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# Internationalization of Indonesian Islamic Higher Education in the Digital Transformation Era: Opportunities and Challenges

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## Abstract

This conceptual article examines the internationalization of Islamic universities in Indonesia in the context of digital disruption. Although previous studies have addressed the general topic of higher education internationalization, little attention has been given to how Islamic universities can globalize while maintaining their unique integration of science, religion, and Islamic moderation. Employing a library research method and utilizing a SWOT analysis approach, this study examines relevant laws, ministerial regulations, and policy documents. The findings indicate that Islamic higher education institutions (PTKI) have strategic strengths in integrating science and religion and have a moderate Islamic identity that distinguishes them from other universities worldwide. From an opportunity perspective, PTKIs can leverage digital transformation, international cooperation policies, and the Merdeka Belajar-Kampus Merdeka (MBKM) program to expand their global academic networks. However, the study also revealed fundamental weaknesses: the absence of regulations for the internationalization of PTKIs, dual authority between ministries, and internal limitations in human resources, international publications, infrastructure, and funding. PTKIs also face serious challenges, including the risk of pseudo-internationalization, tension between Islamic identity and secular academic standards, and global competition and geopolitical dynamics that can hinder academic mobility.

Keywords: Internationalization; Islamic higher education; Indonesian Islamic universities; digital transformation;

## A. INTRODUCTION

The fourth phase of the industrial revolution, also known as Industry 4.0, marks a new chapter in human civilization. The digital transformation that characterizes this era has fundamentally altered the landscape of human life, shaping how people think, live, and interact. While the center of world activity used to be human labor, technology has become the driving force of life in this 4.0 era. This period is therefore often referred to as the disruptive era because technology significantly alters or replaces many human roles (Setiawan et al., 2018).

This phenomenon is evident in many aspects of life, including automation in public services and the growing influence of artificial intelligence (AI) and digital platforms in education. Learning processes, for example, that were once dominated by teachers are now being complemented or replaced by online learning applications, AI tutors, and open digital resources. The emergence of new digital professions, such as content creators, data analysts, and e-learning developers, illustrates how the digital economy is transforming the labor landscape (Alam et al., 2019).

Such rapid transformation demands that all institutions, including those of higher education, adapt continuously. According to Schwab (2017), the Fourth Industrial Revolution is not a dichotomy between humans and machines. Rather, it requires synergy between digital, physical, and biological systems to enhance human performance. Accordingly, education must produce graduates who are adaptive, digitally literate, and capable of lifelong learning to respond to the demands of this era (Hussin, 2018). This challenge is particularly significant for higher education, as it is considered a key player in shaping the social transition to Industry 4.0. In the face of such radical changes, higher education must develop an educational model that produces professional workers who can adapt continuously, learn new skills, and solve problems using various approaches in multiple contexts. In other words, as Gleason (2018) said, higher education must be able to form lifelong learners.

However, the acceleration of digitalization has also contributed to secularization trends, as people increasingly view the world through rational, materialistic, and value-neutral perspectives. Berger noted that industrial society has created “liberated territories” that are detached from religion, where faith no longer permeates public life. This secular tendency could marginalize religious values in the development of science and technology, which poses a challenge to the vision of holistic human development in Indonesia (Blankholm, 2022).

In this context, Islamic higher education institutions (*Perguruan Tinggi Keagamaan Islam*, or PTKIs) play a crucial role in ensuring that technological

advancements remain grounded in spiritual and ethical principles. PTKIs are responsible for producing professionals who are technologically proficient and committed to Islamic moderation and moral integrity (Anwar et al., 2018). Since 2004, the Directorate General of Islamic Education has integrated religious knowledge with science and technology. Since 2015, it has promoted the vision of "realizing superior and moderate Islamic education that becomes a global reference in integrating religion, science, and technology" (Direktorat Jenderal Pendidikan Islam, 2015). In 2020, the strategic plan focused on improving the quality of Islamic religious education at all levels and strengthening religious moderation. In higher education specifically, this is achieved through Islamic religious education and a moderate educational paradigm (Direktorat Jenderal Pendidikan Islam Kemenag RI, 2020).

