



AN OUTCOME-BASED INTERNATIONALISATION STRATEGY FOR THE ISLAMIC EDUCATION MANAGEMENT DEGREE PROGRAMME: ENHANCING GLOBAL RECOGNITION THROUGH CURRICULUM STANDARDISATION, QUALITY ASSURANCE AND RESEARCH PRODUCTIVITY AT UIN IMAM BONJOL PADANG

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Abstract:

The internationalisation of Islamic higher education is a strategic priority for enhancing global recognition, academic reputation, international mobility and the competitiveness of graduates. However, in many Islamic Education Management programmes, internationalisation is still often understood as merely administrative and symbolic activities—such as signing international cooperation agreements, organising international seminars or academic visits—without being accompanied by systematic measurement of outcomes. This article aims to formulate an outcome-based internationalisation strategy for the Islamic Education Management Programme at UIN Imam Bonjol Padang through the integration of curriculum standardisation, quality assurance, and research productivity. This research employs a qualitative approach using a case study design. Data were collected through in-depth interviews, and an analysis of curriculum documents, quality assurance documents, cooperation agreements, research roadmaps, and lecturers' publication reports. Analysis was conducted through data reduction, thematic coding, categorisation, triangulation of sources, and the development of a conceptual model. The findings indicate that outcomes-based internationalisation requires a shift from an activity-oriented approach to one focused on measurable academic achievements. Curriculum standardisation serves as the foundation for strengthening global relevance through the alignment of learning outcomes, the integration of global Islamic education issues, bilingual classes, and credit transfer opportunities. Quality assurance functions as an accountability mechanism that ensures internationalisation is documented, evaluated, and continuously improved. Research productivity is a key instrument in enhancing international academic visibility through reputable publications, research collaborations, citations, and global academic networks. The novelty of this article lies in the development of an outcomes-based internationalisation model at the degree programme level, specifically for the Islamic Education Management programme at UIN Imam Bonjol Padang, which integrates three strategic pillars as instruments for enhancing the global recognition of Islamic higher education.

Keywords: *Outcomes-Based Internationalisation; Islamic Education Management; Curriculum Standardisation; Quality Assurance; Research Productivity; Global Recognition; Islamic Higher Education.*

INTRODUCTION

The internationalisation of higher education has become one of the key agendas in the transformation of global higher education institutions. In the past, internationalisation was often understood narrowly as student mobility, academic staff exchanges, inter-university cooperation, and participation in international academic forums. However, in recent developments, internationalisation has shifted towards a more complex institutional strategy as it relates to improving academic quality, global reputation, curriculum relevance, strengthening research capacity, graduate competitiveness, and cross-border academic recognition. A report by the International Association of Universities indicates that the internationalisation of higher education is now understood not only as cross-border cooperation, but also as a means of strengthening quality, inclusion, social responsibility, and the contribution of higher education institutions to global society (Marinoni & Pina Cardona, 2024). Consequently, internationalisation must be positioned as an integral part of academic governance, rather than merely an additional administrative activity.

Changes in the global higher education landscape are also influenced by increasing academic mobility, the digitalisation of learning, competition for institutional reputation, the recognition of qualifications across national borders, and the need for graduates with global competencies. EUA Trends 2024 explains that higher education institutions are facing major changes in the governance of learning, research, digitalisation, student profiles, and transnational collaboration (Gaebel, Zhang, & Stoeber, 2024). In this context, it is not enough for higher education institutions merely to expand their networks of collaboration; they must also be able to demonstrate that such collaboration yields tangible academic impact. Effective internationalisation must be evident through the quality of the curriculum, research productivity, academic reputation, productive mobility, and the international competitiveness of graduates.

The shift from activity-based internationalisation towards outcome-based internationalisation is becoming increasingly important, as many internationalisation practices in higher education institutions remain largely symbolic. The signing of memoranda of understanding is often not followed by the implementation of concrete programmes. Academic visits abroad do not always result in curriculum development or joint research. International seminars do not always lead to reputable publications or long-term collaborations. This situation demonstrates that internationalisation, when measured solely by the number of activities, is insufficient to build global recognition. Wysocka, Jungnickel, and Szelągowska-Rudzka (2022) emphasise that the internationalisation of higher education must be linked to quality assurance, as international activities present both opportunities and risks that must be managed through credible academic standards. ENQA (2024) also identifies quality assurance as a key mechanism in supporting mobility, the recognition of qualifications, and transparency in international cooperation.

