

Competition and Strategy in JSIT Education: Managing Complexity and Uncertainty

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Abstract

Like many for-profit and not-for-profit industries, the Islamic school education sector has faced several fundamental challenges over the last decade. Education used to be considered a public good, provided by non-profit organisations that were not subject to market pressures and had a clear social mission. Education is now a global service provided by virtual companies in an increasingly complex and competitive information market. To face these challenges, Islamic schools need the right strategy, a need that is reflected in various supervisory research strategies in the field of Islamic schools. The aim of this article is to contribute to this understanding by providing guiding principles for Islamic education leaders and policy makers. To that end, he proposes a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), which describes eight main trends that will affect Islamic schools and academics in the short and medium term. Based on these trends, three main challenges for Islamic educational institutions with fundamental implications for research and practice have been identified: (1) the need to increase valuation and market share; (2) the need to adopt an entrepreneurial mindset; and (3) the need to expand interaction and value creation with key stakeholders.

Keywords: Islamic schools, Strengths, Weaknesses, Opportunities, Threats, Sustainability Strategies, Uncertainty.

Introduction

Most analyses of current and future Islamic schools agree on several conclusions. One such conclusion is that business ethics and practices are acceptable in Islamic schools. Some authors have emphasised the need to adapt pure market and marketing logic to the Islamic school environment (Gibbs & Murphy, 2009). Another common argument is that Islamic schools should develop competitive strategies to assess the drivers of change, design appropriate responses to these changes, and develop policies and strategic orientations that allow for evolution (or even

revolution). Islamic schools have three main tasks: Teaching, research and community service. These tasks have always been in conflict with each other (Altbach, Reisberg & Rumbley, 2009). In recent years this has become more visible as the Islamic school environment has become more valuable. On the other hand, to survive, Islamic schools have to operate as non-profit organisations and put revenue first. On the other hand, they also have to act as non-profit organisations that put the public interest first and act as providers of information and educational channels (Council of the European Union, 2014). Similar challenges face non-profit organisations and other public organisations such as healthcare that must continue to work for the greater good while maintaining profits and reducing costs. In fact, non-profit organisations face increasing tensions as social responsibility and social values become more visible to the public. Here it is assumed that the community nature of Islamic schools (i.e. their role as public goods) is one of their key characteristics (Nedbalova', Greenacre & Schulz, 2014), although this has been overlooked by some institutions. On the social side they are in a hurry in terms of income and prestige. We therefore recommend that all strategic discussions in this area carefully consider the size of the community and the nature of the organisations involved. This means that in developing its path forward, a particular Islamic school educational institution should focus both on the organisational level i.e. maintaining competitiveness in the market (Friga, Bettis & Sullivan, 2003) and the sectoral level i.e. the ability to continue to add value to society through the creation and dissemination of knowledge (Healey, 2008). The increasing complexity and uncertainty that characterise today's society is a phenomenon that Islamic schools have to deal with on a daily basis. As public service providers, the private sector does not really have to face these developments. However, in the last decade, the Islamic school education sector has undergone significant deregulation especially in Southeast Asia, but also elsewhere in the world which means it has to be more responsive to competition in the education environment. This process is very similar to the telecommunications and electronics industries about 10-15 years ago. Despite deregulation, governments and other supranational bodies have facilitated and will likely continue to reassess knowledge through a variety of sector specific policies, ranging from regulations, guidelines and recommendations to quality assurance procedures and standards, and public standards. Resource allocation (Altbach et al., 2009; Kaplan, 2014). However, academic institutions cannot resist this penetration and must continue to develop appropriate strategies to survive in the new environment where the Islamic school education market is increasingly competitive. This article contributes to the debate on the future of Islamic school education by providing an updated overview of the main trends that policymakers in this field should consider and by outlining three strategic recommendations that can help policymakers to respond to these trends.