To realize this vision, the Directorate has implemented several internationalization strategies, such as scholarships for overseas lecturers, student exchanges, and research collaborations with foreign universities. Through internationalization, every PTKI can reach the world more quickly and effectively to promote the ideas, concepts, and values developed by the university (Larsen, 2016). Internationalization can improve the quality of PTKIs and promote the values of religious moderation that have been the paradigm of PTKI education. These values are important to promote throughout the Islamic world to end conflicts caused by fanaticism, radicalism, and religious extremism (Dodego & Witro, 2020). Several PTKIs, including UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, and UIN Maulana Malik Ibrahim Malang, have started internationalizing their curricula and partnerships. However, many others are still in the initial stage due to infrastructure, governance, and language barriers.

Thus, despite the progress, PTKI internationalization in the digital era remains understudied, particularly regarding how these institutions can balance technological adaptation with preserving Islamic and national identity amid global secular trends. This study aims to analyze PTKI internationalization policies, opportunities, and challenges using a SWOT approach. The results will provide policymakers and university leaders with insights on how to pursue global engagement without losing institutional distinctiveness. The results of this study are expected to inform the development of Islamic universities, particularly with regard to their role in the international arena.

## B. RESEARCH METHODS

This study employs a library research design to analyze policy documents and academic literature related to the internationalization of Islamic higher education in Indonesia. The primary data consists of legal documents and official policies, including

the 2012 Law of the Republic of Indonesia Number 12 concerning higher education; the 2014 Regulation of the Minister of Education and Culture Number 14 concerning higher education cooperation; the 2015–2020 Strategic Plan of the Directorate General of Islamic Education; and the 2023 Regulation of the Director General of Islamic Education Number 637 concerning guidelines for cooperation between Islamic higher education institutions (PTKIs).

Secondary data were collected from peer-reviewed journals, academic books, and policy reports published between 2010 and 2025. The inclusion criteria required that the literature be academic and thematically relevant to the internationalization of higher education or Islamic university policy. It also had to be published in English or Indonesian. Non-academic comments and outdated references were excluded. Data collection (January–April 2025) followed four steps: identifying, evaluating, classifying, and interpreting sources.

A SWOT (strengths, weaknesses, opportunities, threats) framework was used to analyze data and map institutional capacities and contextual challenges. The SWOT framework was chosen for its practical application in strategic policy analysis and its balance between internal and external factors. Triangulation was conducted between regulatory documents, institutional plans, and scientific works to ensure validity.

## C. RESULTS AND DISCUSSION

### 1. Internationalization of Higher Education

In the context of globalization, internationalization of education can be considered a form of self-defense against global power. However, internationalization is also an agent of globalization. Although internationalization is not a new term, there has been no agreement on its definition until now. It has been used for a long time in political science and international relations discourse, but it only became popular in education in the early ‘80s. Initially, the terms “international education” and “international cooperation” were more often used in education. In fact, several countries still prefer these terms to “internationalization.”

The internationalization of higher education is a response by institutions of higher learning worldwide to the results of the GATS (General Agreement on Trade in Services) conference. The GATS is a World Trade Organization (WTO) agreement that regulates general service sector agreements worldwide. One result of the agreement is the globalization of education services, which are divided into four categories: 1) the provision of cross-border education through distance learning or online models, 2) cross-border consumption (students traveling to study abroad), 3) commercially run overseas

campus development and other collaborations, and 4). the availability of quality human resources who travel and teach abroad. Consequently, universities in various countries, including Indonesia, have become more aware that higher education currently faces demands for internationalization. Regardless of their national market position, most universities, whether large or small, have begun to realize the importance of developing an education system with local and international relevance. This allows them to recruit students in the global market and prepare all their students for life in a globalized world (Zuhdi, 2018).

