

# *Enhancement of Islamic Higher Education Management: A Study at Sunan Ampel State Islamic University Surabaya Indonesia and Canal Suez University Ismaili Egypt*

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**Abstract** – This article aims to explain the enhancement of education management at the Sunan Ampel State Islamic University Surabaya Indonesia and the University of Canal Suez Egypt focused on education and teaching, research, community service, and cooperation. The two universities have been developing it based on their visions, missions, and objectives as well as their grand designs, strategic issues, grand strategies, or strategic agendas.

The enhancement of the two Islamic universities has been conducted through the development of resource management, academic program, quality assurance, and cooperation. The success of the management development can be seen in the implementation of efficient and effective organization, the functioning of the integrated data recording and management system, the functioning of the administrative system and the academic program management, the functioning of transparent financial management system, the functioning of procurement and inventory of goods and assets system, the functioning of human resource management system, and the functioning of quality assurance system effectively. Both universities have been and will be conducting the development of education management to become excellence, competitive, integrative, and innovative universities with international standard.

**Keywords** – Islamic higher education, development, improvement, enhancement, management, Islamic university, education, research, community service.

## I. INTRODUCTION

The new paradigm in higher education including accountability, quality, autonomy, self-assessment, and accreditation regarding the requirements prepared for the future, requires actualization of human achievement optimally. It is our challenges that just a few higher education graduates who have special advantages according to their competencies. The education does not only discuss in educating people to be ready in the labor market, but also more than that, in helping students to become fully human being, the human who has personal, intellectual, emotional, and spiritual integrity that will be able to make them competing globally without losing the identity. This can be obtained through conducive academic environment that can support higher education institutions in performing their roles and functions well.

As developing countries, Indonesia and Egypt, not only have to strive to improve their deficiencies in mastering science and technology and in increasing the number of reliable workforces, but also should try to develop and at the same time to maintain academic and professional values. For this reason, according to Kartiwa (1992), higher education had been challenged to be able to improve their graduates' quality in order to be able to guarantee maximally the relevant needs through programs organized in line with the needs of community.

In terms of cost, higher education requires substantial costs, so that its management must be efficient and effective. It is necessary that the university should develop a dynamic management system with high accountability. The application of the autonomy principle in higher education can be done through the changing system from a centralized management pattern (centralization) to the scattered decision centers (decentralization). Through this system, it is hoped that higher education management will run more dynamically, efficiently and effectively.

In facing the future challenges marked by community awareness of higher education institution's role in order to improve their functions, the higher educations have constructed new paradigm, namely autonomy, quality, evaluation, accreditation, and accountability. Recently, they in various countries have experienced a shift paradigm regarding management, development, competition, and so on. The shift has been mainly triggered by the development of technology and information, so that e-learning, e-universities, and the like have begun to be widely discussed and sought. The change in management concerns the body of higher education provider, both the government and the private sector.

Islamic higher education is a gathering of academic people, or borrowing Barclay term (1997), a community of scholars consisting of and will produce scholars. In this institution, the young generations experience a process of learning to shape an ability to conduct scientific reasoning and to develop critical and objective thinking (Nawawi, 2009) as well as to increase some competencies, namely cognitive competencies relating to the academic field and high scientific ethics, psychomotoric competencies relating to the work and service skills, and affective competencies dealing with respectable attitudes and behaviors.

The role of universities is expected to provide alternative solutions for solving the nation's problems. Because the problems are so complex that cannot be solved immediately, reliable investment in human resources can be a hope for the future. In this case, universities have a strategic role to solve these problems. Therefore, Islamic higher education should strive to produce graduates who are competent, resilient, and idealist. They should have competencies, such as having national framework, scientific knowledge, religious knowledge, practicing Islamic teachings, having ability to research, ability to apply and disseminate knowledge in the midst of society, professional skills, international language skills, and additional abilities that are more valuable.

Based on the above background, this study discusses the management of higher education in two countries, namely Indonesia and Egypt. In Indonesia, the research had been conducted at Sunan Ampel State Islamic University Surabaya. The university was chosen as an object of research because it had experienced development in every aspects such as institution, facility, infrastructure, administration, education and teaching, as well as research and community service. This campus had undergone a change its status from institute to university based on Republic of Indonesia Presidential Decree, Number 65 of 2013, and having graduated thousands of alumni in many fields since it was founded in 1967. Today, this University has nine faculties in undergraduate and graduate levels with forty-four study programs (thirty-three bachelor programs, eight master's programs, and three doctoral programs, located at Jalan A. Yani 117 Surabaya, East Java, Indonesia (<http://www.uinsby.ac.id/id/184/historical.html>).

