
OPTIMIZING RESEARCH GOVERNANCE TO ENHANCE EDUCATIONAL QUALITY AT SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY OF JAKARTA

Abd Rozak, Azkia Muharom Albantani*, Bilqis Khoiriyah, Bilqis Naufi
Syarif Hidayatullah State Islamic University of Jakarta, Indonesia
E-mail: azki@uinjkt.ac.id

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Abstract

Islamic higher education faces a continuing challenge in aligning institutional academic outputs with labor market needs and societal demands. This study evaluates research governance at UIN Syarif Hidayatullah Jakarta by examining how research management supports or constrains the integration of teaching, research, and community engagement within the Tridharma framework. Using a convergent parallel mixed-methods design, the study combines institutional data from SIAPP, SINTA, and SciVal, structured survey data, interviews with research governance stakeholders, and discourse analysis of policy documents from 2019 to 2024. The findings show that the Output Cost Standard, SIAPP system, and “The Seven Hypes” thematic framework have strengthened administrative control, proposal management, and research direction. However, the data also reveal fluctuating research grants, including 1,046 funded projects during 2019–2023, a decline in publication output after its 2021 peak, and limited participation in the 2024 competency-based research program, with only 33 of 81 study programs submitting proposals. The study concludes that research governance should move beyond administrative compliance toward stronger integration with curriculum development, teaching innovation, student involvement, and community engagement.

Keywords: research governance, Islamic higher education, tridharma integration, educational quality, academic management

Abstrak

Pendidikan tinggi Islam masih menghadapi tantangan dalam menyelaraskan output akademik institusi dengan kebutuhan pasar kerja dan tuntutan masyarakat. Penelitian ini mengevaluasi tata kelola penelitian di UIN Syarif Hidayatullah Jakarta dengan menelaah bagaimana manajemen penelitian mendukung atau menghambat integrasi pengajaran, penelitian, dan pengabdian kepada masyarakat dalam kerangka Tridharma. Dengan menggunakan desain *convergent parallel mixed methods*, penelitian ini menggabungkan data institusional dari SIAPP, SINTA, dan SciVal, data survei terstruktur, wawancara dengan pemangku kepentingan tata kelola penelitian, serta analisis wacana terhadap dokumen kebijakan periode 2019–2024. Temuan menunjukkan bahwa Standar Biaya Keluaran, sistem SIAPP, dan kerangka tematik “The Seven Hypes” telah memperkuat kontrol administratif, pengelolaan proposal, dan arah penelitian. Namun, data juga menunjukkan fluktuasi hibah penelitian, termasuk 1.046 penelitian yang didanai pada 2019–2023, penurunan publikasi setelah mencapai puncak pada 2021, serta rendahnya partisipasi dalam program riset berbasis kompetensi 2024, dengan hanya 33 dari 81 program studi yang mengajukan proposal. Penelitian ini menyimpulkan bahwa tata kelola penelitian perlu bergerak melampaui kepatuhan administratif menuju integrasi yang lebih kuat dengan pengembangan kurikulum, inovasi pengajaran, keterlibatan mahasiswa, dan pengabdian masyarakat.

Kata kunci: tata kelola penelitian, perguruan tinggi Islam, integrasi tridharma, kualitas pendidikan, manajemen akademik

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*Corresponding author

Introduction

One persistent challenge facing Islamic higher education is the gap between institutional academic outputs and the competencies required by contemporary labor markets. This gap is not merely a matter of graduate employment, but also reflects deeper structural issues in curriculum relevance, research orientation, and the integration of religious and general sciences. Previous studies have shown that higher education institutions are increasingly expected to strengthen the relationship between academic knowledge, professional skills, and societal needs (Haidar et al., 2023; Suhi et al., 2021). In the context of Islamic universities, this challenge becomes more complex because the dichotomy between religious and secular sciences may weaken the connection among teaching, research, and community engagement (Aziz & Mustafa, 2021; Nazarzadeh Zare & Parvin, 2024). Therefore, the central issue is not only whether graduates are absorbed into the labor market, but how research governance can support the integration of *Tridharma* and improve the educational relevance of Islamic higher education.

Various explanations have been proposed. One hypothesis points to the continuing dualism and dichotomy of knowledge between religious and secular sciences (Jackson, 2008). In addition, the perceived “failure” of Islamic universities to respond to societal progress and emerging social problems is often attributed to a lack of innovation in managerial governance, learning methods, and the utilization of information technology (Shofiyah et al., 2023). As a response, some scholars have suggested strengthening connections between academia and the entrepreneurial sector (Bienkowska & Klofsten, 2012; Miller et al., 2018). Such collaboration is expected to help universities fulfill their role in addressing social challenges.

