrupt established conventional models. The deconstruction process requires intellectual courage to critically reflect on academic practices that have been established so far. The strategy for developing a transformative academic culture requires ongoing commitment from all institutional elements. The process of change cannot be carried out partially, but rather requires a comprehensive transformation at the philosophical, structural, and practical levels.

Islamic higher education institutions are unique in integrating spiritual and academic dimensions in their institutional culture. The transformation of academic culture is not merely an effort of modernization, but rather a comprehensive reconstruction that is able to bridge the Islamic intellectual tradition with contemporary demands. The paradigm of the transformation of academic culture in Islamic higher education institutions requires a deep epistemological reconstruction, integrating the Islamic scientific tradition with contemporary epistemology. This requires the deconstruction of the dichotomous boundaries between religious and general sciences, creating an integrative scientific model that is able to bridge various fields of knowledge within a comprehensive Islamic epistemological framework. (Subtianah, 2024)

The complexity of academic cultural transformation cannot be separated from systematic efforts to build an intellectual ecosystem that encourages critical dialogue, philosophical reflection, and the development of free, responsible, and ethically spiritual academic reasoning. Islamic universities are challenged to create dialogical spaces that allow

students to develop critical thinking capacity, intellectual creativity, and deep ethical awareness, while remaining rooted in the fundamental values of Islamic teachings.

3. Integration of Digital Technology and Pedagogical Innovation

Integration of digital technology is a critical factor in efforts to increase student learning motivation in Islamic universities. This study reveals that the use of technology is not merely an effort to modernize, but a fundamental strategy in creating meaningful learning experiences. An innovative approach to the use of digital technology requires a comprehensive pedagogical design. Not just adopting technology, but integrating it strategically into the entire learning process. The blended learning model that combines online and offline learning experiences has proven effective in increasing student motivation and engagement. Flexibility and accessibility are keywords in technology-based pedagogical design. (Subtianah, 2024)

Digital transformation in the context of Islamic higher education requires a strategic approach that goes beyond mere technology adoption. The successful integration of digital technologies depends on the institution's ability to create a learning ecosystem that combines technological innovation with pedagogical depth and academic spirituality. A comprehensive educational technology architecture requires the design of learning platforms that are integrated, responsive, and adaptive to the diversity of student needs. The development of digital infrastructure is not just a technological investment, but a fundamental effort in creating inclusive and transformative academic spaces.

The strategy for digitalizing education in Islamic higher education must consider the balance between the use of cutting-edge technology and the preservation of traditional spiritual values. This approach requires a technopedagogical model that is able to accommodate contemporary dynamics without losing the philosophical essence of Islamic education. The complexity of digital technology integration requires the development of digital competencies of lecturers and education personnel on an ongoing basis. The transformation of human resource capabilities is a primary prerequisite in implementing an effective and meaningful technology-based learning model. (Muttaqien et al., 2023)

The digital ecosystem of Islamic higher education cannot be understood as merely a technical infrastructure, but rather a dynamic intellectual interaction space. Digital technology has the potential to create knowledge networks that transcend geographical boundaries, facilitate the exchange of ideas, and encourage global academic collaboration. A comprehensive digital literacy model is an urgent need in facing the complexity of contemporary technology. Islamic higher education is required to develop a curriculum that does not merely teach technical skills, but also encourages critical awareness of the social, ethical, and spiritual implications of digital technology. The ethical challenges in implementing digital technology in Islamic higher education require a comprehensive philosophical framework. The development of ethical protocols that are able to oversee the use of digital technology is a fundamental prerequisite in maintaining the academic integrity and spiritual values of Islamic education. (Ridwan & Fajarini, 2023)

Responsive technopedagogical architecture requires the ability of institutions to continuously evaluate and reconstruct digital-based learning models. Flexibility and adaptability are the main characteristics in facing the dynamics of increasingly complex technological change. The concept of artificial intelligence and emerging technologies requires an integrative perspective that is able to synergize technological potential with ethical

and spiritual depth. Islamic universities are challenged to develop a critical and reflective approach model in responding to contemporary technological transformation.