Internationalization is defined as the process of integrating international, intercultural, and global dimensions into the goals and functions of higher education, including teaching, research, and community service, at both the institutional and national levels. This definition emphasizes internationalization as a continuous and dynamic process that embeds cross-border and intercultural elements into every aspect of higher education (Ramaswamy et al., 2021). Building on this view, Larsen (2016) interprets internationalization as an intentional and purposeful process designed to integrate international and intercultural dimensions and enhance the quality of education and research. This enables higher education institutions to meaningfully contribute to society.

Similarly, John K. Hudzik proposed a comprehensive definition of internationalization that reflects institutional commitment and concrete actions to embed international, global, and comparative perspectives across academic missions, including teaching, research, and service. Hudzik further emphasized that comprehensive internationalization requires integrating global perspectives into an institution's core ethos, values, and mission (Ota, 2018).

> From this perspective, internationalization is understood as an ongoing, systematic process rather than a fixed goal. It reflects the continuous institutional transformation that enables higher education to respond effectively to the challenges and opportunities posed by globalization in science, economics, and the labor market. In this sense, internationalization is a strategic process through which higher education evolves into an open, globally oriented system aligned with international standards.

While the main motive for internationalization is generally to address globalization, which is related to the economic aspect, in practice, internationalization also leads to other areas, such as politics and socioculture. Broadly speaking, motivation for internationalization includes academic, political, economic, and sociocultural factors. Academic motivation focuses on achieving global standards in research and teaching,

while political motivation is often related to diplomacy and national prestige. Economic motives highlight the role of higher education in global competitiveness, and sociocultural motives emphasize identity, diversity, and intercultural dialogue (Qiang, 2003). However, these motives often interact with and conflict with each other. For example, the pursuit of income or visibility can sacrifice academic integrity or cultural values. Therefore, it is crucial to analyze which motives dominate in a policy or institution to understand the direction and implications of its internationalization strategy.

These motives can be classified into internal and external dimensions when implementing internationalization strategies (Du et al., 2023). Internal internationalization, also known as "internationalization at home," involves integrating international perspectives within universities through curriculum development, cross-cultural learning activities, services for domestic and international students, and comparative studies of education systems. Conversely, external internationalization, or "internationalization abroad," involves cross-border initiatives, including increasing student and staff mobility, establishing joint academic programs and research collaborations, opening branch campuses overseas, and forming institutional partnerships with foreign universities (Moshtari & Safarpour, 2024).

There are at least five widely used approaches to internationalizing higher education. First, recruit qualified and diverse international students by providing scholarships and quality services. Second is expanding opportunities for students to study abroad. Third is international university collaborations, partnerships, joint research, and innovative international programs. Fourth, the recruitment of outstanding international academics into higher education is strengthened, and domestic academics are strongly encouraged to conduct research abroad. The fifth approach is increasing the budget to finance higher education, international activities, and programs (Ngao & Sang, 2023).

## 2. Internationalization Policy of Islamic Higher Education in Indonesia

As globalization intensifies, higher education has evolved into a strategic "knowledge industry" that fosters national competitiveness and innovation. Consequently, higher education policies have become a global arena of competition, compelling governments to reform their governance structures and align them with international standards. In this context, education systems are evaluated based not only on their domestic relevance but also on their ability to respond to transnational demands for quality, research excellence, and labor market adaptability.

The Indonesian government has provided a reference framework for policy patterns in the internationalization of higher education in Indonesia. This framework is outlined in the Republic of Indonesia Law Number 12 of 2012 concerning higher

education, Article 50. The law states that international cooperation in higher education involves integrating international dimensions into academic activities to promote international relations while maintaining Indonesian values. International cooperation must be based on equality and mutual respect, promoting science, technology, and humanitarian values that benefit humanity.