Literature Review

1. Analyse the key trends and developments affecting Islamic Schools

Using previous literature such as de Boer et al. (2002) we begin by identifying the key trends affecting the Islamic school sector today. Table 1 provides a high-level summary of the eight trends we observed, categorised in the classic SWOT analysis format. 1 With this classification we want to help leaders and decision-makers in Islamic schools to be ready and able to act quickly to prevent possible future crises. Our analysis underlines the fact that while many of the

trends facing the sector today are well known and have direct strategic implications (e.g. the need to maintain the principle of public good as an integral part of the school's mission, the need to implement fundraising strategies to compensate for declining public funding), some other trends have various implications for Islamic schools and need to be discussed further. For example, the deregulation of the industry over the last decade has reduced the protection of established public institutions and allowed the entry of new private actors. However, at the same time, deregulation increased the autonomy of these same institutions in choosing competitive strategies and resource allocation. Another example relates to the proliferation of international Islamic schools. On the one hand, such internationalisation gives Islamic schools access to a wealth of talent (and other resources). On the other hand, Islamic schools face other competitors trying to grab the same resources. Hence, internationalisation forces Islamic schools to compete not only at the national level but also at the global level; these two competitive arenas are separate yet complementary (Marginson, 2006). The following is a detailed explanation of the SWOT Analysis summarised in Table 1.

SWOT analysis of current key trends impacting Islamic Schools

Strengths	Weaknesses
Essential resource for community talent and innovation - Institutionalise public services with a social mission - An important provider of information and innovation National progress and international ambassadors - Islamic schools as domestic resources, engines of economic growth and recovery - International expansion and global information dissemination	Significant delays in starting operations in Islamic schools - Tradition becomes a public service funded and protected by the government - Faculty positions, often organised into strong public sector unions Poor responsiveness to changes in the business world - Programmes and curricula are slightly adapted to the needs and expectations of the job. - "publish or perish" research strategies that lead to purely academic publications without considering other stakeholders
Opportunities	Threats
A thriving Islamic school environment with the help of ICT - New market openings, potential productivity gains and potential branding - Development of general knowledge and community networks Rapid change driven by socio-demographics - Millennials seek more educational experiences - A growing and changing student population	Public funding continues to decline - The need to increase external financing and self-financing - The need to market Islamic schools can undermine academic standards and quality An increasingly competitive environment - Domestic deregulation leading to new market entrants - Globalisation expands international competition

2.1. Strengths: Importance of nation-building and global reputation

Education was and is widely regarded as a public good (Nedbalova' et al., 2014) whose purpose is to disseminate knowledge and promote the development of society (Council of the European Union, 2014). In practice, the contribution of boarding schools to society rests on the provision of education and talent development, as well as the encouragement of research to generate knowledge that can be applied as a strategic resource (de Boer et al., 2002). In a globalised world, knowledge, research and innovation are becoming increasingly important resources, and these developments affect the role of the Islamic school community (Va'limaa & Hoffman, 2008).

In particular, the ability to commercialise knowledge becomes critical to ensuring the future growth of individual Islamic schools (e.g., commercialisation enhances the ability of Islamic schools to raise funds and strengthen collaboration and partnerships with key stakeholders such as institutional alumni; Altbach et al., 2009). These aspects influence the way information is generated and the assessment of the value of information. Moreover, in a globalised market where economies compete with each other, Islamic educational institutions are important players in enhancing their own country's status and reputation by encouraging innovation (de Boer et al., 2002). This role means that Islamic education maintains a strong national identity and can be seen as a national asset, an engine of economic growth and recovery (European Commission, 2012).

It is comparable to a particular country's main industry, such as Indonesia's manufacturing industry or a Southeast Asian country's luxury goods industry, with the slight difference that Islamic schools serve as a national asset in almost all of the surrounding countries. In addition, international Islamic schools are a profitable business for countries that bring in foreign students (Altbach, 2004; Lee, 2014). Islamic educational institutions want to become global service providers serving new regions (e.g. entering foreign countries through Islamic satellite schools or alliances with other foreign Islamic schools and organisations; Friga et al., 2003) or simply expanding international enrolment to Islamic schools in their home countries (Altbach, 2004). This trend towards internationalisation means we see increased competition at the institutional, national and international levels, with each geographical area being filled by institutions: established Islamic schools, new institutions, and private service providers (Schofield, Cotton, Gresty, Kneale, & Winter, 2013).