4. Spiritual Dimension and Character Development of Students

The spiritual aspect is a unique advantage of Islamic higher education in efforts to develop student learning motivation. This study reveals that internalization of spiritual values is not only through curricular content, but also the creation of an academic ecosystem that encourages spiritual growth. A comprehensive approach to developing the spiritual dimension requires integration between academic practices and character formation. Spirituality cannot be understood as a separate domain, but rather integrated into the entire educational process. The strategy for internalizing spiritual values includes curriculum design, teaching methods, mentoring mechanisms, and the creation of dialogical spaces that encourage students' spiritual awareness.(Luthfan et al., 2024)

Reconstructing the spiritual dimension in Islamic higher education requires a holistic approach that goes beyond the traditional paradigm of religious understanding. Spirituality cannot be understood as merely a ritual or formal practice, but rather as a deep awareness that is integrated into the entire intellectual process and character formation of students. The complexity of developing the spiritual dimension requires deconstructing the dichotomy between sacred and profane knowledge. Islamic higher education is required to create an integrative epistemological model that is able to dialectically connect spiritual insight, academic knowledge, and contemporary social contexts. The strategy of internalizing spiritual values cannot be separated from systematic efforts to build critical awareness of students. A dialogical approach that encourages philosophical reflection, in-depth analysis, and construction of knowledge based on spiritual ethics is a primary prerequisite in developing student character.(Zainal Abidin, 2023)

Spiritual transformation in the context of Islamic higher education requires a mentoring model that goes beyond conventional knowledge transfer. The mechanism of spiritual mentoring must be able to encourage students to develop the capacity for introspection, ethical awareness, and commitment to comprehensive self-potential development. An academic ecosystem that encourages spiritual growth requires the creation of dialogical spaces that facilitate in-depth exploration of various dimensions of life. Islamic higher education is challenged to design pedagogical methods that are able to connect spiritual insights with the context of complex and dynamic social reality.

The development of students' spiritual character cannot be separated from efforts to build social sensitivity and global awareness. Spirituality in the context of Islamic higher education must be understood as a transformative force that encourages students to be actively involved in efforts to create justice, peace, and humanity. The complexity of spiritual character formation requires a multidimensional approach that integrates intellectual, emotional, and transcendental aspects. Islamic higher education is required to design an educational model that is able to encourage students to develop critical thinking capacity, social empathy, and deep spiritual awareness.(Nasik, 2019)

The paradigm of spiritual transformation in Islamic higher education requires an epistemological reconstruction that is able to integrate revelation and reason within a comprehensive understanding framework. This approach requires a scientific model that is able to overcome the fragmentation of knowledge, creating a synthesis between the Islamic intellectual tradition and the dynamics of contemporary science. The depth of academic spirituality cannot be measured simply through formal achievements, but rather the ability of students to develop transformative awareness that encourages positive contributions to humanity. Islamic higher education is challenged to design an educational model that is able to develop students' potential as agents of change who have deep concern for global social and humanitarian problems. The process of spiritual internalization in Islamic higher education requires a dialogical approach that goes beyond dogmatic boundaries, towards a

deeper, more inclusive, and transformative spiritual understanding. This requires Islamic higher education to create academic spaces that encourage critical exploration of the spiritual dimension, not merely through a normative approach, but through a reflective process that allows students to develop authentic, dynamic, and meaningful spiritual awareness. (Alamsyah & Hidayat, 2025)

5. Recommendations and Strategic Models for Improving Learning Motivation

Structural transformation in improving learning motivation in Islamic higher education requires a systematic and planned approach. Organizational restructuring should include the establishment of a special unit that focuses on developing student learning motivation, supported by a strong academic mentoring system. Strengthening the guidance and counseling function is a top priority to provide comprehensive support for students. A more flexible and responsive organizational structure allows institutions to adapt quickly to the dynamic needs of students. Implementation of this structural change requires full commitment from all stakeholders of the institution. (Islamic & Mujiburohman, 2023)