The scope of cooperation encompasses three primary areas: education, research, and community service. In practice, this cooperation may take the form of partnerships between Indonesian and overseas universities to improve educational quality; the establishment of Indonesian and local cultural study centers, both domestically and internationally; and the formation of independent scientific communities (Presiden RI, 2012). This shows that Indonesia's higher education policy acknowledges the importance of international engagement for academic and cultural purposes. However, the regulation is rather broad and offers limited guidance on how to translate this cooperation into concrete programs that enhance institutional capacity or contribute to national development goals.

While the regulation comprehensively lists possible collaboration formats, it emphasizes procedural aspects over strategic outcomes. This focus on form rather than impact raises the question of how much these cooperative programs strengthen institutional capacity or enhance international competitiveness. Furthermore, by incorporating principles such as national development, mutual respect, and cultural diversity, the policy implicitly attempts to balance openness with protection, encouraging global participation while maintaining Indonesia's educational sovereignty (Kemendikbud RI, 2014).

Before the law on international cooperation emerged, the Directorate General of Higher Education (Direktorat Jenderal Pendidikan Tinggi, Ditjen Dikti) promoted the internationalization project through the Higher Education Long-Term Program, also known as the Higher Education Long-Term Strategy (HELTS). One of the main issues raised in HELTS IV (2003-2010) was the increased role of Indonesian higher education in global competition (Direktorat Jenderal Pendidikan Tinggi, 2004). Subsequently, Dirjen Dikti began emphasizing the internationalization program for higher education, resulting in the emergence of the term "World Class University" (WCU) (Sibawaihi et al., 2024).

However, the laws and regulations of the Ministry of Education and Culture do not provide sufficiently strong or detailed guidelines and rules to encompass the "globalization" of higher education in Indonesia. For instance, in terms of strategy, there are no definitive rules that allow universities to expand access in other countries by

establishing branches or conducting cross-border virtual lectures. Similarly, in terms of outcomes, there is no precise measure for assessing the success of internationalization that supports national and country development (Zuhdi, 2018).

Until recently, internationalization in higher education was primarily driven by large universities, but this trend has now expanded to nearly all universities in Indonesia. Public universities (PTUs) and Islamic universities, whether state or private, have begun adopting internationalization programs. This shift reflects universities' growing awareness of the need to strengthen their global competitiveness by integrating international dimensions into institutional development.

Unfortunately, the Ministry of Religious Affairs has not established a specific policy that systematically regulates the direction and strategy of internationalization in Islamic religious higher education (PTKI). Consequently, initiatives tend to be fragmented and highly dependent on each institution's capacity. Several universities, including UIN Walisongo (Zuhdi, 2018), UIN Maulana Malik Ibrahim Malang (Muqoyyidin & As'ad, 2020), and universities affiliated with Muhammadiyah (Binangkit & Siregar, 2020), and universities affiliated with Muhammadiyah (Binangkit & Siregar, 2020), have implemented programs such as international cooperation, student and faculty exchanges, international publications, and community service projects abroad. These initiatives are usually managed by the Office of International Affairs (Bulut-Sahin et al., 2023). Even Muhammadiyah has initiated the establishment of higher education institutions in Malaysia (Nugroho, 2023). However, without a clear regulatory framework, these efforts largely remain institution-driven and have not been aligned with a coherent national vision for the internationalization of Islamic higher education.

This is in stark contrast to Malaysia, which has a centralized, integrated legal framework. All universities, including Islamic universities, fall under the Ministry of Higher Education (MOHE) and are regulated by the Universities and University Colleges Act of 1971 (AUKU). This act provides the legal basis for universities to engage in international cooperation, accept foreign students, and establish overseas branches. Additionally, the Malaysian Qualifications Agency Act of 2007 establishes international quality and accreditation standards through the MQA, integrating internationalization into the national quality assurance system. The Malaysia Education Blueprint 2015‑2025 (Higher Education) strategically positions internationalization as a national agenda, aiming to establish Malaysia as a global education hub and a center for moderate Islamic diplomacy. All policies are coordinated from the ministerial to the university level (Dairabi Kamil et al., 2025).