2.2. Weaknesses: Delay in adopting business practices and entrepreneurial approaches

To be competitive in the marketplace, Islamic school organisations must engage in increasingly complex marketing activities that span multiple destinations, media and geographies (Gibbs & Murphy, 2009). With the commercialisation of the Islamic school sector, more and more private sector management methods and practices are being applied in Islamic schools. Several studies have attempted to determine how broadly marketing concepts can be applied in the context of Islamic schools, such as: B. Service and relationship marketing, scope, customisation needs and limitations (Kaplan & Haenlein, 2009). In particular, the Islamic school sector's attempt to reach out to other more commercial sectors in terms of marketing and other management practices

presents serious risks to the quality of education and research, as these areas may be overlooked in recruitment efforts (Nicolescu, 2009).

Islamic educational institutions have been slow to adapt to the need for a more business orientated approach. For example, Friga and colleagues (2003) point out that although business schools have adopted a new strategic focus, their strategies and structures are still very similar to those of the 1950s. Part of this delay is due to structural industry-specific factors: Education has for centuries been considered a public good shaped by many supranational and national entities, so concepts such as autonomy and accountability are relatively new to individual Islamic schools. In addition, the institutional members of the core Islamic school network of an Islamic school were not necessarily market-oriented and had the potential to organise into strong public sector unions, which further limited the ability of Islamic school institutions to adapt to market changes.

There are many manifestations of the very limited capacity of Islamic educational institutions to meet the evolving demands of society. For example, in today's market, more and more jobs require knowledge from Islamic schools, but the skills and qualifications that students must have to enter the labour market are different from those required in the past. (European Commission, 2012). Many requests for curriculum restructuring have been made by researchers, practitioners and governments, often without an adequate response (European Commission, 2013). Another example concerns knowledge creation. Islamic schools are often accused of having a short sighted publication strategy: too often they require publications written from a purely academic perspective, focusing on scientific research that can be published in reputable academic journals read mainly by other researchers. According to the publish or lose principle, such publications are often the only success factor when it comes to promotions or applications for professorships. This knowledge approach completely ignores other stakeholders, practitioners and students at an early stage whose support in acquiring resources is crucial (Cotton & Stewart, 2013).

2.3. Opportunities: Information and communication technologies and socio-demographic trends are driving rapid change

Information and communication technology (ICT) is differentiating and changing the rules of the game in all fields, including Islamic schools. The media industry in general and the music industry in particular experienced the impact of the ICT revolution a few years ago and some predict a similar scenario for the Islamic school sector. However, ICT developments can be a great opportunity for Islamic schools that can use Web 2.0 solutions to their own advantage. ICT solutions offer new growth channels (e.g. through borderless virtual education) that enable Islamic educational institutions to address the growing global demand for education that cannot be fully met through offline channels alone (Friga et al., 2003).

ICT can also help reduce costs as moving from physical to digital solutions can increase efficiency and save costs (EPRS, 2014). Finally, innovative technological solutions can empower Islamic schools to improve their position by responding to the aspirations of tech-savvy millennials for a better educational experience (McHaney, 2011). In general, the development of ICT has greatly expanded the ability of pesantren to create and disseminate information. On the other hand, the digital environment has greatly increased the number of available information

sources and easy and direct access to them (McHaney, 2011), which is of great benefit to many Islamic school stakeholders. From a researcher's point of view, for example, online resources such as scholarly databases enable quick, comprehensive, and efficient research; similarly, the same infrastructure makes researchers' work visible and accessible, which can increase its impact.

On the other hand, ICT facilitates the emergence of an online society, causing the expansion and reorganisation of collaboration within institutions and between organisations, and transcending the boundaries of traditional forms of collaboration (Castells, 2011). Therefore, the online society encourages Islamic educational institutions to strengthen their relationships with key stakeholders and interact with partners, including other Islamic schools and industry workers (e.g. technology companies; Friga et al., 2003). Other opportunities faced by the Islamic school sector are related to socio-cultural and demographic trends, including the influx of technology students and the increasing general demand for higher education and student body diversity. Islamic school applicants today are digital natives who emerge as rational and informed customers when choosing an Islamic school (Temple & Shattock, 2007). Furthermore, when these digital natives begin their studies, the influence of their technological maturity is reflected in their approach to the educational process, starting from their basic interactions with professors (McHaney, 2011).

Digital natives especially tend to approach learning through social networks and other digital and multimedia-based delivery systems that enable face-to-face and in-person interactions (Budde-Sung, 2011). Demographic and socio-cultural trends affect not only student behaviour but also the composition of the student body itself. Islamic educational institutions face greater demands for diverse candidates. Today's Islamic school classes consist of students from various social, religious, ethnic and geographical backgrounds. This trend is driving reforms in the education system (Altbach et al., 2009; Friga et al., 2003) and has led to dramatic changes in students' expectations of the classroom experience. Especially students today seek great diversity (Budde-Sung, 2011).