In Egypt, the research had been carried out at the University of Canal Suez Islamiliya. The university was founded in 1976, famous for its research in non-classical sciences, has twenty-eight faculties; twelve faculties in Ismaili, nine faculties in Port Said, five faculties in Suez, and two faculties in Arish. The university has approximately fifty-three special units for research, education and community development. There are several centers and units that provide many types of services, namely Open Education Centers, Suez University Hospital, Faculty Academic Leadership and Development Centers, and the Center for Information and Communication Technology ([https://en.wikipedia.org/wiki/Suez\\_Canal\\_University](https://en.wikipedia.org/wiki/Suez_Canal_University)).

When learning was held for the first time in 1977, there were only 6 (six) faculties at Canal Suez University, namely the Faculty of Science, the Faculty of Agriculture, the Faculty of Economics, the Faculty of Mechanical Engineering, the Faculty of Technology, and the Faculty of Education. But currently there are more than twenty faculties spread across Ismailiya, Port Said, and Arish.

Through the research of these two universities, it is expected to find out how the management of each university has been developed from time to time in order to find out its progress, development, and advantages. Therefore, this study is focused on the following questions:

1. How is the management of Islamic higher education at Sunan Ampel State Islamic University Surabaya Indonesia and Canal Suez University Ismaili Egypt undertaken?
2. What are the strategies of the two universities in improving their management of Islamic higher education?

## **II. METHODS**

The data in this study pertains to university management at the two universities, about the development of education and teaching, research, community service, and cooperation. This data was obtained from primary data sources such as leaders, lecturers, employees, students at the two universities as primary data sources or from information contained in books, magazines, newspapers as secondary sources. Data was collected using observational, questionnaire, interview, and documentation techniques.

Furthermore, the data was analyzed using descriptive-analysis and historical methods. The descriptive-analysis method used by displaying the data as it was then the researcher analyze and interpret it. This method is not only used to gather the data but also to analyze and interpret it. Historical methods is used to solve scientific problems in historical perspectives focused on biographies, thinking developments, institutional developments, and bibliographies that are widely used especially in religious sciences and social and cultural generally (Surakhmat, 1982).

### III. THEORETICAL BACKGROUND AND PREVIOUS RESEARCH

Etimologically, management concerns with a skill to regulate, train, and control something or someone individually or collectively (DjuROTO, 2002). Thus, management deals with an ability of leading, fostering, managing, guiding, and regulating, as well as mastering something so that it can run in accordance with the vision, mission, goal or objective, and target to be achieved. Management concerns with knowledge, skill, attitude, and social behavior that must be possessed by someone who will or is being a manager or a leader.

According to Ward (2006), management is a process of planning, organizing, managing, and supervising human, material, financial, or information resources as an organizational environment. He also explained that management is the process of interpreting and coordinating resources of funds and others to achieve goals through the planning, organizing, mobilizing, controlling, and evaluating.

Daft (2010) stated that management is the achievement of organizational objectives effectively and efficiently through the planning, organizing, directing and controlling of organizational resources. According to Hasibuan (2003), management is the science and art of regulating the process of utilization of human and other resources effectively and efficiently to achieve a certain purpose. According to Hill (1992), management is the process of planning, organizing, leading, and controlling that encompasses human, material, financial, and information resources in an organizational environment.

One of the efforts developed in improving the quality of education is to organize education management. In practice, management is needed wherever people work together in an organization to accomplish a common purpose (Handoko, 1999). Management demonstrates more effective and efficient ways of performing a job. It has enabled us reducing barriers in order to achieve a goal. It also provides prediction and imagination so that we can anticipate fast-paced environmental changes (Sulistiyorini, 2009). In addition, it is a process of acquiring and combining human, financial, and physical resources to achieve the objective of the organization in producing the products or services desired by a group of people (Marno, 2008).

This study uses management theory developed by George R. Terry in his book "Principles of Management" (2005) stating that management is the accomplishing of a predetermined objectives through the efforts of other people. Management is essential for any individual or group activities in an organization to achieve the desired objectives. Process oriented management means that management needs human resource, knowledge, and skill to make the activities more effective or can produce an action in achieving successfulness. Therefore, there will be no successful organization without good management.

Terry divided the function or process of management into four categories, namely Planning, Organizing, Actuating, and Controlling (POAC). According to him, planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation to proposed activation believed necessary to achieve desired result. Organizing is the determining, grouping and arranging of the various activities needed necessary for the attainment of the objectives, the assigning of the people to these activities, the providing of suitable physical factors of environment and the indicating of the relative authority delegated to each respective activity. Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts. While controlling is an activity to examine the activities carried out by the organization oriented towards the intended object and used as a tool to instruct people working in achieving the objectives of the organization.