However, a deeper question remains: why do Islamic higher education institutions still operate within a dichotomistic paradigm that separates religious and general sciences? Moreover, why do these institutions tend to be relatively weak in developing innovations that respond to social change? These issues cannot be resolved simply by encouraging collaboration with the business sector.

A more fundamental problem lies in the disconnection among the three essential components that shape academic culture: research, teaching, and community engagement. These components are embodied in the *Tridharma of Higher Education*, which ideally serves as a framework for producing high-quality universities (Jongbloed et al., 2008; Lawson & Lawson, 2013). When implemented consistently, the integration of these three dimensions should strengthen academic institutions. In practice, however, maintaining their simultaneous and continuous interaction remains a major challenge.

William Locke also highlights that the relationship between research and teaching is often problematic. Although commonly assumed to be inseparable, they frequently operate independently and may even undermine each other, particularly affecting the quality of teaching (Lapworth, 2004). According to Lapworth, this situation is influenced by institutional mission and culture, conceptions of research, and disciplinary differences. Management structures, governance systems, and departmental leadership also play important roles in shaping the success of integrating research and teaching.

These observations resonate with the situation in Islamic universities, where a significant gap exists among the three pillars of the *Tridharma Perguruan Tinggi*. Research rarely influences teaching or community service models (Ellenbogen, 2017); teaching rarely creates space to discuss research findings or community engagement strategies (Machimana et al., 2021); and community service is rarely used to test scientific findings or function as an alternative learning environment for students (Furco, 2000).

This study examines these issues by focusing on the governance and management of research at UIN Syarif Hidayatullah Jakarta. A significant contribution of this article to the discourse on education in Muslim society is its clarification of the unique context of Islamic higher education, which differs fundamentally from general higher education governance. While general universities primarily focus on academic and technological advancement, Islamic higher education institutions must simultaneously navigate and dismantle a dichotomous paradigm that traditionally separates religious and general sciences. Consequently, research governance in Islamic universities requires a framework that links Islamic scholarship with contemporary scientific development and societal needs. At UIN Jakarta, the Seven Hypes framework serves as an institutional guide for directing research priorities toward this integration.

To systematically investigate these dynamics and provide valuable insights for policymakers, the study operationalizes its objectives into the following explicit research questions: 1) How has research governance at UIN Jakarta developed over the past five years (2019–2024), particularly concerning technical and managerial shifts like the output cost standard approach and the SIAPP information system? 2) What specific structural, infrastructural, and pedagogical barriers hinder the successful integration of research outcomes into teaching practices and community engagement? 3) What governance model, including the newly proposed competency-based research initiative, can be strategically implemented to effectively bridge the gaps among the *Tridharma* pillars?

By addressing these explicit questions, the study proposes strategic, evidence-based recommendations for improving research governance, thereby enhancing both the educational quality and labor-market relevance of Islamic universities.

Method

This study employs a convergent parallel mixed methods design (Creswell et al., 2007) to comprehensively evaluate research governance and management at UIN Syarif Hidayatullah Jakarta. This design was chosen because it allows for the simultaneous collection of quantitative performance metrics and qualitative institutional narratives, enabling a more robust understanding of the complex barriers hindering the integration of the *Tridharma* of Higher Education (Turner et al., 2017). The quantitative and qualitative datasets were analyzed independently and subsequently integrated during the interpretation phase through methodological triangulation, cross-verifying statistical trends with underlying contextual factors.

The quantitative component focuses on descriptive statistics derived from institutional databases and structured surveys. Secondary institutional data were extracted from the SIAPP system, SINTA, and SciVal to map research productivity and participation. The sample for this

institutional data includes a total of 1,046 funded research projects spanning the 2019–2023 period, publication metrics across major databases (including 2,964 Scopus-indexed documents), and proposal submission rates from all 81 study programs for the 2024 competency-based research grant. To supplement this, primary data on policy effectiveness and infrastructure support were gathered through structured surveys distributed to respondents (including lecturers, graduate students, and administrative staff) selected via stratified random sampling. The survey instrument utilized a 5-point Likert scale, previously tested for content validity through expert review and reliability (ensuring a Cronbach's alpha > 0.70). Given the exploratory nature of the study, the analysis focuses strictly on descriptive statistics (frequencies, percentages, and means), completely excluding inferential hypothesis testing.

The qualitative component aims to contextualize the numerical data through discourse analysis and in-depth interviews. Primary qualitative data were collected through semi-structured interviews with purposively selected key informants deeply involved in research governance, including academic staff and leadership from the Institute for Research and Community Service (LP2M) and the Center for Research and Publication (PUSLITPEN). The interview guide focused on institutional bottlenecks, teaching integration, and competency-based research challenges.

