

Strategic Leadership in Realizing Islamic Academic Culture in Muhammadiyah Universities: Systematic Literature Review

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ABSTRACT

Muhammadiyah 'Aisiyyah Higher Education (PTMA) integrates the dimension of Al-Islam and Kemuhammadiyah (AIK) into its educational framework, expanding the traditional "tri dharma" concept to include education, research, community service, and religious values. This study examines the role of strategic leadership in fostering an Islamic academic culture in alignment with Muhammadiyah's vision. A Systematic Literature Review (SLR) approach was employed, analyzing 27 articles selected from 215 published between 2014-2024. The study involved keyword-based searches, stringent selection criteria, and thematic analysis for data visualization. Findings reveal that strategic leadership is pivotal in establishing an Islamic academic culture within PTMA. Key initiatives include implementing AIK-based policies, integrating Islamic values into curricula, and enhancing religious activities and facilities. These efforts have resulted in heightened motivation among the academic community, frequent religious engagement, and a campus atmosphere conducive to Islamic values. The study underscores the critical role of leadership in aligning institutional goals with the challenges of modernization, ensuring that Islamic values remain integral within the educational environment. This alignment supports the creation of a faith-based academic culture while addressing contemporary global demands. Strategic leadership significantly influences the development of Islamic culture in PTMA through policy, curriculum, and community engagement. These insights offer valuable guidance for other faith-based institutions aiming to sustain religious values in a modern educational context.

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1. INTRODUCTION

Muhammadiyah 'Aisiyyah Higher Education (PTMA) has a unique approach to the implementation of higher education, namely through "catur dharma" by adding the dimension of Al-Islam and Kemuhammadiyah (AIK) to the "tri dharma" that is commonly applied in other universities. This

addition aims to integrate Islamic values into education, research, and community service, as well as create a distinctive Islamic academic culture in the PTMA campus environment (Anwar, 2023). AIK dimension is an important instrument in shaping Islam and Muhammadiyah that enlightens the entire academic community, as formulated in the goals of Muhammadiyah higher education (Handoko, Habibi, & Arisa, 2020).

However, without the maximum implementation of AIK, PTMA risks facing several challenges, such as the loss of Muhammadiyah's identity, weak strengthening of spiritual character (Ilham Muchtar & Pratama, 2023; Subarkah & Kurniyati, 2021), low quality of religious education, loss of support from Muhammadiyah organizations (Fajaruddin, Judrah, & Mubhar, 2023; Ihsan Dacholfany & Iswati, 2021), lack of contribution to the development of the ummah and society, and lack of attraction for prospective students who are looking for an Islamic educational environment (Ndini, Allyssa, & Fahmi, 2021; Tamrin, 2019). Therefore, strategic leadership is the key to ensuring the successful implementation of AIK as the main pillar of chess dharma.

Leadership in Islamic educational institutions plays an important role in shaping organizational culture, which affects the quality of education and the success of the institution. For example, visionary leadership is needed to create an effective educational environment (Sugianto, 2018), progressive leadership with a clear vision and work program can build a quality organizational culture (Umam, 2014). A positive organizational climate is also influenced by effective leadership and a supportive organizational culture (Rivaldo, Yusuf, & Moeins, 2022). Leaders must be ready to face the challenges of globalization by fostering a culture that connects academic knowledge with the practical needs of society to ensure educational relevance (Jannah & Firdaus, 2022).

Strategic leadership combines leadership and strategic planning functions to implement the organization's vision and goals through appropriate policies (Mohd Ali & Zulkipli, 2019). Good leadership can motivate members of the organization to achieve common goals and improve the quality of educational institutions (Chepkurgat, Kipkebut, & Auka, 2019). Leadership and organizational culture are important factors that influence organizational citizens in improving the quality of educational institutions (Sarnoto & Rahmawati, 2022).