It can be said that management is a process of planning, organizing, moving, and controlling activities to achieve organizational objectives effectively and efficiently by using organizational resources, as shown in the following figure:

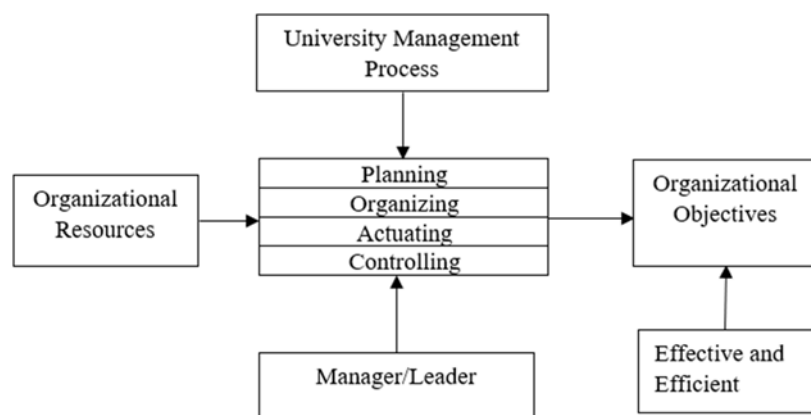


Figure 1: Islamic Higher Education Management Process

For Islamic higher education, management is very necessary because good management can guarantee the implementation of good corporate governance to ensure the graduates to be able to face competition of labor market nationally or internationally. To realize this, a management system needs to be developed, for example through the process of digitization in academic or non-academic fields, as well as through the development of higher education as a center of excellence and research center in developing superior sciences. For this reason, the management functions need to be considered and implemented in the institutional management process so that its vision, mission, as well as goals can maximally be achieved.

The improvement of Islamic higher education management uses strategy management which, according to Tourangeau (1981), is a comprehensive rationalization of the full spectrum of issues confronting executives in their leadership of today's organization. It is most accurately perceived as an integration of the existing management philosophies into a unified and streamlined approach to the duties of organizational leadership. The strategic management, according to Ward (1992), is normally regarded as an integrated management approach drawing together all the individual elements involved in planning, implementing and controlling a business strategy. Thus it clearly requires an understanding of the long term goals and objectives of the organization. Hunger and Wheelen (1999) said that strategic management is a set of managerial actions that determine the long term performance of operation. It includes strategy formulation, strategy implementation, and evaluation.

Furthermore, Hunger and Wheelen (1999) explained that strategic management is a set of managerial decisions and actions that determine long-term performance of an organization. It includes environmental scanning, strategy formulation, and strategy implementation as well as control and evaluation. Therefore, the study of strategic management emphasizes on monitoring and evaluating opportunities and threats based on organizational strengths and weaknesses analysis.

The research on management of higher education have been widely carried out, for example by Hadi (2014) who analyzed the activities of public relation officers at the University of Mataram, stating that the public relation officers at the University still did not fulfill their functions and characters fully, caused by a lack of understanding of management activities in order to achieve goals and they only had limited function in implementing their duties. Therefore, in order to develop community relation in facing autonomy and globalization, it is recommended that the public relation officers be given more opportunities. This can be developed by systematic and integrated community relations within the ROPE system, which is about developing a model and implementing its programs.

Rasmita (2011) examined the management of change in education as a university quality improvement scoring system. This research explains the scoring system to improve the quality of education by applying change to a better direction. The management change can be undertaken in various levels in line with the management functions, namely planning, organizing, arranging, and supervising using SWOT, PEST, and change management analysis through selecting processes, doing process, and changing it. By setting it optimally, the change can take place for a long time and provide usability to the whole institution.

The ways of several universities in establishing the meaning and implementing the idea of autonomy and governance became the focus of research of Soetjipto et.al. (2014) involving three state universities in Indonesia, namely the University of Indonesia, the Syarif Hidayatullah State Islamic University, and the Jakarta State University. Using Trakman's Model (2008) on university governance, the study highlights that there is no appropriate model to explain the autonomy and governance of state university in Indonesia. The research results shows that the role of government in state universities is still dominant in both academic fields such as curriculum and knowledge dissemination as well as in non academic fields such as finance.

The research intended to describe the possibility of quality management implementation at private Islamic higher education in Indonesia conducted by Alamsyah (2013). Using the content analysis and Total Quality Management (TQM) methods, this study finds that the strategy in developing private Islamic higher education can at least be done with the development of academic quality based on international standards, supported by a conducive academic atmosphere, a support to make more humane Islamic education, and an international academic network to get human resources who are more confident, innovative, and productive.

#### **IV. RESULTS**

The following section reports the findings of this research in the order of the research questions.

#### **V. THE DEVELOPMENT OF ISLAMIC HIGHER EDUCATION MANAGEMENT**

The management of Sunan Ampel State Islamic University is always strengthened in line with human resource development. The University has been adding its facilities and infrastructures in accordance to the demands and needs of learning and education process. It always strengthens the academic aspects based on three duties of university in terms of quality and characteristic over time. The continuous improvement process is entirely directed to the vision of institution that has consecrated itself to become an Islamic university that is superior, competitive, with international standard (A'la, 2016).