2.4. Threats: Scarce resources in an increasingly competitive and globalised market for Islamic schools

In general, public funding for Islamic schools has declined (Altbach, 2004), threatening the development potential of such educational institutions and increasing the importance of corporate and alumni fundraising plans and the development of management training activities. Deregulation of the Islamic school sector, especially in Indonesia but also in other regions, increased the autonomy, self-organisation and responsibility of Islamic schools (Hoecht, 2006), but also facilitated privatisation and the market entry of new players. These trends, combined with the mification of education (as reflected, for example, in the availability of massively open online courses (MOOCs)), have made competition in the Islamic school sector more intense (Schofield et al., 2013). Islamic schools have to compete in a crowded global marketplace (Schofield et al., 2013) and the subsequent need to market themselves (Friga et al., 2003) to attract students and maximise revenue led many colleges to adopt a consumer approach that is

more responsive to student desires (Brown, 2011). However, this trend has had a negative impact on academic standards (Altbach et al., 2009) and threatens future academic quality.

3. Strategic recommendations and guidelines for Islamic school education

A detailed review of the strengths, weaknesses, opportunities and threats discussed above shows that the pesantren sector must address the following three core challenges, which we call the three challenges of Islamic school education: 1. Core Challenge

1. Increasing the reputation and market share of Islamic schools in the consolidating global education market.
2. Core Challenge 2: Adopt a deeper entrepreneurial mindset with the help of proper working methods and decision-making.
3. Core Challenge 3: Expand connections, interactions, and value co-creation with key stakeholders. In Table 2, we suggest strategic directions that Islamic schools can follow to overcome these challenges.

Table 2. Strategic recommendations for contemporary Islamic school education.

Moving from. go in the direction of
<p>Islamic school institutional dignity & value for citizens</p> <ul style="list-style-type: none"> - Focus on public good, education, & research excellence - Decline in private & non-private public funding encourages universities to seek out genres of power origin & private funding 	<p>Guarantee the origin of power to sustain growth</p> <ul style="list-style-type: none"> - Additional performance metrics to measure the excellence of Islamic schools, & in turn enable them to access resources for future development; The market will judge which Islamic schools are worthy of belonging to the top associations. - A more advanced stage of direct fundraising, raising the reputation of the Islamic school to make it the friend of choice of primary stakeholders (especially alumni, but also students, professors, companies, etc.) & a new form of co-operation between the university & all globally
<p>New managerialism in the public sector</p> <ul style="list-style-type: none"> - Renewed interest in strategic focus, marketing objectives, & curriculum 	<p>entrepreneurial leadership in all strata of Islamic schools</p> <ul style="list-style-type: none"> - Defined & formalised mission & tactics can guide entrepreneurial approaches at all levels of Islamic schools
<ul style="list-style-type: none"> - The crucial role of academics in contributing to the quality & reputation of Islamic schools - Investment of resources for research & selfstudy activities limited to investment tactics (reliance on public funds & investment guidelines) 	<ul style="list-style-type: none"> - Crucial role according to academics -managers on donating to Islamic schools quality & reputation of the institution & actively participating in management & decision making - Increased self-governance & accountability allows more control over the origin of resources & freedom to determine investment tactics. Islamic school management must include more complex & urgent business decisions (e.g. ICT infrastructure).

<p>Traditional relationships using primary stakeholders using traditional media</p> <ul style="list-style-type: none"> - Tech-savvy students & versus industry speak versus ICT competencies not similar in academia - Knowledge production using a limited set of web solutions - Traditional & adopted learning processes are not similar according to participantcentred teaching, mostly in the classroom - Service marketing relies heavily on traditional media & one-way communication (according to Islamic school to all global) 	<p>Increased connections, interactions, & value creation using a larger set of primary stakeholders</p> <ul style="list-style-type: none"> - Learn to navigate new technology & multimedia orientated environments, using Islamic school institutions to support academics as they acquire expected skills - More integration according to Web 2.0 & networking in research - New design of learning processes & infrastructure, aiming to enable learning along with highly interactive & responsive teaching. - Dialogue & participatory communication, leveraging new media (& especially Web 2.0 & social media) to address non-aligned Islamic school audiences using tailored messages
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3.1. Basic Challenge 1: Increase the reputation and market share of Islamic schools