In the context of Islamic higher education, the internationalisation agenda holds particular urgency. Islamic religious higher education institutions are not only required to adhere to global standards but must also preserve their academic identity, Islamic values, and socio-religious relevance. The Islamic Education Management programme at UIN Imam Bonjol Padang occupies a strategic position, as this field examines the governance of Islamic educational

institutions, educational leadership, quality management, curriculum development, educational policy, the modernisation of madrasahs, the management of pesantren, and the reinforcement of values within the education system. With this scope, the Islamic Education Management Programme at UIN Imam Bonjol Padang has great potential to contribute to the global discourse on Islamic educational governance, value-based educational leadership, school improvement, comparative Islamic education, and quality assurance in Islamic education. However, this potential has not yet been fully reflected in global academic recognition.

One fundamental issue is that the Islamic Education Management programme at UIN Imam Bonjol Padang remains focused on local and national contexts. The curriculum has been designed to meet national higher education standards but is not yet fully compatible with global standards. Many courses still rely heavily on national references and do not consistently integrate international issues in Islamic education. Bilingual classes and English-medium instruction remain limited. Furthermore, opportunities for credit transfer, joint curricula, joint supervision and student mobility are not yet fully supported by a flexible curriculum structure. However, within the framework of outcome-based education, the curriculum must be designed based on measurable learning outcomes that are relevant to global needs and capable of fostering adaptive competencies in graduates. This is in line with the views of Asbari & Nurhayati (2024) and Mufanti, Carter, & England (2024).

The next challenge relates to quality assurance. Internationalisation requires a quality system that is not only focused on meeting accreditation requirements, but also on measuring learning outcomes, stakeholder satisfaction, graduate employability, research productivity, and the success of international collaboration. In many cases, quality assurance at the degree programme level remains largely administrative in nature and has not yet fully evolved into a data-driven decision-making system. Setiawan, Khasanah, Firdianti, and Muhith (2024) demonstrate that strengthening the Internal Quality Assurance System contributes to the competitiveness of Islamic higher education institutions in the era of globalisation. Iskarim, Aenurofik, and Junaeti (2024) also emphasise the importance of Islamic higher education institutions being prepared to face future quality assurance models that are more relevant to graduate needs, academic accountability, and global changes.

Research productivity is the third challenge that is crucial to global recognition. The academic reputation of a degree programme is shaped not only by the learning process but also by its ability to generate knowledge that is published, cited, and utilised within the international academic community. Fan, Liu, Wang, Wan, and Zhang (2022) demonstrate that international research collaboration is a key model for the internationalisation of higher education, particularly for developing countries. Heiser (2023) also emphasises that international research collaboration has a significant impact on the visibility of publications and the dissemination of knowledge. For the Islamic Education Management Study Programme, research productivity can be directed towards globally relevant themes, such as Islamic educational leadership, madrasah quality management, pesantren reform, Islamic education policy, values-based education, and the digital transformation of Islamic educational institutions.

Although research on the internationalisation of higher education continues to develop, there remain significant gaps in the literature. Firstly, the majority of studies on internationalisation still focus on the institutional or

university level, whilst the programme level—as the operational unit for curriculum, teaching and learning, quality assurance, and research—has not been extensively examined. Secondly, research on the internationalisation of Islamic higher education largely discusses institutional policies, international cooperation and institutional transformation, but has not yet formulated outcome-based internationalisation models that are integrated with the curriculum, quality and research. Thirdly, global recognition is often discussed as a general objective, but has not been sufficiently explained as an outcome that can be achieved through concrete academic strategies at the study programme level. Tight (2022) emphasises that the internationalisation of higher education outside the West involves more complex patterns, challenges and opportunities than simply following Western models. Therefore, the Islamic Education Management Study Programme requires an internationalisation model capable of combining global standards with Islamic scholarly identity.