Islamic academic culture is the integration of Islamic values in the academic environment to create a holistic educational experience that encourages ethical and moral behavior of the academic community (Fakhrurazi & Jayadi, 2023). Islamic values are the guiding principle in academic activities and campus culture (Sudarto, 2020). As an educational institution under the auspices of Muhammadiyah, PTMA is committed to integrating religious education with modern science. PTMA aims to create an Islamic academic culture through a holistic educational approach based on Islamic values (Mahesa, Ramadhan, Kusuma, Alfian, & Hudanansyah, 2023).

Previous research has shown that a person's leadership style greatly influences organizational culture in educational institutions. Muhyidin (2023) revealed that change in educational institutions depends on the vision and ideas of leaders. Noer (2019) found that strategic leadership in higher education has a significant influence on organizational change, while Zarkasyi (2017) highlighted the importance of the role of leaders in building Islamic academic culture in Islamic boarding schools. However, special studies on how strategic leadership supports Islamic academic culture in PTMA are still limited.

This research aims to examine the role of strategic leadership in realizing Islamic academic culture in PTMA. Using the Systematic Literature Review (SLR) method, this study analyzed relevant articles from the last 10 years to answer two main questions:

RQ1: How is strategic leadership applied in PTMA to support the creation of an Islamic academic culture?

RQ2: What are the benchmarks of Islamic academic culture in PTMA?

This research is expected to provide a deeper understanding of the strategic role of leadership in supporting the sustainability of PTMA's Islamic identity as well as providing recommendations for policy development.

2. METHODS

This study uses the Systematic Literature Review (SLR) method to identify, evaluate, and synthesize articles that are relevant to the topic of strategic leadership in realizing Islamic academic culture in PTMA. The SLR approach was chosen because it allows for a comprehensive analysis of the literature available in the last 10 years it is between 2014 and 2024. This method follows a systematic protocol to ensure the validity, replication, and transparency of the research results (Triandini, Jayanatha, Indrawan, Putra, & Iswara, 2019).

The first step is to determine the criteria for the relevant article. The determination of this criterion is carried out to facilitate the search and selection of articles at the next stage to suit the topic of discussion.

Table 1. Eligibility Criteria

Criterion	Inclusion	Exclusion
Article type	Journal articles	Other than journal articles
Time period	Published between 2014 and 2024	Published before 2014
Journal source	Google Scholar and Scopus	Other than Google Scholar and Scopus
Study focus	Leadership and culture of educational institutions	Other than leadership and culture of educational institutions
Educational institution level	Higher education	Other than higher education
Educational institution status	Muhammadiyah 'Aisyiyah private higher education	Other than Muhammadiyah 'Aisyiyah private higher education

After determining the relevant article criteria, the next step is to collect articles with the Publish or Perish (PoP) tool using predetermined keywords. Keywords are developed based on the main concepts of the research.

Table 2. Keyword String

Keyword String
<i>Kepemimpinan AND budaya AND Islami AND universitas AND Muhammadiyah</i>
<i>AIK AND budaya AND Islami AND universitas AND Muhammadiyah</i>
<i>Leadership AND culture AND Muhammadiyah</i>
<i>Academic AND culture AND Muhammadiyah</i>

The articles that were collected were sourced from Google Scholar and Scopus. Google Scholar provides a wider coverage, including locally and regionally relevant articles, while Scopus guarantees the quality of the articles used with a focus on international journals. Based on searches using these keywords, the total number of articles collected is 215 articles.

After collecting articles, the next step is to select articles based on inclusion and exclusion criteria. Researchers use the Covidence tool to select articles that meet the criteria and then visualize them in a PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) diagram. The Covidence tool assists researchers in deleting the same article at the time of article submission, so there will be no two identical articles to review.