The pedagogical dimension of learning in Islamic higher education requires an innovative approach that is oriented towards student needs. The development of a competency-based curriculum that integrates Islamic values with the demands of the world of work is the main focus. The implementation of active learning methods such as problem-based learning, collaborative learning, and project-based learning can increase student engagement. The use of contemporary case studies helps students understand the practical application of the theories learned. Learning evaluations also need to be adjusted to measure not only knowledge but also students' skills and attitudes. (Susanto, 2021)

The technological aspect is a crucial component in the transformation of learning in the digital era. Islamic universities need to make significant investments in the development of digital infrastructure that includes integrated online learning platforms and effective learning management systems. The use of artificial intelligence technology for learning personalization can optimize the learning experience of each student. The development of a user-friendly and mobile-responsive content management system is a priority to ensure accessibility to learning. Digital literacy training for lecturers and students also needs to be carried out continuously.

The spiritual dimension as the main characteristic of Islamic higher education requires a comprehensive approach in its implementation. Integration of spiritual values in every aspect of learning begins with the development of course content that combines Islamic perspectives with modern disciplines. Structured spiritual mentoring programs help students develop self-awareness and clearer life goals. Extracurricular activities that support spiritual development such as halaqah, Islamic studies, and community service programs based on Islamic values need to be developed systematically. (Paulina et al., nd)

Strengthening the managerial aspect in increasing learning motivation requires a measurable and sustainable management system. The implementation of clear key performance indicators for each program and learning activity is the basis for evaluating effectiveness. A comprehensive quality assurance system includes regular monitoring and periodic evaluation of all aspects of learning. An effective feedback mechanism from students, lecturers, and other stakeholders allows for continuous improvement in the quality of educational services. (Malasari et al., 2024)

Developing teaching staff competencies requires a structured and sustainable program to improve the quality of learning. Regular training covers pedagogical aspects, learning

technology, and digital content development. A transparent performance-based incentive system encourages lecturers' motivation to improve the quality of teaching. Clear career development opportunities through advanced study programs, collaborative research, and international lecturer exchanges provide new perspectives in developing learning methods. Regular workshops and seminars facilitate the exchange of best practices among lecturers.(Firmadani, 2022)

Building a conducive learning ecosystem requires a broad network of collaboration with various parties. Strategic partnerships with industry open up internship and work placement opportunities for students. Collaboration with research institutions enriches the research experience of students and lecturers. Collaboration with local and international communities broadens students' perspectives in understanding the global context. Student and lecturer exchange programs with partner institutions provide exposure to best practices in the field of Islamic higher education.

A comprehensive student support system includes a range of services to facilitate academic success and personal development. Academic and career counseling services assist students in study planning and career preparation. Peer mentoring programs provide effective social and academic support. Soft skills development facilities such as leadership, communication, and entrepreneurship strengthen students' competencies. An active career center assists students in their transition to the workforce through job fairs and job preparation training.(Scientific & Volume, 2024)

Evaluation of the impact of implementing a strategic model requires a comprehensive and ongoing measurement system. Indicators of success include not only academic aspects such as GPA and graduation rates, but also students' personal development. Spiritual evaluation includes understanding and implementing Islamic values in daily life. Measurement of professional aspects includes the level of employability and career success of alumni. A regular monitoring system allows for timely identification of areas of improvement and adjustment of strategies.

The sustainability of the strategic model requires a long-term approach supported by all components of the institution. The development of an organizational culture that supports continuous learning is the foundation of strategy implementation. An effective knowledge management system facilitates the documentation and sharing of best practices. Adaptation mechanisms to external changes allow institutions to remain relevant to the times. Continuous evaluation and improvement are the keys to the successful implementation of the strategic model for increasing learning motivation.(Nirmayanthi et al., 2024)

D. Research Result

This study reveals the deep complexity in the implementation of strategic management to improve learning motivation in Islamic higher education. Comprehensive data analysis shows three main interrelated dimensions in motivation enhancement strategies: structural, pedagogical, and spiritual. These three dimensions form a holistic framework that is the basis for the development of a learning system. The integration of these dimensions creates a balanced approach between academic aspects and Islamic values, which is a characteristic of Islamic higher education in an effort to improve the quality of learning.