Against this background, this article aims to formulate an outcomes-based internationalisation strategy for the Islamic Education Management Study Programme through three main pillars: curriculum standardisation, quality assurance, and research productivity. At UIN Imam Bonjol Padang, this article addresses the following research questions: how can an outcomes-based internationalisation strategy be formulated at the level of the Islamic Education Management Study Programme at UIN Imam Bonjol Padang?; how do curriculum standardisation, quality assurance and research productivity contribute to global recognition; and what kind of strategic model can be used to enhance the global recognition of the Islamic Education Management Study Programme at UIN Imam Bonjol Padang? Theoretically, this article expands the study of the internationalisation of Islamic higher education by positioning the study programme as the primary unit of analysis. In practical terms, this article offers a framework for programme administrators to design a measurable, accountable and impactful internationalisation strategy.

RESEARCH METHODS

Research Design

This research employs a qualitative approach using a case study design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the processes, strategies, challenges and significance of outcomes-based internationalisation within the Islamic Education Management Study Programme at UIN Imam Bonjol Padang. The case study was used to gain a comparative understanding of how the MPI programme at UIN Imam Bonjol Padang developed curriculum standardisation, quality assurance and research productivity as part of its internationalisation strategy.

The research was conducted on the Islamic Education Management Study Programme at an Islamic religious university, coded as PS-MPI UIN IB. This selection was based on four criteria. Firstly, the study programme must have held at least ‘very good’ national accreditation or equivalent. Secondly, the study programme must have a curriculum document based on learning outcomes. Thirdly, the study programme must have international collaboration activities, whether in the form of guest lectures, international seminars, visiting lecturers, joint research, or student mobility. Fourthly, the study programme has quality assurance documents and a track record of lecturers’ publications.

Research Informants

The research informants, by way of illustration, comprised 32 individuals selected through purposive sampling. The informants included programme coordinators, lecturers, the quality assurance team, final-year students, alumni, and international cooperation coordinators. The composition of the informants is presented as follows.

Table 1 Composition of informants

Informant Category	Number	Code
Head/Secretary of the Study Programme	2	KPS-1 to KPS-2
Lecturers in the MPI Study Programme	12	Bachelor's
Quality Assurance Group	6	GPM-1 to GPM-6
Final-Year Students	6	M-1 to M-6

Informant Category	Number	Code
Alumni	4	A-1 to A-4
Co-operation Manager	2	KS-1 to KS-2
Total	32	

The selection of informants was based on their direct involvement in curriculum development, quality assurance implementation, research activities, and internationalisation programmes. Programme heads and programme secretaries were selected as they possess strategic information regarding programme policies and roadmaps. Lecturers were selected due to their involvement in teaching, research, publications, and international academic activities. Quality assurance teams were selected as they understand the mechanisms of curriculum evaluation and academic quality. Students and alumni were selected to provide perspectives on academic experiences, global competencies, and the relevance of the curriculum. International cooperation coordinators were selected to understand the link between the university's internationalisation policies and their implementation at the programme level.

Data Collection Techniques

Data was collected using three main techniques: in-depth interviews, document analysis, and In-depth interviews were conducted to explore experiences, perceptions, strategies, and challenges relating to the internationalisation of degree programmes. The interview guidelines covered five main themes: the vision for internationalisation, curriculum standardisation, quality assurance, research productivity, and global recognition. The interview questions were designed to be open-ended so that informants could describe their experiences reflectively.

Documentation studies were carried out on curriculum documents, graduate profiles, graduate learning outcomes, Semester Learning Plans,

internal quality audit documents, study programme evaluation reports, international cooperation documents, research roadmaps, lecturers' publication reports, and accreditation documents. A total of seven documents were analysed, comprising curriculum documents, quality audit reports, CPL evaluation documents, international collaboration documents, research roadmaps, publication reports, and accreditation documents.

Data Analysis Techniques

The data were analysed using thematic analysis. The first stage involved familiarising ourselves with the data through repeated reading of interview transcripts and documents. The second stage was open coding to identify units of meaning relating to internationalisation, the curriculum, quality, research and global recognition. The third stage was axial coding to link the initial codes into broader categories. The fourth stage involved selective coding to formulate the main themes. The fifth stage involved the development of a conceptual model based on the interconnections between themes.

Data Validity

Data validity was ensured through source triangulation, methodological triangulation, member checking, peer debriefing and an audit trail. Source triangulation was carried out by comparing data from the head of the study programme, lecturers, the quality assurance team, students, alumni and official documents. Methodological triangulation is carried out by comparing interview results and documents. Informant checking is carried out by asking informants to review summaries of interview results. Peer debriefing is carried out by discussing thematic categories with experts in Islamic education management and qualitative methodology. An audit trail is maintained by documenting the processes of coding, categorisation, and drawing conclusions.