Simultaneously, a qualitative discourse analysis was conducted on official university and national policy documents. The documents analyzed included national agendas (RIRN, ARN,), the university's "Seven Hypes" thematic framework, and the KPA Decrees regarding research grant allocations from 2019 to 2024. The discourse analysis followed three steps: (1) textual selection of relevant policy excerpts; (2) systematic coding into categories such as "Tridharma Integration," "Science Dichotomy," and "Administrative Compliance"; and (3) contextual interpretation of how these institutional narratives dictate academic behavior.

In the final stage, the findings from both methods were integrated. Quantitative findings, such as the decline in scientific publications after 2021 and the low participation rate in competency based research proposals, where only 33 out of 81 study programs submitted proposals, were compared with interview transcripts and document analysis to explain the institutional factors behind these trends (Engler & Stausberg, 2021). This integration shows a gap between managerial output targets through the Output Cost Standard and the actual integration of research into teaching and learning practices. Through this synthesis, the study moves beyond institutional evaluation and provides strategic recommendations for improving research governance, strengthening curriculum relevance, and supporting the integration of the Tridharma.

Results and Discussion

The Seven Hypes dan Research Thematic Frame at UIN Syarif Hidayatullah Jakarta.

Higher education institutions are responsible not only for providing education but also for conducting research and community service, collectively known as the *Tri Dharma of Higher Education*, as stipulated in Law No. 20 of 2003 and Law No. 12 of 2012. Research advances knowledge, technology, public welfare, and national competitiveness. Community service, meanwhile, represents the application of academic knowledge for societal benefit and intellectual

development of the nation. Both dimensions are expected to contribute positively to the overall implementation of higher education.

To systematically achieve the objectives of the Tridharma of Higher Education, UIN Syarif Hidayatullah Jakarta aligns its research governance with national research policy frameworks, including the National Research Master Plan (RIRN), the National Research Agenda (ARN), and the National Religious Research Agenda (ARKAN). This alignment is operationalized through “The Seven Hypes,” a thematic roadmap developed by LP2M and PUSLITPEN to direct research proposals toward institutional priorities. Analytically, the Seven Hypes framework functions not only as a thematic classification system but also as a governance instrument that standardizes research orientation, reduces fragmented individual research agendas, and links Islamic scholarship with contemporary scientific and social issues. However, the available institutional data do not yet demonstrate how each theme contributes directly to curriculum development, teaching innovation, student learning, or community engagement. Therefore, the framework has strengthened administrative and thematic coordination, but its contribution to educational quality remains limited unless funded research is systematically translated into study program development, research-based learning materials, and community service models.

Table 1. Analytical Function of the Seven Hypes in UIN Syarif Hidayatullah Jakarta. Research Governance

No.	Seven Hypes Theme	Analytical Function in Research Governance	Evidence Needed for Tridharma Integration
1	Gender, Family Resilience, and Quality of Life	Directs research toward social, family, gender, and quality-of-life issues within Muslim society.	Data on funded proposals, publications, curriculum integration, and community-based programs related to family and gender studies.
2	Law, Security, and Politics	Links institutional research with legal, political, security, governance, and public policy concerns.	Evidence of policy outputs, legal studies, publications, and their use in teaching or public engagement.
3	Technology, Food Security, Energy, and Environment	Encourages science- and technology-based research addressing environmental sustainability, food security, and energy issues.	Data on applied research outputs, patents, technological innovation, laboratory use, and integration into learning activities.
4	Da'wah, Textual Studies, and Humanity	Connects Islamic studies, da'wah, manuscripts, humanities, digital culture, and religious moderation.	Evidence of manuscript studies, moderation programs, digital humanities outputs, teaching materials, and community engagement models.
5	Islamic Economics and Social Welfare	Aligns research with Islamic economics, halal industry, financial technology, social welfare, and distributive justice.	Data on research outputs, industry or community partnerships, policy recommendations, and curriculum relevance.
6	Innovation and Educational Transformation	Directly supports educational quality through curriculum development, digital learning,	Evidence of research-based curriculum revision, learning

No.	Seven Hypes Theme	Analytical Function in Research Governance	Evidence Needed for Tridharma Integration
		inclusive education, and academic governance.	innovation, student involvement, and study program development.
7	Innovation in Medicine and Health	Expands interdisciplinary research on health, medicine, public health, artificial intelligence, and community well-being.	Evidence of publications, applied health research, community health programs, and integration with academic or professional training.

The table 1 shows that the Seven Hypes framework has the potential to support the integration of research, teaching, and community engagement. However, this potential has not yet been fully translated into measurable educational outcomes. Most themes remain positioned as broad research directions rather than mechanisms for connecting research outputs with curriculum development, classroom practice, student research participation, and community service. Among the seven themes, “Innovation and Educational Transformation” is the most directly related to the improvement of educational quality because it can be linked to curriculum renewal, digital learning, inclusive education, and study program development. Nevertheless, the other themes can also contribute to educational quality if the university establishes a stronger monitoring mechanism requiring each funded research project to report its relevance to courses, teaching materials, student learning activities, and community engagement programs. This indicates that UIN Jakarta’s research governance needs to move from thematic alignment toward systematic Tridharma integration.