The education and teaching improvement become a serious concern at this University management. According to A'la (2016), education is very important for the life of humankind because through education, people become cultured and civilized beings. The development of education management should be based on need assessment, namely the fulfillment of community needs, stakeholders' needs, market needs, and competitiveness demands.

In this field, this campus always develops itself by adding faculties, departments, or study programs, revising the curriculum and silabies, increasing the value of accreditation, and others. Before becoming a university, this campus had only five faculties, namely the Faculty of Sharia, the Faculty of Tarbiya, the Faculty of Usuluddin, the Faculty of Dakwa, and the Faculty of Adab, with relatively limited study programs. After becoming a university, it has nine undergraduate and graduate faculties with forty four study programs (thirty-three undergraduate programs, eight masters programs, and three doctoral programs) (<http://www.uinsby.ac.id/id/184/history.html>).

The study program accreditation at Sunan Ampel State Islamic University shows considerable improvement as it is seen in the data explaining that the campus offers a range of study programs, which have been nationally accredited (75% accredited A) and adapts international standards in implementing university programs (<http://www.uinsby.ac.id/id/219/akreditasi.html>).

In terms of educational quality, the University is considered as an international reputable university. This predicate is officially accepted from some world's campus rating agencies, such as ISO 9001:2008 Certificate for the services of the Academic Information System (SIKAD), Webometrics Ranking for Website and University Repository, and Ranking 4 International Colleges and Universities (4ICU) (<http://www.uinsby.ac.id/id/190/rating-International.html>).

The future efforts to be done by this University in order to become an international university are by expanding research works and findings of the professors and lecturers as well as students used as reference by scientists in conducting global science development. The works have been published in the form of international scientific journal or are presented at an international scientific meeting. (Huda, 2016). The campus also tried to carry out recruitment of foreign students through global promotion at website or global scientific publication in the form of inter-agency and independent cooperation (Mukaffa, 2016).

The research becomes a concern of this University which is seen at the annually programs of research with various strategic issues. Each year, the campus continually improves the quality, quantity, as well as the area of research. Since 2014, the Research Center had chosen the Community Based Participatory Research (CBPR) as one of research methodologies that was accessible to all lecturers. This CBPR is a new variant and still continually tested, in addition to the familiar methodology used by the lecturers of this campus. Dealing with the cooperation with Supporting Islamic Leadership/Local Leadership Development (SILE/LDD) in the field of community service, this campus strives to make the project as a key issue in some of its research projects through Participatory Action Research (PAR).

Generally, the major issues being able to be developed in the research are community engagement, institutional development, and international research. There are at least seven types of research in this university, i.e. students' research, individual research of lecturers and officers, collective research of lecturers and students, excellent research for lecturers and graduate students, main research of lecturers, international collaborative research, and institutional competitive research (<http://www.uinsby.ac.id/id/267/kebijakan-penelitian-prioritas-jenis-.html>).

Furthermore, the research issues have been developed into basic science research, institutional/policy research, community engagement research, gender mainstreaming research, environmental issue research, religion and culture relation research, and international affair research. Some of these research issues then be divided into several research categories, namely research for the

beginners consisting of individual and collective research, associate research consisting of individual and collective research, and excellent research consisting of interdisciplinary research, institutional/policy research, multiyears research, and international research (Puslitpen LP2M Uinsa, 2017).

The community outreach policy known as University Community Engagement/UCE at Sunan Ampel University has been implemented collaboratively and integratively. It has been done collaboratively because it is carried out by several institutions and centers in the internal campus coordinated by the Research and Community Service Center and integratively because it is implemented through the integration of three university duties (Tri Dharma Perguruan Tinggi) based on partnership with communities that are supported by knowledge management (<http://www.uinsby.ac.id/id/272/kebijakan-pengabdian-kepada-masyarakat.html>).

The community service program of this university has been developed from time to time and now it has the following characteristics. Firstly, placing human being as a subject and determinant of citizen-driven participatory development (CDPD). Secondly, piloting based on interdisciplinary and multidisciplinary studies. Thirdly, regional based community service. Fourthly, the integration between learning, research and community service. Fifthly, partnership with various community development and empowerment activists (<http://www.uinsby.ac.id/id/272/kebijakan-pengabdian-kepada-masyarakat.html>).

The development of community service programs of the University have been done by adding the models and areas. According to Hasyim (2015), when it was an institute, this university used the model of Participation Action Research community service as a development of conventional community service model, then after being a university, this campus uses two models, namely PAR (Participatory Action Research) and ABCD (Asset Based Community-Driven Development). The area of the community service has also been expanded from the East Java region to overseas areas. The areas in East Java include urban, rural, and isolated areas. In addition, the model of community service is also CSR (Campus Social Responsibility), the assistance to the problematic children of Surabaya city, and the expedition of the archipelago coordinated by Kopasus.