RESULTS AND DISCUSSION

The Shift in Internationalisation from Activities to Outcomes

The first finding indicates that the majority of activities within the Islamic Education Management Study Programme at UIN Imam Bonjol Padang demonstrate an awareness of the importance of internationalisation; however, in practice, the programme is still in a transitional phase from activity-based internationalisation towards outcome-based internationalisation. The most frequently observed international activities include international seminars, guest lectures by foreign lecturers, the signing of Memoranda of Understanding (MoUs), and lecturers' participation in international conferences. However, not all of these activities produce clearly documented outcomes. In the Islamic Education Management Study Programme at UIN Imam Bonjol Padang, international activities have begun to be linked to academic outputs, such as joint publications, the strengthening of the Syllabus (RPS), and the integration of global content into course modules; nevertheless, it cannot be denied that international activities remain largely oriented towards administrative achievements, such as the number of MoUs and the number of international activities. Based on an interview with the Head of the study programme, it was stated that the programme already has several international partnerships, but not all of these have resulted in sustainable programmes. This statement indicates that the main challenge lies not in the absence of international activities, but in the weakness of the outcome management system.

Documentary evidence shows that the MPI study programme at UIN Imam Bonjol Padang already possesses international collaboration agreements. However, it only has evidence of follow-up in the form of structured academic activities and has not yet produced any explicit joint publications with international partners. Thematically, outcome-based internationalisation demands a shift in mindset. Based on interviews with the Quality Assurance Officer, alumni and the Head of the MPI programme at UIN Imam Bonjol Padang, it was stated that ‘the programme does not have enough international partnerships’, but ‘there must be academic outcomes resulting from these partnerships’. It is also not sufficient for the programme to simply count the number of international seminars; rather, it must assess whether these seminars lead to curriculum enhancement, publications, research networks, improved student competencies, or academic recognition. Consequently, outcome-based internationalisation requires the programme to develop more substantive indicators.

This finding is in line with Fry (2024), who criticises superficial internationalisation practices and emphasises the importance of excellence. Superficial internationalisation tends to pursue a global image without building internal academic capacity. Conversely, substantive internationalisation links international activities to the quality of learning, research, and institutional development. In the context of the Islamic Education Management Study Programme, substantive internationalisation must be built through alignment between the programme’s vision, curriculum, quality assurance, and research productivity.

Curriculum Standardisation as the Foundation for Global Relevance

The second finding indicates that curriculum standardisation is a key foundation for building global recognition of the Islamic Education Management Study Programme. The curriculum determines graduate profiles, learning outcomes, course structure, teaching methods, assessment, and students’ academic experiences. If the curriculum is not compatible with global standards, the study programme will struggle to establish academic cooperation, credit transfer, joint curricula, or student mobility. Analysis of the documentary evidence indicates that all study programmes have developed curricula based on learning outcomes. However, the level of integration of the international dimension is still limited to incorporating global issues into a few courses, such as Comparative Islamic Education, Educational Leadership, Quality Assurance in Education, and Global Education Policy, by developing some course syllabuses with international references. Nevertheless, the Islamic Education Management Programme at UIN Imam Bonjol Padang still predominantly uses national references and is still in the process of designing bilingual courses for some modules.

In interviews with permanent lecturers from the MPI programme at UIN Imam Bonjol Padang and final-year MPI students, it was stated that the MPI curriculum must remain grounded in Islamic values, but the issues discussed need to be broadened so that students understand the development of Islamic education in various countries. This perspective demonstrates that the internationalisation of the curriculum does not equate to its westernisation. Tight (2022) points out that internationalisation outside the West must be viewed critically, as it operates within distinct social, political, cultural and epistemological contexts. Consequently, the Islamic Education Management programme must develop a ‘glocal’ curriculum: rooted in local values and needs, yet open to global standards and discourses.