Similarly, the internationalization of higher education in Brunei Darussalam is supported by several interrelated national regulations and policies. The Higher Education Order of 2010 provides a legal basis for universities to develop global partnerships and academic mobility. The National Accreditation Council Order of 2011 ensures that Brunei's higher education recognition and quality standards align with international standards. The Ministry of Education Strategic Plan 2018‑2022 outlines the direction of its implementation and focuses on increasing global competitiveness and research collaboration. These policies are all based on Brunei Vision 2035, which aims to create world-class universities grounded in the values of Malay Islam Beraja (MIB) (Hamdan et al., 2020).

It can be seen from this that the main difference in the internationalization of higher education in Indonesia, Malaysia, and Brunei lies in the level of coordination and direction of national policy. Malaysia and Brunei have centralized systems with a strong legal basis. In contrast, Indonesia's system is still sectoral and decentralized. The management of higher education is divided between the Ministry of Religious Affairs and the Ministry of Education, Culture, Research, and Technology. This results in unclear directions and objectives for the internationalization of higher education.

## 3. Internationalization of Indonesian Islamic Universities: Opportunities and Challenges

The scientific integration project, which involves converting Islamic colleges or institutes into Islamic universities, is expected to be one of PTKI's most valuable assets when competing globally. Although the project has not yet been fully implemented, it produces graduates who are competent, highly competitive, and have noble morals and a Muslim character. PTKI graduates are expected to meet the demands of the global industrial world while maintaining a religious and moral foundation. This is a unique characteristic of PTKIs in Indonesia that other universities abroad do not have.

The moderation of Islamic education, currently promoted by various Islamic educational institutions, is also an important aspect for PTKI to promote itself as a center for Islamic education worldwide. Middle Eastern countries, the traditional centers of Islamic studies, are currently experiencing prolonged conflict in the name of religion. Indonesia, a multicultural country with the largest Muslim population, is now attracting other nations, particularly Muslim ones, because it is considered successful in building peace in diversity. Furthermore, the Islam practiced by Indonesians is distinct from Islam in other places in that it is characterized by moderation, tolerance, and friendliness to local culture.

Apart from that, PTKI's role in empowering the Indonesian nation is beyond doubt. PTKI has carried out at least three important roles, including: First, PTKI plays a structural and organizational role in producing future Muslim intellectual and academic leaders who can effect change in Indonesia. Second is the socio-cultural role, which is manifested through PTKI's devotion and research involving various levels of society. Third, PTKI plays a spiritual role in forming a society with religious awareness amid globalization (Amal, 2021; Thoyib, 2008).

PTKI's strengths on the international Islamic higher education stage include the idea of integrative Islam and moderate Islam, coupled with its proven role. These characteristics distinguish PTKI from other universities and make internationalization a natural strategic choice to promote ideas and concepts about Islam and science to the world.

On the other hand, digital transformation as part of the 4.0 Industrial Revolution presents a significant opportunity for PTKIs to advance their vision and mission of internationalization. Digital transformation has opened significant opportunities for the sustainability of PTKIs amidst rapid change and technological development. Therefore, if Islamic higher education institutions want to maintain their existence in the global competition arena, they must pursue the digitalization of the Islamic education system in both the academic and management fields (Nugraha et al., 2018). The inclusion of several PTKIs in the Webometrics WCU ranking is a sign of their commitment to and ability in educational digitalization, allowing them to compete in the "global education market."