The cooperation has been conducted by this University with some universities, government institutions, social institutions, and others. The cooperation with universities such as with Airlangga University, Petra University, State University of Surabaya, Sepuluh Nopember Technology Institute Surabaya, and other state or private universities. It also conducted agreements and cooperations with the Bogor Agricultural Institute, East Java Provincial Government, Surabaya City Government, Nahdatul Ulama East Java Regional Management, Muhammadiyah East Java Regional Management, the United States Consulate General in Surabaya, China Consulate General in Surabaya, several financial institutions such as BTN Bank, Mandiri Syari'ah Bank, BRI Syari'ah Bank, Bukopin Syari'ah Bank, Judicial Commission (KY), Ministry of Youth and Sports, and other institutions.

The cooperation with overseas institutions has been conducted, for example, with the University of Melbourne Australia, the Deakin University Australia, the Curtin University Australia, the University of Mc. Gill Canada, the University of Leipzig Germany, the University of Malaya Malaysia, the University of Sultan Zainal Abidin Malaysia, the University of Sultan Syarif Ali Brunei Darussalam, the University of Canal Suez Egypt, the University of Tanta Egypt, the University Cairo Egypt, the University of Muhammad al-Khamis Morocco, the Zaitunah University Tunisia, Manobah University Tunisia, the Sa'ud University Riyad, the Umm al-Qura Macca, and the University of Islam Medina (Ghazali Said, 2017). The cooperation was also with the United States Agency for International Development (USAID) Bureau of Asia in the PRIORITIES program (Prioritizing Reform, Innovation, Opportunities for Reaching Indonesia's Teacher, Administrators, and Students) since 2013 (<http://www.uinsby.ac.id/news/id/12575/kerjasama-uinsa-usaid-untuk-program-pembelajaran-active-learning>).

While the management quality development of Canal Suez University Egypt has been carried out in order to increase the value of accreditation of the university, faculties, and study programs. According to Hagra (2017), the development has been conducted through quality assurance units at faculty and university levels by evaluating the programs every year. The Quality Assurance Unit is a control unit for all operations and developments of the University. Furthermore, Hagra (2017) stated that in the process of development, the University is interested in the importance of feed back and evaluation. It has to develop its administration of employment mainly in the government data base. In general, the university development process always takes part in terms of accreditation. The University strives to improve the management quality in education, teaching, research, community service, and cooperation.

The education and teaching developed by the University can not separated from the scientific methods being developed in the world today, because science as well as technology have been going forward and branche using the methods. According to Daoud (2017), science needs methods because the science can thrive through it. Islamic science also can be developed through studies and discussions wether Islamic law and jurisprudence, Qur'anic studies, historical sciences, or others. He said that it is necessary to do tahdis, tafkir, and tajdid in science and community life in order to expand creativity, innovation, and rethinking in various areas of science both religious and general sciences. Broadly, he said, there are two main points related to the development of science, namely what and how we study it. The first concerns with the object of science including all things exist or may exist. While the

second relates to the methods or ways of how the science is acquired, namely through the five senses, thought, intuition, or revelation.

The development of education and teaching at the University has been conducted through several faculties and centers as well as units. Currently, it has twenty-eight faculties; twelve faculties in Ismaili, nine faculties in Port Said, five faculties in Suez, and two faculties in Arish. It has approximately fifty three units dedicated to research, education, and community development. Similarly, it has centers and services units such as the Open Education Center, the University Hospital of Suez, the Center of Faculty Leaders and Staffs Development, and the Center for Information and Communication technology ([https://en.wikipedia.org/wiki/Suez\\_Canal\\_University](https://en.wikipedia.org/wiki/Suez_Canal_University)).

The university has engaged in academic development based on the number of professors and lecturers who teach according to their fields. The lecturers have been asked to write scientific researchs to obtain promotion according to the lecturer promotional level of the Arab Republic of Egypt. The Canal Suez University tends to fulfill the professor numbers from within the university, but sometimes it also invites professors from outside it. This happens when there are some study programs having lack of lecturers or when there is a new course and there is no professor having capacity in it (Hagras, 2017).

Hagras (2017) described lecturer chirarchy by saying that the assistant lecturer is one who gets the master’s degree and the lector is the one who holds the doctorate. After earning his doctorate, a lecturer starts research work and conducts five years of research, consisting of eight studies, including six basic and two of which are optional, and then the researchs are submitted to the promotion committee outside the University selected by the government of Egypt to be promoted to the level of professor assistant and then he does other research for a period of five years, then he will be promoted to the level of professor. Five years is the minimum duration. This is the level of lecturers of universities in the Arab Republic of Egypt. The degrees of lecturers at Canal Suez University are professor, professor assistant, lector, lecturer assistant, and mu’id. The university is interested in developing human resources because this is a part of the development process of higher education management.