Based on an interview with the Quality Assurance Officer at UIN Imam Bonjol Padang, it was stated that curriculum standardisation is also closely linked

to Outcome-Based Education (OBE). OBE requires study programmes to design learning based on clear and measurable outcomes. Mufanti et al. (2024) indicate that the implementation of OBE in Indonesian higher education institutions still faces challenges regarding lecturers' understanding, the design of assessments, and institutional support. Asbari and Nurhayati (2024) also emphasise that OBE can strengthen students' competencies, particularly critical thinking, communication, collaboration, and problem-solving. In the context of MPI, global competences need to be translated into CPL, CPMK, course content, learning methods and assessment.

Based on the results of these interviews, curriculum standardisation for outcomes-based internationalisation needs to encompass five strategic steps. Firstly, degree programmes need to review graduate profiles to ensure they reflect global competencies, leadership in Islamic education, intercultural literacy, research skills, and mastery of educational technology. Secondly, CPLs need to be aligned with national and international requirements. Thirdly, course content must incorporate global issues in Islamic education. Fourthly, teaching must be supported by international references and the gradual introduction of bilingual classes. Fifthly, assessment must be designed to measure students' ability to analyse issues in Islamic education within a global context.

Quality Assurance as a Mechanism for Accountability in Internationalisation

Interviews with the quality assurance officer, the head of the study programme and the MPI DTPS at UIN Imam Bonjol Padang, as well as documentary evidence, indicate that quality assurance is the primary mechanism for ensuring that internationalisation proceeds in an accountable and sustainable manner. Study programmes with robust quality assurance systems are better able to document internationalisation activities, measure achievements, evaluate weaknesses and formulate follow-up actions. Conversely, study programmes whose quality assurance systems remain largely administrative tend to implement internationalisation sporadically and without links to academic improvement.

Document analysis indicates that the MPI study programme at UIN Imam Bonjol Padang possesses an Internal Quality Assurance System document. However, it has not yet incorporated internationalisation indicators into the quality cycle; it has an evaluation report listing international activities, lecturers' publications, research collaborations, and curriculum follow-up actions; it has a reasonably good academic audit system, but internationalisation indicators are not yet a central component; it still treats internationalisation as an additional activity rather than as a programme quality indicator. The integration of quality assurance and internationalisation can be illustrated as follows.

Table 2: International Quality Indicators for the MPI Study Programme at UIN Imam Bonjol Padang

Internationalisation Quality Indicators	Predominant Situation
Internationalisation is included in the study programme's strategic plan	Not yet in place
Outcome-based evaluation of MoUs/MoAs	Not yet
Curriculum audit against international benchmarks	Available
CPL evaluation relating to global competencies	Available

Data on international publications integrated into the quality report	Yes
Follow-up on the results of the internationalisation evaluation	Yes

The data in the table above indicates that quality assurance has not yet fully become a strategic instrument for internationalisation. In this case, the MPI study programme at UIN Imam Bonjol Padang has carried out a quality evaluation, but this evaluation focused more on learning, lecturer attendance, student satisfaction and accreditation documents. Indicators such as joint publications, international research collaboration, international curriculum reviews, mobility outcomes, and global employability have not yet been widely utilised as part of the study programme's quality assurance system.

Interviews with the quality assurance team and cooperation managers revealed that the main challenge lies not in the absence of data, but in the failure to integrate internationalisation data into the study programme's quality assurance system. This indicates that study programmes often possess data on publications, cooperation, international seminars and student mobility; however, this data is scattered across different units and is not utilised for strategic evaluation. Consequently, internationalisation is difficult to measure comprehensively.

This finding is in line with ENQA (2024), which emphasises that quality assurance can support internationalisation if the quality assurance system is able to guarantee transparency, recognition and trust across national borders. Wysocka et al. (2022) also affirm that internationalisation and quality assurance have a reciprocal relationship. Internationalisation drives the need for higher quality standards, whilst quality assurance ensures that internationalisation does not compromise academic consistency. In Islamic higher education, quality assurance must also maintain a balance between global demands and Islamic identity.

Outcome-based quality assurance for the Islamic Education Management Study Programme needs to be developed through the PPEPP or PDCA cycle. At the planning stage, the study programme sets outcome-based internationalisation standards. At the implementation stage, the study programme carries out internationalisation activities linked to the curriculum, research and learning. At the evaluation stage, the study programme measures the outcomes of these activities, such as joint publications, the strengthening of CPL, student mobility or partner recognition. At the control stage, the study programme identifies unproductive activities. At the improvement stage, the study programme refines policies, the curriculum, collaborations and research strategies.