Research Activity at UIN Syarif Hidayatullah Jakarta Over the Last Five Years

Over the past five years (2019–2024), research activities at UIN Syarif Hidayatullah Jakarta have shown significant progress in technical, managerial, and strategic aspects. Research at the university adopts the Output Cost Standard (OCS) approach, which emphasizes the achievement of clear research outputs and outcomes. These outputs include publications in accredited journals, intellectual property rights (IPR), and patents. The OCS system enables researchers to focus more on the substance of their work rather than administrative procedures, in accordance with regulations from the Ministry of Finance and the Ministry of Research, Technology, and Higher Education.

Research at UIN Jakarta is categorized into several types, including capacity-building research, basic research, interdisciplinary research, higher education development research, and collaborative research between institutions. Each category follows structured procedures, from proposal submission to final reporting. The registration process is conducted through the Research and Community Service Application Information System (SIAPP), which facilitates both administrative and substantive selection processes. While institutional policies assume that evaluating proposals through seminars, periodic monitoring, and final assessments via this system ensures transparency and accountability, empirical data from the structured surveys reveals a more nuanced reality. Survey respondents indicated suboptimal scores regarding management performance and infrastructure support. This suggests that the procedural availability of SIAPP

does not automatically translate into perceived qualitative improvements in administrative services or holistic accountability for the researchers.

UIN Jakarta has also aligned its research agenda with national frameworks, including the RIRN, ARN, and ARKAN. This alignment ensures that research activities remain academically relevant while contributing to national development priorities and the advancement of Islamic scholarship.

The results of these initiatives have been reflected in a significant increase in the number of publications in reputable international journals, including those indexed by Scopus. Although there was a slight decrease in the number of research proposals submitted in 2024 compared to the previous year, the university still funded 93 research projects during that year, demonstrating its ongoing commitment to strengthening research capacity.

In the long term, UIN Jakarta continues to pursue its vision of becoming a World Class University (WCU) by 2032. High-quality research plays a crucial role in achieving this goal, as research outcomes are expected to advance knowledge and provide practical solutions to social, economic, and technological challenges at both national and global levels.

Over the past five years, LP2M and PUSLITPEN have consistently organized research grant programs that distribute funding to support research activities across the university. These programs allocate research funding according to predetermined budget proportions and are accessible to the entire academic community. Various research clusters are offered, each with different requirements and funding allocations based on the complexity of the research and the expected outputs.

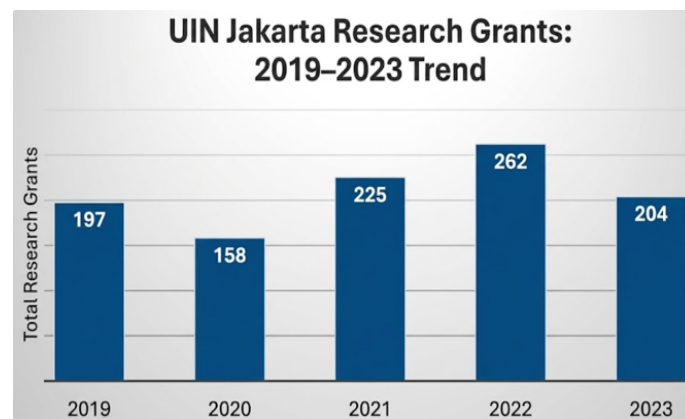


Figure 1. Number of research grant 2019-2023

The Figure 1 shows the research grant between 2019 and 2023, a total of 1046 research projects received funding through internal programs. However, the annual distribution 197 projects in 2019; 158 in 2020; 225 in 2021; 262 in 2022; and 204 in 2023, reflects systemic fluctuations rather than linear growth. The initial drop to 158 projects in 2020 indicates institutional adjustments, whereas the subsequent surge provides comparative empirical evidence of the SIAPP system's impact on administrative capacity. By standardizing the submission process, SIAPP demonstrably increased the university's capacity to process a higher volume of proposals, handling 225 and 262 grants in 2021 and 2022, respectively, compared to the pre-SIAPP period. Yet, a critical analysis reveals a stark disconnect between this high volume of funded projects and

sustained academic outputs. While the peak in grant allocations aligned with the university's highest publication rate in 2021, the record-high 262 grants in 2022 paradoxically preceded a sharp decline in Scopus-indexed publications in 2023 and 2024. This indicates that simply increasing the quantity of funded grants through procedural efficiency, without rigorous postresearch evaluation and integration mechanisms, fails to secure long-term publication productivity.