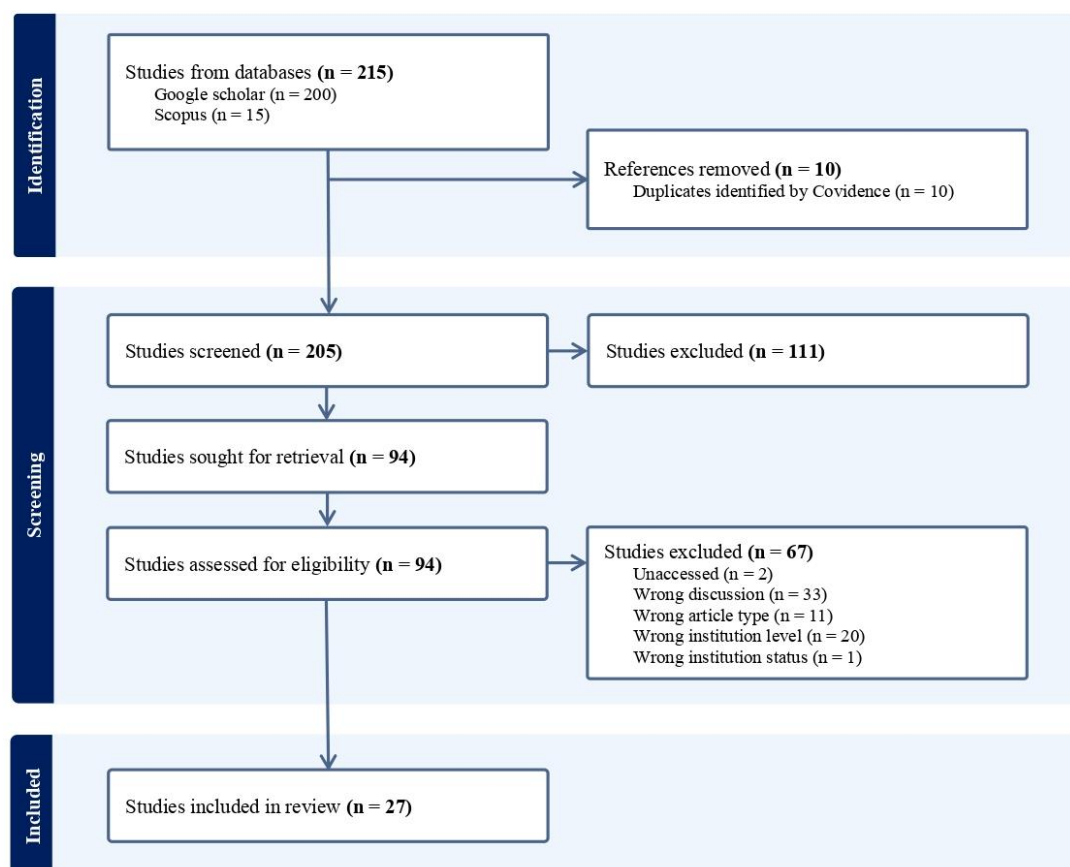


Figure 1. PRISMA Flowchart

PRISMA diagrams are used to provide an overview of the article selection flow from the initial search stage to the final stage. A total of 27 relevant articles were successfully selected for further analysis. Once the articles have been collected and selected based on relevant criteria, the analysis is carried out using thematic analysis. Articles are analyzed manually to identify key themes that fit the research question. Thematic analysis helps to group data into categories based on emerging patterns.

Relevant articles are integrated using a theme-based approach. The data from the selected articles are compiled into three major themes that are indicators of strategic leadership and Islamic culture in PTMA, namely leadership strategies, Islamic culture benchmarks, and AIK implementation challenges. Data from different articles were compared to find patterns, similarities, and differences in the implementation of strategic leadership in various PTMAs.

The VOSviewer tool is used to visualize the relationship between keywords in the analyzed literature. The visualization results help identify the main clusters that support thematic analysis. The SLR approach provides an advantage in analyzing research trends and gaps in the literature. The validity of the research results is maintained by using a strict selection protocol, data analysis tools such as Covidence and VOSviewer, and the application of PRISMA diagrams.