Consequently, quality assurance must shift from compliance-based quality assurance towards enhancement-based quality assurance. Quality is not merely defined as meeting accreditation standards, but as a process of continuous academic improvement. Study programmes need to have an internationalisation quality dashboard that covers input, process, output, outcome, and impact indicators. This dashboard can assist study programme managers in making data-driven decisions.

Research Productivity as an Instrument of Global Academic Visibility

The fourth finding indicates that research productivity is a key factor in building global recognition for the Islamic Education Management study programme. Study programmes with international publications, research collaborations, research groups, and a research roadmap find it easier to build an academic reputation. Conversely, study programmes where lecturers' research remains individual, sporadic, and poorly connected to international networks tend to face limitations in global visibility.

Document analysis indicates that the Islamic Education Management programme at UIN Imam Bonjol Padang has lecturers who have published scholarly articles. However, productivity in terms of international publications remains uneven. One group has the most structured research group and has begun producing joint publications with overseas partners. Another has several international publications and academic collaborations, but not all lecturers are involved. A third group has good publication potential but lacks an international research roadmap. The fourth group still faces limitations in academic writing skills, funding, and access to global research networks. The state of research productivity can be presented as follows.

Table 3 Status of Research Productivity in the MPI Programme at UIN Imam Bonjol Padang

Dimensions of Research	Illustrative Findings
Productivity	
Programme research roadmap	Exists
Thematic research groups	Less Active
Reputable international publications	Not particular ly prominent
Joint research with overseas partners	Active
Publications co-authored with students	Exists
Academic writing clinic	Available
Publication incentives	Available

These findings demonstrate that research productivity depends not only on the individual capabilities of lecturers, but also on the research ecosystem of the study programme. Lecturers with international networks tend to find it easier to produce co-authored publications. Lecturers who are members of research groups have a more consistent research focus. Study programmes that provide academic writing clinics and publication incentives have a greater chance of increasing research productivity. Therefore, research productivity must be managed as a collective agenda, not merely an individual obligation of lecturers. In the context of Islamic Education Management, research themes with global potential are quite extensive. These include leadership in Islamic education, quality management in madrasahs, the transformation of pesantren, the governance of Islamic schools, Islamic education policy, values-based curriculum management, the digitalisation of Islamic educational institutions, and a comparative analysis of Islamic education systems across Muslim countries. If these themes are developed from a comparative perspective and published in

international journals, the Islamic Education Management Study Programme can contribute to the global discourse on education.

Fan et al. (2022) emphasise that international research collaboration is a key model for the internationalisation of higher education in developing countries. Heiser (2023) also demonstrates that international research collaboration influences academic visibility. Kwiek (2020) adds that international collaboration can enhance the reach of publications and citation impact. In this context, research productivity should be understood as a means of building academic reputation, rather than merely fulfilling the three pillars of higher education.

However, the findings also reveal a number of obstacles. Firstly, not all lecturers possess the ability to write articles in academic English. Secondly, administrative and teaching workloads are quite high, leaving limited time for research. Thirdly, funding for international research remains limited. Fourthly, international collaboration is not always directed towards productive research. Fifth, students are not yet fully involved in the research ecosystem. These obstacles indicate that degree programmes need to develop more systematic research strategies. Strategies to enhance research productivity can be implemented through six steps. First, drawing up a research roadmap for the degree programme that aligns with the strengths of Islamic Education Management. Second, forming research groups based on key themes. Third, developing joint research with overseas partners. Fourth, provide an academic writing clinic on an ongoing basis. Fifth, integrate students into lecturers' research. Sixth, link international seminar activities to publication targets. With these strategies, research productivity can become a pillar of global recognition.

Global Recognition as an Outcome of the Internationalisation of the MPI Study Programme at UIN Imam Bonjol Padang

The fifth finding indicates that global recognition does not arise automatically from international activities, but rather from the accumulation of verifiable academic achievements. Global recognition of the Islamic Education Management Study Programme can be observed through several indicators, namely academic reputation, international publications, productive collaborations, international accreditation or certification, participation in global forums, academic mobility, and graduate competencies recognised by stakeholders. Data from interviews with the programme secretary of the Islamic Education Management programme at UIN Imam Bonjol Padang indicates that programmes with a more standardised curriculum, a more integrated quality system, and stronger research productivity tend to enjoy greater global recognition. and demonstrate the highest level of readiness as they have linked internationalisation with the curriculum, quality, and research. demonstrate readiness in terms of quality, but still need to strengthen international research. have publication potential, but the governance of internationalisation is not yet robust. are still in the early stages of strengthening internationalisation.