Competition in Islamic schools has always been a force, and Islamic schools are used to competing for status and ranking, talent, and funding from public and private sources. We propose that Islamic schools' primary focus on maintaining the reputation of Islamic schools and serving the community can be enriched by closely examining how the market values these Islamic schools and how the market position can be exploited to gain resources for future growth, especially as direct and indirect public funding declines. In particular, the market position of pesantren can be a key indicator of institutional quality for many stakeholders. To improve their market position, we propose that Islamic schools address key challenges to enhance their reputation and market share. Increased competition and education has driven Islamic schools to increase their market share by expanding and diversifying their offerings (in terms of educational attainment and curriculum) and recruitment opportunities to attract and serve new untapped subgroups. This mass market logic has led some Islamic schools to compete for market share at the expense of their lower academic standards.

On the other side of the competition, some leading Islamic schools are trying to deal with the increasing competition for resources by building and selling their reputation (z in). The latter approach is based on the premise that the prestige of Islamic schools is critical in determining the availability of resources for students seeking to enrol, private and public fundraising capabilities, alumni commitment to the institution, and attractiveness as collaborators on research, applied projects and business training. . applied projects and business training. The strategies adopted by Islamic schools established internationally by the Premier League reflect the view that in response to the increasing prestige of higher education, decision-makers must focus not only on the quality of education and research produced but also on the external positioning of their institutions. Accreditation and rankings (including leaderboards) and in the minds of stakeholders. The most important stakeholders in this context are alumni, whose interests are constantly evolving. This strategic focus has a significant impact on the methods and criteria

used to evaluate the success of Islamic schools, and in particular the performance metrics used to measure excellence in Islamic schools. This focus also has important implications for the resource allocation strategies of any Islamic school, which must prioritise market assessment activities and criteria for academic progress and recognition.

Transnational entities and national governments play an important role in re-evaluating educational assessment models and adapting them to market demands while maintaining the social dimension of Islamic educational institutions. In particular, responsible authorities should ensure that the endeavours of Islamic educational institutions are well supported in the long term and financially. Indeed, in many countries, quality assurance and improvement, accountability and qualification frameworks in the Islamic school sector have been at the forefront of national policies.

In Southeast Asia, for example, Malaysia's 2019 Process fundamentally changed the Islamic school landscape by ensuring a more comparable, compatible and coherent Islamic school system in Southeast Asia. One of its greatest achievements was the creation of an almost homogeneous tricycle system across Southeast Asia. Secondly, facilitating student mobility within Southeast Asian countries. This mobility system is based on the implementation of the Southeast Asian Credit Transfer System, a standard that compares student performance and credits with the ability to transfer credits earned from one Indonesian Islamic school to another. While the Malaysian process offers general guidelines for the convergence of Islamic schools in Southeast Asia, it leaves considerable room for maintaining national specificities. Especially in Southeast Asia, where there is "maximum cultural diversity and minimum geographical distance" (Kaplan, 2014, p. 532), maintaining cultural independence is key to limiting resistance to such a unifying mechanism and ensuring its success.

In turn, Islamic school leadership should play a central role in designing new evaluation frameworks, promoting bottom-up initiatives and think tanks to make concrete proposals to policy makers and institutional decision makers, taking into account the learning aspect and knowledgebased focus of Islamic schools. In addition, they should also be proactive change agents in their own Islamic schools to ensure that this new logic is understood and implemented at all levels of the organisation. Leaders of academic institutions must be able to act as leaders to balance prestige and market-oriented logic in their decisions. Especially given that official initiatives to restructure Islamic school rankings may be slow to materialise, institutions may seek to influence their own reputation more quickly through new methods of communication. In our current era of social media and viral marketing, alumni word-of-mouth will play an increasingly important role in promoting Islamic educational institutions. An alternative strategic focus that academic leaders may adopt when trying to improve the market position of their institutions relates to the ability of university curricula to respond to changing labour market needs.