The limitations in this study include the possibility of publication bias because the articles are mostly sourced from Google Scholar compared to Scopus. Specific topics also limit the scope of relevant articles. To reduce bias, the researcher used a series of keywords in two languages, namely Indonesian and English and applied clear inclusion and exclusion criteria. Additionally, the use of tools such as Covidence to eliminate article duplication helps improve the accuracy of article selection.

3. FINDINGS AND DISCUSSION

The following is a summary table of relevant articles that have been selected based on inclusion and exclusion criteria using the Covidence tool:

Table 3. Summary of Relevant Articles

No	Authors (Publication Year)	Title	Source	Focus Study	University
1	(Adima, Silvia, Maulana, & Rizki, 2024)	Implementasi Sikap Religius pada Mata Kuliah Al-Islam dan Kemuhammadiyah di Program Studi Magister Manajemen Universitas Muhammadiyah Tangerang	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Tangerang
2	(Arifin, 2015)	Rekonstruksi Al-Islam-Kemuhammadiyah (AIK) Perguruan Tinggi Muhammadiyah Sebagai Praksis Pendidikan Nilai	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Malang
3	(Azis, Riyanto, Tuanto, Suradiyono, & Lailan Arqam, 2023)	Islamic Education in Al-Islam Kemuhammadiyah to Prevent the Culture of Shirk on Social Media	Google Scholar	Culture of educational institutions	-
4	(Badriah, Handayani, Mahyani, & Arifin, 2023)	Learning Islamic Religious Education with Muhammadiyah Nuances in Universities	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Bandung
5	(Badriah, Yuliati Zakiyah, & Supiana, 2023)	Al Islam and Kemuhammadiyah (AIK) Curriculum Policy Study	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Bandung
6	(Affan Hannan & Pirwidianto, 2024)	Strategi Lembaga Pengembangan Pengkajian Al Islam dan Kemuhammadiyah (LPPAIK) dalam Mengintegrasikan Ilmu Terhadap Nilai-Nilai Islam	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Prof. Dr. Hamka
7	(Huda & Nursyamsiyah, 2024)	Al Islam and Kemuhammadiyah as Driving Force for Lecturer Performance at Universitas Muhammadiyah Jember	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Jember
8	(Husein, Nik Abdullah, & Al-Hidabi, 2022)	Enhancing the Development of Students' Islamic Identity in Islamic Higher Education	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Yogyakarta
9	(Husnaini, Fuady, & Victorynie, 2021)	Al-Islam dan Kemuhammadiyah: How to Teach the Non-Muslim Students at Muhammadiyah Education University of Sorong	Google Scholar	Culture of educational institutions	Universitas Pendidikan Muhammadiyah Sorong