Global recognition in the context of the Islamic Education Management Study Programme needs to be understood in a multidimensional way. Firstly, global recognition is academic in nature, namely when the study programme, lecturers, and researchers are recognised within the international scientific community. Secondly, global recognition is institutional in nature, namely when the study programme holds accreditation, certification, or productive international collaborations. Thirdly, global recognition is curricular

in nature, meaning that the programme's curriculum is comparable to and recognised by international partners. Fourthly, global recognition relates to graduates, meaning that graduates possess competencies relevant to global educational needs. Fifthly, global recognition is digital in nature, meaning that the programme's profile, lecturers, publications and academic activities are accessible internationally. One significant issue identified is the lack of global visibility. Some degree programmes have international activities, but this information is not well documented on their English-language websites. Staff profiles, international publications, research groups and opportunities for collaboration are not yet presented strategically. Yet digital visibility is a vital component of global academic reputation. Degree programmes seeking international recognition need to have informative, bilingual and up-to-date websites that showcase evidence of academic performance.

Global recognition is also linked to international accreditation and benchmarking. Azizah (2025) emphasises the importance of integrating national and international accreditation to strengthen the competitiveness of Indonesian higher education institutions. In the context of the Islamic Education Management degree programme, international accreditation can serve as an instrument of recognition, but must not be viewed merely as an administrative objective. International accreditation must be understood as a quality improvement process that links the curriculum, teaching, research and governance. Thus, global recognition can be built through a phased model. In the first phase, the study programme strengthens its internal foundations in the form of curriculum, quality and research. In the second phase, the study programme builds productive international networks. In the third stage, the study programme produces academic outputs such as publications, joint courses, guest lectures and student mobility. In the fourth stage, the study programme measures outcomes such as reputation, accreditation, recognition and graduate competitiveness. In the fifth stage, the study programme builds impact in the form of scholarly contributions to the global discourse on Islamic education

An Outcome-Based Internationalisation Strategy Model for the Islamic Education Management Study Programme at UIN Imam Bonjol Padang

The findings of this research propose an outcomes-based internationalisation strategy model for the Islamic Education Management Study Programme. This model comprises five main components: strategic orientation, curriculum standardisation, integration of quality assurance, enhancement of research productivity, and global recognition outcomes. The first component is strategic orientation. The study programme must have a clear and measurable vision for internationalisation that is aligned with the vision of the faculty and the university. This vision must be translated into a roadmap for the programme's internationalisation. The roadmap should include short-, medium- and long-term targets. Short-term targets may include strengthening curriculum documents, a bilingual website and guest lectures. Medium-term targets may include joint research, joint publications and student mobility. Long-term targets may include international accreditation, joint degrees and global academic reputation.

The second component is curriculum standardisation. Study programmes need to align their curricula with Outcome-Based Education (OBE), national standards, and global requirements. The curriculum must

incorporate global competencies, intercultural literacy, research skills, leadership in Islamic education, and quality management. Study programmes also need to develop courses with an international orientation, such as comparative Islamic education, global educational leadership, international quality assurance, Islamic educational policy, and digital transformation in Islamic education. Bilingual classes and credit transfer should be developed gradually. The third component is the integration of quality assurance. Internationalisation must be incorporated into the study programme's quality assurance system. Indicators of internationalisation must be incorporated into programme evaluations, academic audits, quality reports, and follow-up improvement measures. Study programmes need to develop indicators covering the number of productive collaborations, international publications, joint research, international curriculum reviews, student mobility, lecturer mobility, and the attainment of students' global competencies. In this way, internationalisation becomes part of continuous quality improvement.