A closer examination of the research clusters helps explain the persistent gap between research, teaching, and community engagement. In 2019, under the LITAPDIMAS scheme, 197 projects received funding. A substantial portion of these projects was directed toward applied national development with 49 projects and national strategic issues with 21 projects. In contrast, only 15 projects were allocated to study program development, while 26 projects focused on higher education research. This distribution indicates that research funding was still more oriented toward broader institutional and policy outputs than toward direct pedagogical integration. As a result, research findings were not yet systematically connected to curriculum renewal, teaching materials, or discovery based learning activities at the study program level. This condition suggests that research outputs tended to function as administrative deliverables or separate community based projects, rather than as resources for strengthening classroom learning and integrating the Tridharma in academic practice (Decision of the KPA UIN Syarif Hidayatullah Jakarta, 2019).

In 2020, UIN Syarif Hidayatullah Jakarta strengthened its research culture by diversifying clusters and emphasizing interuniversity collaboration and national strategic studies. Of the 158 funded projects, 22 focused on capability development for novice researchers, and 9 supported program development. Interdisciplinary basic research remained significant with 23 projects, while 16 projects supported higher education development. A notable increase appeared in 31 studies addressing current national strategic issues in response to policy dynamics. Fifteen collaborative studies strengthened institutional synergy, and 42 applied national development studies supported policy innovation. Interestingly, no studies were recorded in the national strategic studies cluster, reflecting a shift in research priorities (Decision of the KPA UIN Syarif Hidayatullah Jakarta, 2020).

The year 2021 marked a new phase with the implementation of the SIAPP system. While institutional claims suggest this system improved overall efficiency, transparency, and accuracy in research management, empirical evidence restricts this success primarily to quantitative processing speed. Specifically, the automated system facilitated a rapid administrative recovery from the 2020 dip, allowing the university to process and fund an increased volume of 225 projects. The capability-improvement cluster dominated with 50 projects, while program development expanded to 43 projects, strengthening curricula and academic governance. Interdisciplinary basic research reached 104 projects, reflecting a focus on cross-disciplinary integration, alongside 18 higher education development projects and 10 national strategic studies. However, survey findings highlighting suboptimal satisfaction in management performance indicate that this administrative "efficiency" was largely experienced by researchers as a top-down procedural burden rather than a substantive enhancement of qualitative research support.

In 2022, the university further strengthened its position as a research institution with 262 projects funded. Capacity building dominated with 70 projects, followed by 35 program development studies. Interdisciplinary research remained strong with 64 projects, while higher

education development increased significantly to 61 projects. Inter-university collaboration also expanded with 28 projects, while four studies addressed national strategic issues (Decision of the KPA UIN Syarif Hidayatullah Jakarta, 2022).

In 2023, UIN Jakarta maintained its research dynamics with 204 funded projects. Capability development remained dominant with 61 projects, followed by 26 program development studies. Interdisciplinary research decreased to 38 projects but continued to support scientific integration. Meanwhile, higher education development increased to 50 projects, highlighting a stronger focus on educational innovation. Inter-university collaboration remained stable with 27 projects, and two national strategic studies provided contributions to national policy discussions (Decision of the KPA UIN Syarif Hidayatullah Jakarta, 2023).

This centralized governance directly stimulated academic productivity, driving a significant surge in Scopus-indexed publications that peaked in 2021. However, a critical evaluation reveals that this technical progress did not fully translate into sustained governance quality. Rather than liberating researchers to focus purely on academic substance, the OCS's rigid emphasis on quantitative targets inadvertently cultivated a compliance-driven culture. This metric-centric governance ultimately proved unsustainable, as evidenced by the notable decline in publications across major subject areas post-2021. This demonstrates that while the OCS improved technical accountability and immediate output volume, it fell short of fostering a deeply rooted, qualitative integration of research within the university's broader academic ecosystem.