10	(Junaedi, Muharram, & Yani, 2021)	Negara Pancasila Sebagai Darul Ahdi Wa Syahadah : Internalisasi Nilai-Nilai Islam dalam Membangun Wawasan Kebangsaan di Lingkungan Perguruan Tinggi Muhammadiyah	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Sidoarjo, Universitas Muhammadiyah Surabaya, Universitas Muhammadiyah Gresik
11	(Kaharuddin, Malli, & Lamabawa, 2024)	Pendidikan Karakter dalam Perspektif Muhammadiyah	Google Scholar	Culture of educational institutions	-
12	(Rokhmah, Muflidah, & Koni Suryaningsih, 2024)	Kampus Islami Sebagai Agent Perubahan, Transformatif dan Berkemajuan	Google Scholar	Culture of educational institutions	Universitas Aisyiyah Yogyakarta
13	(Alifatun Nabila, Vania Iftatunnisa, Candra Adnaneswari, Nusharatillah Al Falah, & Patrianti, 2024)	Peran Lembaga Al-Islam Kemuhammadiyah dalam Mengkomunikasikan Citra Kampus Islami	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Jakarta
14	(Palahuddin & Mappanyompa, 2022)	The Multicultural Islamic Education at Muhammadiyah University of Mataram	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Mataram
15	(Kurniawati Br Pinem, 2019)	Metode Pembelajaran Al-Islam dan Kemuhammadiyah di Universitas Muhammadiyah Sumatera Utara	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Sumatera Utara
16	(Pratama, Nuraini, Thama, Hardiansyah, & Subarkah, 2024)	Pendidikan Karakter Al-Islam Kemuhammadiyah di Era Disrupsi	Google Scholar	Culture of educational institutions	-
17	(Rafidiyah & Tio Anugrah, 2019)	Implementasi Nilai-Nilai Islam Berkemajuan melalui Kegiatan Kemahasiswaan Perguruan Tinggi Muhammadiyah	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Banjarmasin
18	(Rayyani, Abbas, & Hannani, 2019)	Accountability of Performance Integrated with the Value of Islamic Civilization: The Case of Muhammadiyah University of Makassar	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Makassar
19	(Santoso, In'am, Haris, & Wekke, 2024)	Al-Islam and Kemuhammadiyah Learning Based on Religious Moderation in Multicultural Campus	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Sorong
20	(Saswandi & Sari, 2019)	Analisis Penerapan Nilai-Nilai Al Islam dan Kemuhammadiyah dalam Perkuliahan	Google Scholar	Culture of educational institutions	Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Sungai penuh

21	(Septianingsih, Elsy, & Nuraini, 2020)	Analisis Motivasi Terhadap Etos Kerja Islami para Karyawan Universitas Muhammadiyah Riau	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Riau
22	(Ismu Supriyatin, Dluha Mutammimah, & Juleha, 2024)	Penguatan Nilai-Nilai Islami dalam Mata Kuliah Al-Islam dan Kemuhammadiyah (AIK) pada Pascasarjana UMT	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Tangerang
23	(Syahrul & Hajenang, 2021)	Reflections on Multicultural Education for Non-Muslim Students at Muhammadiyah University, Kupang	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Kupang
24	(Tamrin, 2019)	Al-Islam dan Kemuhammadiyah (AIK) Pilar Dakwah Islam Rahmatan Lil Alamin (Studi pada Perguruan Tinggi Muhammadiyah di NTT)	Google Scholar	Culture of educational institutions	Universitas Muhammadiyah Maumere, Universitas Muhammadiyah Kupang
25	(Wasono, Soesanto, Samsudi, & Sutarto, 2015)	Improving Human Resources Through the Internalization of Cultural Values Organization	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Yogyakarta, Universitas Ahmad Dahlan
26	(Yuli, 2021)	Characteristic of Islamic Organizational Culture as An Effort to Improve Performance at University of Muhammadiyah Malang	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Malang
27	(Yuli, 2018)	Nilai-Nilai Islami pada Budaya Organisasi di Universitas Muhammadiyah Malang	Google Scholar	Leadership and culture of educational institutions	Universitas Muhammadiyah Malang

A total of 27 relevant articles were successfully selected from a total of 215 articles collected according to the inclusion and exclusion criteria. This article was published between 2014 and 2024 with the scope of topics including strategic leadership, Islamic academic culture, and the implementation of AIK in PTMA. The articles were analysed to identify the key findings that supported the study. The analysis yielded three main themes related to leadership strategies, Islamic cultural benchmarks, and AIK implementation challenges.

Furthermore, these 27 articles were also analyzed using the VOSviewer tool to visualize the relationship between keywords in the analyzed literature. The visualization results help identify the main clusters that support thematic analysis.