In the field of research and community service, the lecturers of Suez Canal University can freely conduct researchs and community services that are financed by the university, own costs, or sponsors. The scientific research at the University requires quality in implementation and results. The medical Faculty of Canal Suez University, for example, in conducting research focuses on sensible and quality scientific research academically or morally, including student or undergraduate research. This scientific research discusses issues relating to public health and the advancement of science in medicine (Canal University Suez, 2013).

According to Daoud (2017), the Canal Suez University develops a research method following the development of technology. The university uses a programming work in its research and also in developing research theory. The university sees that research was not only about conveying information, but more importantly is seeing something behind an idea. The development of research at the University is a transfer of research theory from the old to the new methods.

The education development plan of Canal Suez University, according to Hagras (2017), has been conducted through accreditation of institutions, faculties, and study programs, achievement of ISO in administration, and publication of research results in national and international scale, as well as the publication of proceedings in national and international journals ([https://www.omicsonline.org/universities/Suez\\_Canal\\_University](https://www.omicsonline.org/universities/Suez_Canal_University)).

The Canal Suez University, according to Yousef (2017), collaborates with several institutions and universities regionally, nationally, and internationally such as al-Azhar University and other universities in Egypt, universities in Middle East, Japan, Turkey, and Europe. The cooperation has also been conducted with Indonesia, such as Gadjah Mada University Yogyakarta, Padjadjaran University Bandung, Sunan Ampel State Islamic University Surabaya, as well as other universities and institutions.

**VI. THE IMPROVEMENT OF ISLAMIC HIGHER EDUCATION MANAGEMENT STRATEGY**

Based on the university vision to become a superior and competitive Islamic University, Sunan Ampel State Islamic University proclames its mission. From the vision and mission, it arranges its grand designs and to realize it, the university states its strategic issues. Furthermore, the strategic issues are applied in grand strategies with certain indicators:

Figure 2: The Sunan Ampel State Islamic University Management

University Vision	Becoming a superior and competitive Islamic University with international standard
University Missions	<ul style="list-style-type: none"> <li>a. Conducting education in multidisciplinary Islamic studies as well as science and technology superiorly and competitively.</li> <li>b. Developing research on multidisciplinary Islamic studies as well as science and technology that relevant to the needs of the community.</li> <li>c. Developing a pattern of religious community empowerment based on research.</li> </ul>

University Grand Design	Excelent Islamic university in integrating learning, research and community outreach	
University Strategic Issues (2015-2025)	<ul style="list-style-type: none"> <li>a. Strengthening institutional management, learning system and internalization of character values developed by Sunan Ampel State Islamic University Surabaya (2015-2018).</li> <li>b. Increasing professionalism and competence of human resources in the realization of the Three Duties of University (2018-2021).</li> <li>c. Developing research-based learning system and community service (2021-2025).</li> </ul>	
University Grand Strategies and Indicators	Grand Strategies	Indicators
	<ul style="list-style-type: none"> <li>a. Strengthening institutional system</li> <li>b. Increasing human resources capacity (specific statement)</li> <li>c. Strengthening infrastructure capacity</li> <li>d. Expanding and improving university services</li> </ul>	<ul style="list-style-type: none"> <li>a. The realization of organiza-tional arrangement</li> <li>b. The development of adequate management information system</li> <li>c. The availability of management cycle control mechanisms</li> <li>d. The creation of a healthy academic system</li> </ul> <p>Pedagogic competence Professional competence Managerial competence of echelon and non-echelon leaders Service competence Research competence Community service competence Qualifications for Muslim and social personality</p> <ul style="list-style-type: none"> <li>a. The availability of representative classrooms and lecture halls.</li> <li>b. The availability of infrastructure in improving soft skills and hard skills of the academic and educational staff</li> <li>c. The availability of adequate public facilities</li> <li>d. The availability of supporting facilities for general service service</li> <li>e. The availability of modern library facilities.</li> </ul> <ul style="list-style-type: none"> <li>a. The improvement of the non-academic business services quantity</li> <li>b. The expansion of networking in the quantity improvement of general business services</li> </ul>



Sources: UIN Sunan Ampel, 2016, <http://www.uinsby.ac.id/id/185/visi-misi-dan-tagline.html>,  
<http://www.uinsby.ac.id/id/185/visi-misi-dan-tagline.html>.