Research Data by Cluster 2019-2023

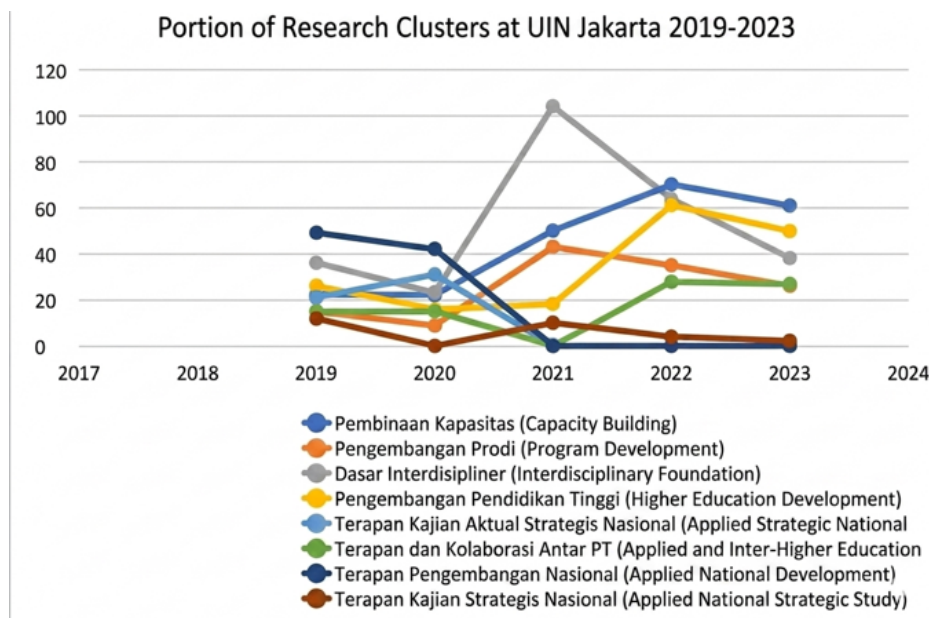


Figure 2. Research grant cluster 2019-2023

The Figure 2 shows the research grant cluster. The most significant changes in research schemes and governance at UIN Jakarta have occurred in technical procedures, supervision, and reporting systems. Through SIAPP and centralized institutional databases, the university has strengthened its capacity to monitor research activities funded through annual grant allocations. These systems allow the institution to identify patterns in research cluster distribution and detect

limited participation in specific schemes, such as the 2024 competency based research grant, in which only 33 of 81 study programs submitted proposals. In this regard, SIAPP functions as an administrative and diagnostic tool for research management. However, the decline in scientific publications after 2021 and the continuing weak connection between research and teaching indicate that centralized reporting systems alone are not sufficient to improve overall governance quality. Research governance also requires mechanisms that ensure research findings are integrated into curriculum development, teaching materials, student learning activities, and community engagement programs.

In addition to technical changes, there have also been adjustments in the research clusters offered over the past five years. Clusters that existed in 2019 and 2020, such as applied research on national strategic studies and applied research on national development, are no longer included in the most recent three-year period. This shift indicates a transformation in research orientation, moving from a macro-level research paradigm toward a more micro- and centralized research approach.

The next question concerns how these changes have influenced UIN Jakarta's publication output and citation performance. According to the most recent data from SINTA, UIN Jakarta has produced 2,964 documents indexed in Scopus, 77 documents indexed in Web of Science, 7,747 documents indexed in Garuda, and 60,714 publications indexed in Google Scholar. In terms of citation impact, these publications have received 18,052 citations in Scopus, 390 citations in WoS, 141 citations in Garuda, and 662,185 citations in Google Scholar. These figures indicate an average citation rate of approximately 6.1 per document for Scopus publications, 5.1 for WoS, 0.02 for Garuda, and 10.9 for Google Scholar (SINTA, accessed December 2, 2024).

A closer analysis shows that publications produced by UIN Jakarta are distributed across several major research subject areas. Based on SciVal data, these publications fall into five primary fields: Engineering and Technology, Life Sciences and Medicine, Natural Sciences, Social Sciences and Management, and Arts and Humanities (SciVal; SINTA, accessed December 2, 2024). The distribution of publications across these fields over the last decade reflects dynamic patterns of scholarly activity.

During the early period from 2014 to 2016, the number of publications across all fields remained relatively low, suggesting a stage of institutional growth and academic transition. Starting in 2017, however, publication output began to increase, particularly in the fields of Natural Sciences and Engineering and Technology, where research contributions became more prominent. This upward trend continued until it reached its peak in 2021, when publications in Natural Sciences rose sharply to 255, the highest figure recorded during the observed period.

Despite this achievement, the peak in 2021 was not sustained. In 2022, publications in Natural Sciences began to decline, while publications in Social Sciences and Management as well as Arts and Humanities showed gradual growth. This pattern indicates a shift in research dynamics toward fields that had previously received less institutional attention. However, the shift was not strong enough to maintain overall publication productivity, which suggests that changes in research orientation need to be supported by stronger publication strategies, research mentoring, and follow up mechanisms after research funding is awarded.

However, the positive trend did not continue for long. As 2023 and 2024 approached, publication output declined significantly across all research fields. The total number of publications dropped sharply to fewer than 30, representing a considerable decrease compared to previous years. This decline indicates that certain structural or institutional factors may have affected research productivity during this period.

The dotted green line in the graph, positioned at 118.64, represents the overall average number of publications, illustrating how productivity fluctuations influenced the long-term trend. Meanwhile, the yellow line at 55.27 and the red line at 29.45 highlight how the sharp decline in the final years significantly affected the stability of the overall publication pattern.