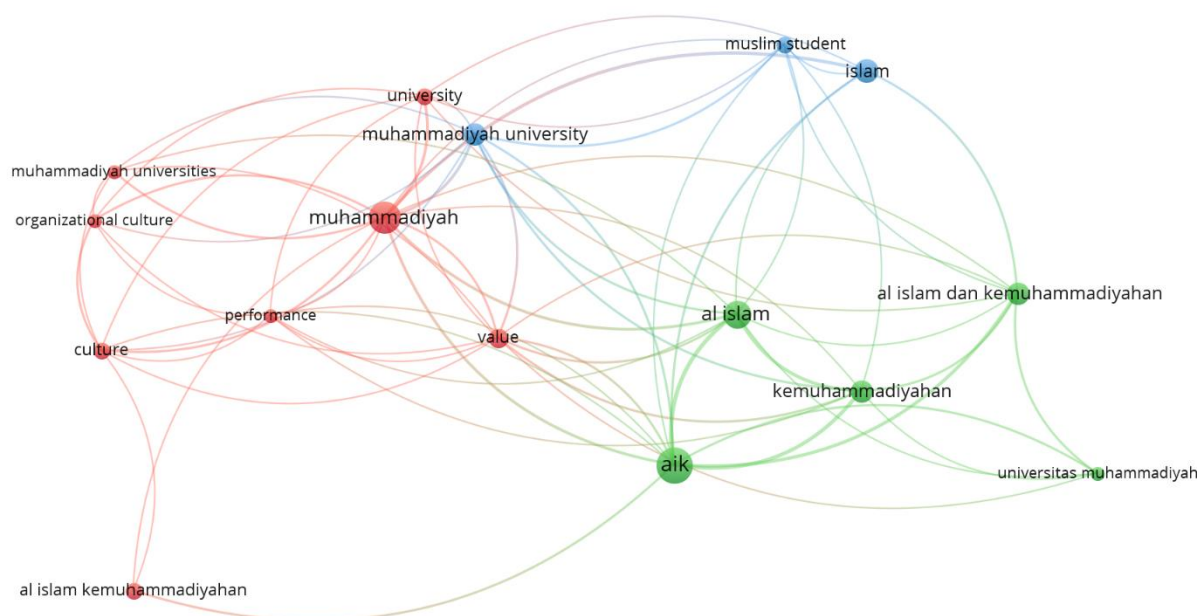


Figure 2. Visualization of Research Topic Relevance

Visualization with VOSviewer results in three main clusters: first, red clusters. Highlight the relationship between “Muhammadiyah”, “culture”, and “performance”. This cluster shows that Islamic culture in PTMA is closely related to the performance of the organization and identity of Muhammadiyah. Second, the green cluster. Focus on “AIK” and “Kemuhammadiyah”. This cluster reflects the role of AIK as the core of Islamic culture in PTMA. Third, the blue cluster. Centered on “Islam” and “Muslim Student”, emphasizing the importance of developing Muslim student identities through Islamic education. These clusters show that the literature related to strategic leadership and Islamic culture in PTMA has a strong focus on the integration of Islamic values in the curriculum and campus life. However, gaps can be seen in the exploration of the role of non-Muslim students and the adaptation of AIK in the context of globalization. These findings provide an opportunity for further research exploring innovative strategies in building an inclusive Islamic culture.

3.1. Leadership Strategies in Implementing Islamic Academic Culture

The findings show that strategic leadership in PTMA plays a key role in shaping Islamic academic culture. Effective leaders not only set a vision and mission based on Islamic values, but also implement strategic policies to integrate AIK into all aspects of campus life (Affan Hannan & Pirwidiyanto, 2024; Junaedi et al., 2021). Commonly used strategies include the implementation of AIK as a compulsory course with significant academic weight, the implementation of religious activities, and the making of policies that support the Islamic campus environment such as smoking bans and the provision of worship facilities (Huda & Nursyamsiyah, 2024; Rokhmah et al., 2024).

The most effective leadership practices in building an Islamic academic culture include: first, alignment of vision and mission. University leaders align the vision of the institution with Islamic values that are the strategic guide (Junaedi et al., 2021). Second, active involvement of leaders. Rectors in several PTMAs directly monitor the implementation of Islamic values through formal policies, religious activities, and regular evaluations (Rayyani et al., 2019). Third, empowering staff and students. Several universities such as the University of Muhammadiyah Yogyakarta (UMY) utilize the Institute for Islamic Studies and Practice (LPPI) to strengthen Muslim identity through character development and the integration of AIK into the curriculum (Husein et al., 2022). These practices prove the importance of leadership that not only manages campus operations but also inspires the academic community to internalize Islamic values.