While the education quality improvement strategy of the Canal Suez University Ismaili Egypt is also not separated from its vision, mission, and objective. To achieve the vision and to realize the mission and objective, the University arranges a Development Plan (al-Khittah al-Tatwiriyyah) for the next ten years (2013-2023) with a slogan: “Takamul al-‘Ulum: Where Integration of Knowledge and Ideas Starts”. To achieve the grand design in this period, it determines that the strategic issues will be developed and achieved gradually. In order to do that, the university proclaims grand strategies that further will be realized in the strategic agenda.

Figure 3: The Canal Suez University Management

University Vision	Aspiring to occupy a promotional place among higher education institutions based on contribution to the development of education and university interaction with the community through pioneering activities related to the developing community.
University Mission	Being a university to give students an opportunity to learn and compete by giving opportunities to work in a vast area in the globalization era hoping that they will fulfil the needs of community and developing values without compromising their identity.
University Objective	Giving opportunity to the students to learn in being educated human beings with certain ability and capability, as well as giving opportunity to get work opportunity.
University Grand Design	<i>Takamul al-‘Ulum: Where Integration of Knowledge and Ideas Starts</i>
University Strategic Issues (2013-2023)	<ul style="list-style-type: none"> <li>a. Reinforcement of institutional management, learning system and efforts to obtain accreditation recognition by the State developed by the University of Canal Suez (2013-2023).</li> <li>b. Improvement of professionalism and competence of human resources (2013-2023).</li> <li>c. Development of research-based learning system, and integration of knowledge with ideas (2013-2023)</li> </ul>
University Grand Strategies	<ul style="list-style-type: none"> <li>a. Strengthening the institutional system</li> <li>b. Capacity building for human resources</li> <li>c. Strengthening infrastructure capacity</li> <li>d. Improvement of university services in accordance with technological developments</li> </ul>
University Strategic Agenda	<ul style="list-style-type: none"> <li>a. The development of good academic system in accordance with the recommendation of the National Accreditation Body of Egypt through the University Education Development Center and Projects Management Unit (UEDC-PMU) or <i>Markaz Tatwir al-Ta’lim al-Jami’i wa Wahda Idara al-Masyru’a</i>.</li> <li>b. The achievement of adequate human resources through monitoring and evaluation by Quality Assurance and Accreditation Center (QAAC) or <i>Markaz Diman al-Jawda wa al-I’timad</i>.</li> <li>c. The institutional managerial arrangement through Leadership Development Center (LDC) or <i>Markaz Tanmiya Qudra al-Muwaddafin wa al-Qiyada</i></li> <li>d. The infrastructure development</li> <li>e. The expansion of networking in developing cooperation network with foreign institutions through <i>Markaz Dirasa al-Indunisia and Markaz Dirasa al-Sin</i></li> </ul>

Sources: [https://www.omicsonline.org/universities/Suez\\_Canal\\_University](https://www.omicsonline.org/universities/Suez_Canal_University), Canal Suez University, 2014

## VII. DISCUSSION

To produce a qualified and competitive out put, the State Islamic University Sunan Ampel Surabaya and the Canal Suez University Ismaili should be well managed. Therefore, according to Suprayogo and Rasmianto (2008), the universities should be able to be professionally managed, having clear vision and mission, having clear and strategic prospect or field of work for their graduates, having relevance of the developed courses to the needs of community, having high level of integrity of their leaders and lecturers as well as students, having strong in belief, and having noble morality and responsibility for the advancement of religion.

The improvement of the universities' management covers all aspects of management at every level within organization. The aspects of the management including resources (human, finance, infrastructure, and information), academic programs, and quality. Generally, the development includes governance system and organization, management of academic programs, financial management, human resource management, facilities and infrastructure management, data and information management, and quality assurance system of the higher education.

Through the aspects of management, it is hoped that the two universities will be professionally managed by promoting the principles of good university governance, prioritizing the quality of service for internal stakeholders, namely students, lecturers, and employees, as well as being accountable to external stakeholders. In addition, the managers at every level of higher education organizations have adequate management capabilities.

One of the principles that should be considered in developing the two universities management is that it should orient forward by always doing innovation and development. Therefore, the management has to be based on professionalism in sense that all duties and responsibilities are given to the people who are truly able to execute them, not on the basis of friendship, familiness, or organizational relation, moreover on the profit and loss calculation. It should be managed transparently and accountably, accompanied by a consistent attitude in policies, programs, and goals, as well as its implementation. In addition, the management should be based on the principle of unity and not hostility and conflict. The control of this management is not only to the subordinates but also to the leadership level.

According to Dodi Nandika, et. al., (2016), the enhancement of management quality and university competitiveness can be conducted through: (a) enhancement of excellence and relevance programs, i.e. the programs that will be implemented is the best program and relevance to the job market needs, (b) enhancement of efficient and quality management, which are the activities implemented should follow the principles of efficiency and prioritizing quality, (c) ensurement of financial vialibity, which is the availability of budget in a relatively long time, sufficient and adequate funds and it is available when needed as well as the funds are used efficiently without reducing the achievement of the vision, mission, and goal of the university, (d) strengthening and increasing national and international linkages, namely creating and enhancing networks with other universities or institutions having the same vision, mission, and goals that will be achieved, (e) increasing access to markets, i.e. the programs and products of the university should be marketed extensively to be known by users in order to get regional, national, and international students.