Competency-Based Research: A New Plan

UIN Jakarta, through collaboration between the Center for Research and Community Service (PUSLITPEN) and the Institute for Research and Community Service Development (LP2M), has initiated a research program focused on study program-based competency development. This initiative began in 2024 through research conducted under the Public Service Agency (BLU) scheme and represents a strategic effort to improve both research quality and competency development at the study program level (LP2M UIN Syarif Hidayatullah Jakarta, 2024).

The initiative aims to analyze competency needs and challenges faced by students and lecturers across various study programs at UIN Jakarta. In this context, PUSLITPEN and LP2M seek to integrate research activities with competency-based education programs that align with labor market demands and support the development of more applicable curricula oriented toward professional skills.

Starting in 2024, the program has involved faculties, study program administrators, and industry partners in designing competency models that respond to changing societal and professional needs, particularly in the context of Industry 4.0. Through this competency based approach, the initiative aims to improve educational quality by ensuring that graduates acquire both theoretical knowledge and practical skills relevant to professional settings.

The research is also expected to generate recommendations for improving teaching and learning processes and strengthening research development strategies. Supported by BLU funding mechanisms, this initiative has the potential to stimulate significant progress in competency-based research development at UIN Jakarta.

This strategy is particularly relevant for expanding research opportunities in the Social Sciences. Competency-based research allows UIN Jakarta to address pressing social issues in Indonesia, such as inequality, poverty, education, and intergroup conflict, producing research with direct societal impact.

However, the initial implementation of the 2024 BLU research grant revealed limited participation. Of the 81 study programs, only 33 submitted proposals, meaning the submission rate remained below 50%. Faculty participation varied significantly, with FISIP and SPS reaching 100%, Ushuluddin 87.5%, FDI 50%, FITKA 38%, FST 33%, FIDKOM 25%, and FEB 12% (KPA Decision, 2024). These results indicate that significant improvement is still needed (see figure 3).

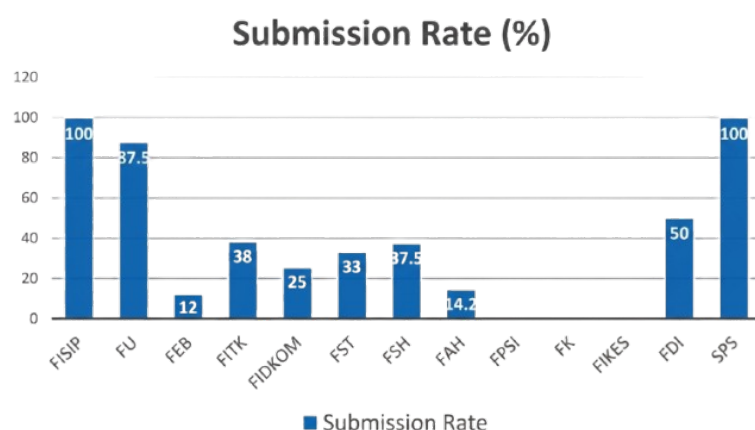


Figure 3. Submission rate of research grants in 2024

Research at UIN Jakarta continues to face several challenges. In addition to the demands of publication and citation, research activities are not yet well connected to teaching and community service. One approach that could address these issues is to provide space for faculties and study programs to define their research fields and encourage collaboration within faculties (Interview, December 2, 2024). According to the interview results, competency-based research aimed at developing academic programs could serve as a strategic solution to increase publications, citations, and research collaboration both internally and externally at UIN Jakarta. Program-based research also offers an opportunity to connect research more closely with teaching activities at the study program level.

Compared with findings discussed earlier, competency-based research also provides opportunities to expand the exploration of social sciences at UIN Jakarta. If implemented effectively, this approach may organically increase research productivity and improve the quality of outputs, which in turn can strengthen citation performance. According to information obtained from LP2M and PUSLITPEN, both units are currently refining the implementation of competency-based research for the coming years. The initial step involves identifying why the submission rate of research proposals from study programs remains relatively low. LP2M and PUSLITPEN also plan to encourage the formation of scientific consortia within faculties to support competency-based research initiatives.

This issue is closely related to the broader challenge of strengthening the interconnection between research, teaching, and community service, which together constitute the *Tri Dharma of Higher Education*. At UIN Jakarta, research activities still face difficulties in establishing strong links with teaching (Brew, 2010). Although the university has the potential to produce high-quality research, there remains a gap in integrating research outcomes into the teaching process within study programs. Often, research conducted by lecturers does not directly influence curriculum development, teaching materials, or instructional methods. Consequently, research outputs frequently remain confined to academic publications rather than being incorporated into everyday teaching practices.

This situation is also influenced by the limited synergy between research and teaching roles. Researchers often focus on publications, while teaching activities emphasize the transmission of foundational knowledge (Briner & Walshe, 2014; Collinson, 2004). Ideally, research outcomes

should enrich learning processes, foster deeper understanding, and support discovery-based education. However, the limited interaction between these domains constrains opportunities for research-based learning that could strengthen students' analytical and practical skills.