By focusing on the employability of candidates, higher education institutions gain visibility, especially when considering rankings that, among other things, take into account the career development of graduates and ultimately drive greater social benefits by supporting economic recovery. Alumni prove to be excellent battle partners. Islamic schools that do not respond to corporate demands, adapting their curricula to the needs of the labour market, find it difficult to

compete with rapidly growing Islamic schools (i.e. corporate subsidised institutions or even autonomous institutions and their educational objectives are fully in line with the objectives of Islamic schools).

The practical aspects of updating and expanding their competence base can be challenging for Islamic schools. In general, Islamic schools should support faculty and staff and encourage them to develop skills in new educational approaches related to the social needs opened up by digital technologies. These skills will hopefully provide opportunities to improve the quality of teaching and learning (Altbach et al., 2009; Council of the European Union, 2014). Indeed, as part of the ASEAN 2020 initiative, the Southeast Asian Commission, for example, has issued recommendations on curriculum excellence and competencies that Islamic schools should develop to better prepare students for the future labour market (Asean Commission, 2012).

The Asean Commission proposes that Islamic schools should initiate participatory dialogue and partnerships between teachers, students, alumni and labour market actors to foster the development of relevant curricula (Aean Commission, 2013). The third aspect of improving the market position of Islamic schools relates to their ability to keep up with ICT developments. These developments have created entry barriers for new education providers such as: B. Reducing or eliminating the need for physical campuses. Therefore, traditional Islamic schools have to compete with fully private online Islamic schools, small private online courses, and MOOCs for market share. Islamic school managers should take this competitive aspect into account when considering the objectives and potential benefits of digitalisation and planning the implementation of the digitalisation process. This includes the development of faculty competencies, curriculum, teaching, infrastructure and processes. In particular, lagging behind in ICT development poses a serious risk of obsolescence of the Islamic school system.

The professional development of professors and staff is an urgent issue that needs to be addressed, as is the modernisation of key infrastructure and processes across the organisation. Recommendations on the modernisation of Islamic schools within the sector's digital agenda were published by the European Commission as part of the Europe 2020 initiative (European Commission, 2013). Some institutions are utilising ICTs in knowledge production (such as online databases and virtual video conferencing), but much remains to be done in this regard, such as deepening Web 2.0 integration and using social media (such as forums and groups on dedicated platforms) and social networks.

3.2. Foundation Challenge 2: Adopt a deeper entrepreneurial mindset

Islamic schools must continue to prioritise promoting a learner-centred and informed focus. However, to survive in a changing world characterised by limited resources (i.e., to adapt to the market conditions discussed above), academic institutions must be entrepreneurial and have leaders who take a business-oriented approach, act as leaders, and balance authority and market-driven logic in their decisions. To address the second key challenge (i.e. taking leadership in Islamic schools so that institutional leaders act like entrepreneurial leaders), Islamic schools must fundamentally change their leadership models.

To embrace entrepreneurship, scholars must become academic leaders, meaning that while they continue to promote the quality and reputation of their Islamic schools through teaching and

research, which remain central to their roles, they must also demonstrate a greater commitment to leadership. The latter requires participation in decision-making processes and active marketing of themselves and their own projects to secure resources and strengthen relationships with other academic and non-academic institutions as well as industry partners and alumni. Muslim school leaders' ability to adopt an entrepreneurial mindset is enhanced by the increasing autonomy of Islamic school institutions as a result of the gradual deregulation and privatisation of the sector. In addition, Islamic schools are strongly encouraged by contemporary governments to make self-regulatory decisions.

(Sam & van der Sijde, 2014; Schofield et al., 2013) This autonomy goes hand in hand with increased accountability of Muslim school principals in the use of public funds. On the one hand, such accountability can offer benefits such as better resource management and freedom to choose investment strategies. On the other hand, such accountability can be a constraint, especially when managers of Islamic educational institutions have to make increasingly complex decisions, including decisions about ICT infrastructure and the level of digitalisation. Islamic school authorities should ask to what extent staff should professionalise to enhance their ability to function as academic leaders who initiate and facilitate organisational reform in the education system (Deem & Brehony, 2005).

In addition, Islamic school leaders should more carefully consider support mechanisms that can contribute to the implementation of the intended management initiatives. For example, to improve the quality of teaching and learning, Islamic schools may choose to recognise and reward (e.g. with scholarships or awards) teachers who make a significant contribution to the achievement of such goals, either through their teaching or research.