A unique leadership strategy in implementing Islamic academic culture is carried out by the University of Muhammadiyah Jakarta (UMJ) through the Al-Islam Kemuhammadiyah Institute. These strategies reflect a structured and innovative approach that is different from other Muhammadiyah universities. First, UMJ establishes the Nine Indicators of the Islamic Campus through the rector's regulation which includes a congregational prayer policy on campus, Islamic-based coaching for the academic community, non-smoking, drug-free, non-liquor areas, cultural arts, dress ethics, study ethics, and prohibition of LGBT behavior. Second, UMJ routinely holds AIK mentoring every Friday morning for new students. This program focuses on Qur'an reading materials and worship comprehension materials. Third, UMJ requires students to memorize 29 letters in juz 30 as a requirement for graduation from the thesis. This memorization is deposited to AIK mentors on a regular basis which is held every time before the Mid-Semester Exam (UTS) and Final Semester Exam (UAS). Fourth, UMJ uses social media, especially Instagram, to share information on AIK activities, campaign for Islamic values such as Islamic dress ethics, and invites to congregational prayers. Fifth, UMJ formed the AIK Sapa Team with a special task to monitor the implementation of Islamic values in the campus environment and provide assistance to students in understanding AIK values (Alifatun Nabila et al., 2024).

These findings underscore the importance of strategic leadership in creating an academic environment that supports Islamic culture in higher education institutions. Structured leadership strategies, such as policies based on Islamic values and the integration of AIK in the curriculum, show success in building an Islamic campus identity. However, this implementation requires full support from all elements of the campus to overcome the existing challenges.

3.2. Benchmark of Islamic Academic Culture

The success of implementing AIK and the development of religiosity on campus is evidenced by several factors, namely examples of good examples (uswah hasanah), adequate worship facilities, information technology that supports the dissemination of information, professional lecturers, and a comfortable campus environment. These factors work together in creating an atmosphere that supports the spiritual and academic development of students (Adima et al., 2024).

In addition, Islamic academic culture is also measured based on the integration of Islamic values in academic and social activities. The benchmarks include: first, Islamic work ethic. High motivation from the academic community can foster a measurable work ethic based on Islamic values, including honesty, responsibility, discipline, perseverance and hoping for the pleasure of Allah subhaanahu wa ta'ala for the work done (Septianingsih et al., 2020). Second, religious activities and worship facilities. Worship activities such as congregational prayers, recitations, Islamic training such as Baitul Arqam run regularly, therefore the importance of mosque facilities at PTMA so that worship activities can run well. Third, environmental comfort. Muhammadiyah officially issued a haram fatwa for cigarettes, therefore PTMA should issue a policy to the entire academic community to prohibit smoking in the campus environment (Rokhmah et al., 2024). Fourth, the *amar ma'ruf nahi munkar* movement. This da'wah movement is carried out by the entire academic community, progressive Islamic values are not only obedient to worship, but must go into the community and carry out da'wah movements through organizational activities (Rafidiyah & Tio Anugrah, 2019).

The Islamic academic culture benchmark provides clear guidance for assessing the success of AIK implementation. For example, the high participation of the academic community in religious activities reflects the success of the integration of Islamic values in campus life. However, the gap in understanding among non-AIK lecturers and the influence of secular culture highlight the need for a more inclusive and adaptive approach.