The development of Islamic universities can be done through the development of university resources, academic programs, quality assurance, and national and international cooperation, as in the following figure:

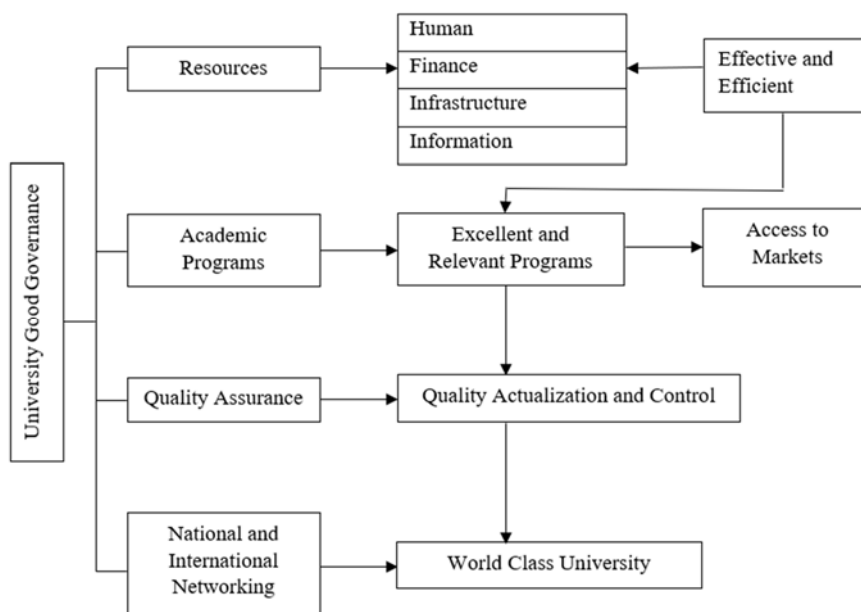


Figure 4: The Improvement of Islamic University Management

It is seen at the picture above that to develop the management of Sunan Ampel State Islamic University Indonesia and Canal Suez University Egypt can be done by developing good university governance through four factors, namely: (a) the resource management, namely human, finance, infrastructure, and information managed effectively and efficiently. (b) the management of excellence and relevant academic programs to the needs of the community also managed effectively and efficiently, (c) the quality assurance management through the implementation of quality and academic control, and (d) the management of national and international cooperation in order to become a world class university.

The main indicators for measuring the success of implementation and improvement of management, according to the General Directorate of Higher Education the Ministry of National Education of the Republic of Indonesia (2007) are: Firstly, establishing efficient and effective organization to carry out the vision, mission, and objective of the university clearly about tasks and functions for each organization. Secondly, functioning integrated recording and management of data system utilized in decision making or policy decision by the university leaders. Thirdly, functioning the administration and management system of academic programs. Fourthly, functioning the financial transparency management system and the effective accounting system set up, as well as the financial report of the university that can be audited. Fifthly, functioning the procurement system and the inventory system of university goods and assets transparently, accountably and in accordance with the accounting requirements in Indonesia. Sixthly, functioning the human resource management system including the recruitment, placement, development, appreciation, disincentive system, and the termination of work based on merit system. Seventhly, functioning the quality assurance system reflected in the continuous increase of quality of input, process, and output, as well as outcome in all areas of management and academic programs as internal efficiency. Through the explanation above, it is known that the two Universities have been improving their management in various fields to achieve excellence, competitiveness, and became international class universities.

### VIII. CONCLUSION

The enhancement of Islamic higher education management involves four factors, namely the resources management (human, finance, infrastructure, and information, the management of excellence and relevant academic programs, the quality assurance management, and the management of national and international cooperation. The enhancement refers to the university's vision, mission, and/or objectives. Of these three aspects, it is then stated a grand design, strategic issue, grand strategy, and/or strategic agenda.

In order to improve the quality and competitiveness of the universities, it is necessary to formulate a new paradigm in fixing their management, namely encouraging them to improve the education quality, providing autonomy in organizing the education, encouraging them to pay attention to the accountability aspect, implementing accreditation at all levels of education organization, and conducting regularly evaluation to run the implementation of education as expected.

To measure the success of the development of the universities' management, we can see through the establishment of efficient and effective organization, the function of integrated recording and management of data system, the function of management and

administration system of academic programs, the function of financial transparency management and effective accounting system, the function of inventory system of university goods and assets, the function of human resources management, and the function of quality assurance system.

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