Infrastructure and institutional mechanisms also present challenges. Some study programs have not yet fully utilized technological platforms that support the integration of research and teaching (Munyasya & Chileshe, 2018; Scott et al., 2020). Without such mechanisms, students have limited opportunities to participate in research processes or access the latest knowledge produced by the university. In addition, teaching practices often remain tied to traditional curricula, while new research findings are not quickly incorporated into instructional materials. This reduces the relevance of teaching in a rapidly evolving professional environment shaped by globalization and the Fourth Industrial Revolution.

To address these challenges, stronger institutional efforts are needed to bridge research and teaching. Possible strategies include developing research-based curricula, forming research teams that involve students, and improving facilities and training programs that support applied research. Such efforts could make research outcomes an integral component of teaching and strengthen the relevance of higher education.

An example of a potential solution was highlighted by academic staff from LP2M. During a benchmarking visit to Universitas Sebelas Maret (UNS) Surakarta, the LP2M team observed a centralized research reporting system that links research and teaching. In this system, researchers who upload research results are required to indicate the relevance of their findings to specific courses. The Research and Community Service Institute then forwards this information to the relevant study programs so that it can be considered in curriculum development or teaching materials (Interview, November 28, 2024).

Improving research governance at UIN Jakarta so that it becomes more closely connected to teaching requires significant changes in how research is managed and integrated into curricula and learning processes. The first step is establishing institutional policies that systematically link research and teaching (Deakin, 2006; Mathieson, 2019). Such policies would ensure that research outcomes are published in academic journals and incorporated into classroom practices, allowing lecturers to update teaching materials based on recent research findings. These policies should also create institutional spaces for collaboration between lecturers engaged in research and those responsible for teaching, such as forums or discussion platforms for sharing research results and planning their implementation in learning activities.

In addition, the curriculum at UIN Jakarta needs to accommodate research relevant to each field of study. A research-based curriculum ensures that students not only learn fundamental theories but also engage with the latest knowledge generated through research (Carnell & Fung, 2017; Lambert, 2009). This can be implemented by introducing courses that incorporate lecturers' research findings or by integrating research projects into course assignments, allowing students to participate directly in research processes through internships or research-based projects.

Empowering lecturers is equally important. Lecturers should function not only as instructors but also as active researchers contributing to new knowledge (Elen et al., 2007). Training programs are therefore needed to strengthen lecturers' ability to integrate research findings into teaching

materials, supported by incentives and recognition for those who incorporate their research into learning processes.

Student involvement in research is another key strategy. Participation in research internships, practical training, or research-based final projects can provide learners with direct experience in research environments (Little, 2020) while developing analytical and critical skills.

Finally, UIN Jakarta must strengthen infrastructure that supports research – teaching integration, including digital platforms, laboratories, and research centers. An evaluation system is also needed to measure the effectiveness of these initiatives and guide future improvements.

Conclusion

This study concludes that while UIN Syarif Hidayatullah Jakarta has made substantial technical and managerial strides in research governance, fundamental challenges remain in fully integrating the Tridharma of Higher Education. Over the past five years (2019–2024), the implementation of the output cost standard approach and the SIAPP information system successfully transitioned the university toward an output-driven, administratively efficient model. Coupled with the "Seven Hypes" thematic framework, this centralized governance stimulated a significant surge in Scopus-indexed publications that peaked in 2021. However, this metric-centric, top-down approach inadvertently cultivated a compliance-driven culture, which proved unsustainable and ultimately led to a sharp decline in publications in recent years.

Under these managerial shifts, empirical evidence highlights specific structural, infrastructural, and pedagogical barriers that continue to hinder the integration of research into teaching and community engagement. Structurally, historic grant allocations have heavily favored macro-level outputs and national strategic issues while severely underfunding study program development, thereby isolating research from the classroom. Pedagogically, a limited synergy exists between academic roles; researchers focus heavily on publications, frequently failing to translate their findings into updated teaching materials or discovery-based learning modules. Furthermore, the infrastructural underutilization of technological platforms that link research and teaching restricts students from participating in dynamic, research-led educational environments.

Overcoming these barriers requires Islamic higher education institutions to transition from merely procedural research management to an integrated, holistic governance model. The newly proposed competency-based research initiative serves as a strategic cornerstone for this transformation, offering a practical avenue to directly connect research with teaching activities, societal needs, and professional skills at the study program level. To effectively bridge the Tridharma gaps, university policymakers must implement institutional policies that systematically mandate the pedagogical relevance of research, such as adopting centralized reporting systems that link research findings to specific courses. By developing research-based curricula, fostering student involvement, and incentivizing collaborative academic ecosystems, Islamic universities can translate administrative compliance into tangible educational innovations, enhancing both their educational quality and relevance in the global labor market.

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