Each PTMA uses different strategies to implement AIK values, depending on the local context and policies of each institution. For example, University of Muhammadiyah Prof. Dr. Hamka (UHAMKA) implements an integrative approach through the Institute for the Development of Islamic and Muhammadiyah Studies (LPPAIK), where AIK is not only taught as a course, but also becomes the

spirit of the entire curriculum. Superior programs such as Baitul Arqam are implemented to equip students and lecturers with Islamic values (Affan Hannan & Pirwidiyanto, 2024). UMJ takes advantage of a formal policy that sets the Nine Islamic Campus Indicators, and the obligation to memorize the Qur'an as a graduation requirement. AIK's mentoring strategy is also routinely carried out to improve students' understanding of Islam. UMY integrates AIK into all aspects of academic life through LPPI which actively shapes the Islamic character of students. These differences in strategies reflect that the success of the implementation of AIK is highly dependent on policy adaptation to the specific needs of each campus.

3.3. Challenges in Implementing AIK

The main challenges in the implementation of AIK include: first, the lack of understanding of non-AIK lecturers about the importance of AIK values, which leads to low internalization of Islamic values in some parts of the campus. Some lecturers consider AIK as the responsibility of AIK institutions alone, which leads to a lack of application of Islamic values outside the AIK classroom (Saswandi & Sari, 2019). Second, the influence of secular culture and globalization affects student behavior and the attitude of the academic community towards Islamic values (Pratama et al., 2024). Third, there is a limited number of educators who are competent in conveying AIK with a relevant approach, especially for non-Muslim students in PTMA with heterogeneous populations (Husnaini et al., 2021; Syahrul & Hajenang, 2021).

The challenges faced show the need for more innovative strategies. Some strategies that can be used to overcome these challenges include: first, multicultural training for lecturers. PTMA can hold training to increase lecturers' understanding of the importance of AIK in all aspects of campus life. Second, the update of the AIK curriculum. Adjusting the AIK approach to be relevant for non-Muslim students without compromising the essence of Islamic values (Syahrul & Hajenang, 2021). Third, strengthening policies based on Islamic values that are relevant to the global context. This effort will help PTMA to remain relevant and competitive in the midst of modernization challenges without sacrificing their Islamic identity.

This research offers several important implications for PTMA administrators and policymakers, including: first, strengthening Islamic value-based policies. Make policies that support the Islamic campus environment, such as the ban on smoking and the provision of worship facilities. Second, the development of evaluation benchmarks. Benchmarks such as Islamic work ethic, participation in religious activities, and the comfort of the campus environment will be used to assess the success of AIK implementation. Third, increasing leadership training. Train campus leaders to develop strategic policies that are aligned with Islamic values and respond to the challenges of modernization.

This discussion shows that strategic leadership plays a key role in building an Islamic academic culture in higher education institutions. Successful implementation of AIK requires strong policies, active involvement of leaders, and strategies that are adaptive to modern challenges. This research provides relevant insights for the development of policies and practices in higher education institutions, ensuring that Islamic values remain the main foundation in facing global challenges.

4. CONCLUSION

This research reveals that strategic leadership plays an important role in creating and maintaining an Islamic academic culture in PTMA. The main findings show that university leaders have succeeded in aligning the vision and mission of the institution with AIK values through strategic policies such as the implementation of AIK as a compulsory course, the implementation of religious activities, and the creation of a supportive Islamic campus environment. The success of this Islamic culture is reflected in the high motivation for work, the availability of worship facilities, and religious activities that are running well in all PTMA.

However, this study has limitations, especially in the dependence of data sources from Google Scholar which can cause publication bias. Further research is suggested to expand literature sources,

explore the implementation of AIK in other Islamic institutions, as well as research the influence of Islamic academic culture in a global context.

This research has far-reaching implications for other Islamic institutions, including the need to strengthen the role of strategic leadership in maintaining the sustainability of Islamic values. By emphasizing the importance of AIK as the core of academic culture, PTMA can be a model for other faith-based educational institutions to face the challenges of modernization without losing their religious identity. This research confirms that effective strategic leadership not only serves as a driving force for campus operations but also as a guardian of institutional values, which makes a significant contribution in aligning academic culture with Islamic values.

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