The structural dimension reveals that the effectiveness of strategic management is highly dependent on an institutional design that is flexible, adaptive, and responsive to student needs. Research shows that traditional, rigid hierarchical structures tend to inhibit

the development of learning motivation. In contrast, participatory and decentralized management models have proven to be more effective in increasing student engagement. This structural transformation requires fundamental changes in organizational culture, decision-making systems, and communication mechanisms between institutional components.

In the pedagogical dimension, research identifies innovation in learning methods as a crucial factor in increasing motivation. The implementation of student-centered learning, integration of digital technology in learning, and development of project-based curriculum significantly encourage active student participation. These innovative learning approaches create an environment that supports creativity, critical thinking, and independent learning. The use of experiential and collaborative learning methods has also been shown to increase student engagement in the learning process.

The spiritual dimension yields interesting findings on the significance of internalizing Islamic values in strategic management. Integration of spiritual aspects is not only limited to the content of the formal curriculum, but also through the formation of an academic ecosystem that supports the development of students' character and spiritual awareness. Research shows that a holistic approach to spiritual development has a positive impact on students' intrinsic learning motivation and the formation of a professional identity with integrity.

The success of strategic management implementation is supported by several interrelated key factors. Transformational leadership that drives innovation becomes a catalyst for organizational change. A personal and comprehensive academic guidance system facilitates individual student development. Continuous lecturer capacity development improves the quality of learning. Adequate technological infrastructure supports modern learning processes. A holistic evaluation system ensures continuous improvement in all aspects of education.

The study identified several challenges in implementing strategic management that require serious attention. Organizational culture resistance to change, limited human and financial resources, and managerial competency gaps are significant obstacles. Recommended mitigation strategies include ongoing managerial capacity development programs, strengthening reward systems that encourage innovation, and transforming academic culture towards a more adaptive and responsive learning culture.

The strategic management model resulting from this study emphasizes the importance of an integrative approach that synergizes academic, spiritual, and managerial dimensions. This synergy creates a comprehensive and sustainable learning system in increasing student learning motivation. This model also considers the uniqueness of the context of Islamic higher education by integrating Islamic values in every aspect of strategic management. Implementation of this model requires long-term commitment and collaboration of all stakeholders.

E. Conclusion

This study produces comprehensive findings on the implementation of strategic management in improving student learning motivation in Islamic higher education. The in-depth study identifies three main dimensions that are mutually integrated: structural, pedagogical, and spiritual, which form a holistic framework in developing an effective learning system. The structural dimension emphasizes the importance of transforming institutional design towards a more flexible and responsive model. The study proves that participatory and decentralized organizational structures are more effective in encouraging student engagement than traditional hierarchical models. In the pedagogical dimension, innovation in learning methods through a student-centered learning approach and integration of digital technology have proven significant in improving learning motivation.

The unique findings of the study lie in the spiritual dimension that underlines the importance of internalizing Islamic values in strategic management. The integration of

spiritual aspects is not only through formal curriculum but also in the formation of an academic ecosystem that supports the development of students' character and spiritual awareness.

The successful implementation of this model depends on several key factors, including transformational leadership, a comprehensive academic mentoring system, ongoing faculty capacity development, and adequate technological infrastructure. Key challenges identified include organizational culture resistance, resource constraints, and managerial competency gaps. The resulting strategic management model provides a comprehensive framework for synergizing academic, spiritual, and managerial dimensions in a sustainable effort to increase learning motivation. Implementation of this model requires long-term commitment and active collaboration of all stakeholders of Islamic higher education.

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