3.3. Basic Challenge 3: Expand links and interactions and create shared value

Addressing the third core challenge (i.e. expanding relationships and interactions and valuing co-creation with key stakeholders, especially with a focus on alumni) requires a complete renewal and re-creation of relationships with various partners, as well as expanding the number of contact points within those relationships. The ASEAN Commission (2013) therefore recommends that universities strengthen network connections to increase the availability of Islamic school resources and promote links between Islamic schools and industrial units and their ability to co-create knowledge or offer joint programmes and opportunities for multidisciplinary research.

We argue that the ability of Islamic education institutions to meet these challenges depends largely on the extent to which current information technology is integrated in their relationships with various stakeholders. Web 2.0 and social media platforms (Kaplan, 2012; Kaplan & Haenlein, 2010) are widespread in society. These technologies have a major impact on the selection process of students applying to Islamic schools and companies seeking strategic partners. In addition, students expect the Islamic school experience to reflect the environment they are used to in today's society, which is characterised by a high degree of inclusive cooperation. Thus, universities, as public law organisations, must take a student-centred perspective and ensure that they meet these expectations, not only adding technology to current pedagogies and practices (some professors have actually begun to avoid including video and other media in their lectures to be integrated), but also completely transforming current practices

towards interaction and collaborative learning. To achieve this goal, Islamic school principals and researchers must be willing to adopt new digital solutions and ensure the proper use of new technologies and new platforms in the daily educational process (see for example EPRS, 2014). Islamic school leaders must determine what initiatives and mechanisms to put in place to facilitate this sea change, starting with investing to support scholars as they learn to navigate today's digital environment. Ultimately, the shift to more interaction and co-creation of value with multiple stakeholders will revolutionise marketing as the world moves away from one-way communication between businesses and consumers. In our case, Islamic schools and students are moving towards inclusive dialogue and communication. Today, Islamic schools can and should use more of their internet and social media presence as a means to reach out to techs savvy candidates during the Islamic school selection process and as a basis for interaction and dialogue between students, alumni, and leaders in the Islamic school education process and knowledge sharing.

4. The future of Islamic schools will be shaped by market mechanisms in a globalised world.

Acknowledging the involvement of a dynamic and global marketplace and the incredible speed of change over the past two decades has thrust Islamic schools into the debate about the future sustainability of this industry as we know it today, as well as many other for-profit and non-profit organisations. -profit. for-profit organisation for-profit organisation. -As in business, there is no clear answer as to how Islamic educational institutions should respond to increasing complexity and uncertainty. There is only one process that should be implemented as a possible coping mechanism. Here we have tried to identify some of these processes using insights from the scientific literature. The guidelines we propose should be discussed, reviewed and validated by key decision-makers and stakeholders trying to formulate strategies to develop a detailed roadmap for Islamic schools to face the challenges of the 21st century.

In particular, Islamic school leaders must determine the extent to which their institutions can integrate business practices and digital solutions to adapt to the changing nature of education while maintaining the social role of Islamic schools. Public authorities, in turn, must understand their role in transforming the Islamic school sector as regulators, investors, facilitators, or a combination of all to promote the public good and promote institutional responsibility, accountability, and innovation. In some rare cases, it can and makes sense to make radical cultural changes by replacing existing staff with new staff with the above qualifications. Work performance and behaviour can be measured to drive desired outcomes. However, in many Islamic school systems, especially in ASEAN, Islamic school academic and administrative staff tend to lag behind, making a revolutionary approach an impossible option. Instead, change should be implemented sequentially by training, motivating and convincing current managers. Due to the reluctance of teachers and alumni, not all Islamic schools are reacting to the current changing times. Some institutions, the lucky few with a strong public funding base, do not have to react immediately. However, for most institutions, classical market mechanisms will eventually decide which Islamic schools deserve to play in the top league.

Research Implications

This research shows success in the results of this study and can also prove that Islamic schools must innovate and carry out sustainability strategies to compete at the international level in several Asean countries, based on the results of this analysis, it shows that the formation of trust and a good brand image, so that Islamic-based schools can be well received by the community.

Research Limitations

The results of this study can be used as a comparison and reference material for research, and as a consideration to further deepen further research by using additional variables in influencing the sustainability of Islamic schools in the future so that the end result can increase the intensity of an Islamic school network.

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