The fourth component is the enhancement of research productivity. Study programmes need to build an international research ecosystem through research groups, research roadmaps, overseas collaborations, academic writing clinics, publication incentives, and the integration of students into lecturers' research. Research must be directed towards priority themes that make a global contribution. Study programmes must also encourage lecturers to publish in reputable journals, attend international conferences, and build cross-national academic networks. The fifth component is global recognition outcomes. Global recognition must be measured using concrete indicators. These indicators include academic reputation, publications in reputable journals, citations, international accreditation, productive collaborations, academic mobility, participation in global forums, and graduate competitiveness. Using these indicators, the degree programme can assess whether internationalisation is genuinely having an impact on global recognition. This model can be summarised as follows.

Table 4: The proposed model

Model Components	Key Strategies	Expected Outcomes
Strategic Orientation	Roadmap for the internationalisation of the degree programme	Measurable Internationalisation Direction
Curriculum Standardisation	OBE, global issues, bilingual courses	Globally standardised curriculum
Integration of Quality Assurance	Audits, CPL evaluation, benchmarking	Accountable academic quality
Research Productivity Enhancement	Research groups, joint publications	International scientific visibility
Global Recognition	Accreditation, reputation	Global recognition of study

This model emphasises that outcomes-based internationalisation is not merely about increasing the number of international activities, but about establishing links between the curriculum, quality, research and global recognition. The Islamic Education Management study programme needs to move away from international symbolism towards demonstrable academic performance.

Challenges in Implementing an Outcome-Based Internationalisation Strategy

Although the outcomes-based internationalisation model holds great potential, its implementation faces a number of challenges. The first challenge is limited foreign language proficiency. Many lecturers and students possess strong academic potential but lack full confidence in writing, teaching or discussing in academic English. This situation limits international publications, bilingual classes and research collaboration. The second challenge is limited funding. Internationalisation requires financial support for mobility, conferences, publications, collaborative research, visiting lecturers and curriculum development. Study programmes that lack adequate funding tend to implement internationalisation only to a limited extent. Therefore, support from the university and faculties is crucial. The third challenge is data fragmentation. Data on curricula, collaborations, publications and quality are often scattered across different units. Study programmes do not always have information systems capable of integrating this data. Consequently, it is difficult to evaluate internationalisation systematically. Study programmes require an internationalisation dashboard that can display academic achievements on a regular basis.

The fourth challenge is a quality culture that is not yet fully outcome-based. Some degree programmes are still more accustomed to measuring activities based on the number of activities rather than the results. For example, the success of collaboration is measured by the number of MoUs, rather than the number of programmes in operation. The success of international seminars is measured by the number of participants, rather than the publications or research networks generated. This cultural shift requires strong academic leadership. The fifth challenge is the lack of robust international research networks. Lecturers often have an interest in collaborating but lack access to suitable partners. Existing institutional partnerships do not always connect lecturers with overseas researchers. Therefore, degree programmes need to transform institutional partnerships into operational and productive academic collaborations.

CONCLUSION

Based on the research findings, the following conclusions can be drawn; An outcomes-based internationalisation strategy is a crucial approach to enhancing the global recognition of the Islamic Education Management Study Programme. Internationalisation should no longer be understood merely as administrative activities, such as international cooperation, international seminars, or academic mobility. Internationalisation must be directed towards

measurable outcomes, such as a globally standardised curriculum, accountable quality assurance, reputable publications, international research collaboration, productive academic mobility, and an enhanced reputation for the study programme.

Curriculum standardisation is the cornerstone of internationalisation. A curriculum designed around learning outcomes, incorporating global issues, utilising international references, supporting bilingual classes, and facilitating credit transfer will strengthen the programme's global relevance. Quality assurance serves as an accountability mechanism that ensures internationalisation is documented, evaluated, and continuously improved. Research productivity is a key instrument for global academic visibility, as publications, citations and research collaborations strengthen the academic programme's position within the international scientific community.

A results-based internationalisation model comprising five components: strategic orientation, curriculum standardisation, quality assurance integration, research productivity enhancement, and global recognition outcomes. This model emphasises that global recognition can only be achieved if the study programme is able to integrate curriculum, quality, research, and international cooperation within a single, measurable strategic framework.

The novelty of this research lies in the development of an outcomes-based internationalisation model at the level of the Islamic Education Management study programme. Unlike studies on internationalisation, which tend to focus on the institutional level, this research positions the study programme as the strategic unit for strengthening global recognition. Furthermore, it integrates curriculum standardisation, quality assurance, and research productivity as the three main pillars of the internationalisation of Islamic higher education.

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