Digital transformation opens doors to enhance PTKI's role on the global stage and strengthen international networks. Even considering the trend of borderless higher education patterns in the 4.0 era, which no longer recognizes geographical boundaries, there is great potential for PTKIs to become centers of Islamic education. PTKIs can use digital technology to transnationalize Indonesian Islamic education by providing services and learning opportunities that integrate Islamic sciences and cross-border moderation. These opportunities would be accessible to anyone, anywhere in the world. Transnational higher education occurs when students are located in a different place from the institution providing the lectures and degrees. Some people also refer to it as borderless education, the borderless university, or cross-border education (Mok & Han, 2017). Currently, transnational higher education (TNHE) is a global trend. It is constantly evolving in all aspects of higher education. Information and communication technology will play a significant role in developing TNHE due to its speed and ease of application in higher education. The digitalization of education will lead to the democratization of learning through flexible institutions, curricula, and learning methods that expand participation in higher education. Therefore, virtual universities, which provide electronic

and online educational services and activities, are predicted to be the future of higher education (Yang & Cheng, 2018).

The Merdeka Belajar-Kampus Merdeka (MBKM) program has opened opportunities for the internationalization of higher education as well. It strengthens previous internationalization policies contained in higher education laws and the Minister of Education's regulations on university cooperation. The program enables higher education institutions, including religious colleges, to collaborate with foreign universities through faculty and student exchanges, humanitarian projects, teaching assistance in educational units, real-work lectures, and other relevant forms of cooperation (Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020). Through this program, the government is encouraging higher education institutions, especially those in vocational education, to develop a stronger, more inclusive, adaptive, and globally connected higher education system (Biro Kerja Sama dan Hubungan Masyarakat Sekretariat Jenderal Kemendikbudristek, 2021).

Unfortunately, from a policy perspective, the internationalization of Islamic higher education institutions still faces several obstacles from a policy perspective. Currently, there are no specific regulations governing internationalization, particularly concerning transnational higher education, such as establishing overseas campus branches or conducting cross-border lectures. The existing regulations, including Law Number 12 of 2012 on Higher Education, the 2014 Minister of Education and Culture Regulation on Higher Education Cooperation, and the 2015‑2019 Ministry of Research, Technology, and Higher Education Strategic Plan, primarily regulate academic cooperation. However, they do not provide a clear roadmap for PTKIs to compete globally. Additionally, institutional coordination is an issue because PTKIs fall under the authority of the Ministry of Religious Affairs, while most policies for the internationalization of higher education originate from the Ministry of Education, Culture, Research, and Technology. This duality of authority often leads to inconsistent policy implementation, thereby slowing PTKIs' progress in the internationalization process. Internally, weaknesses arise in human resources, publications, and research, as well as in the uneven distribution of digital infrastructure and internationalization facilities and limited funding (Kusumawati et al., 2020).

However, it should be noted that if not carried out carefully, all forms of globalization of higher education, whether internationalization or transnationalization, will only serve to maintain the institution's prestige by creating an international impression. Most universities are considered to need to articulate the meaning and reasons for internationalization in their policies and programs. This implies that

internationalization efforts only produce superficial changes and are far from the initial goal. In fact, internationalization can contradict the identity of an institution or country, forcing universities to sacrifice their identity, quality, or integrity to achieve global prestige. Rather than improving institutions' quality, internationalization amounts to Westernization, Americanization, or Arabization (Wong & Wu, 2011: 198). Therefore, PTKI must carefully consider this risk so that its current internationalization efforts are not merely a show with clear benefits for the institution. Disproportionate internationalization through the adoption of foreign campus programs has the potential to threaten the unique characteristics of the university and eliminate its distinction.

However, it should be noted that if not implemented carefully, all forms of higher education globalization−both internationalization and transnationalization−will only serve to maintain the institution's prestige by creating an international image. Most universities are encouraged to articulate the meaning and rationale of internationalization in their policies and programs. This implies that internationalization efforts result in only superficial changes and fall far short of initial goals. In fact, internationalization can conflict with an institution's or country's identity, forcing universities to sacrifice their identity, quality, or integrity to meet the demands of global prestige (Wong & Wu, 2011, p. 198). Therefore, PTKI must carefully consider this risk to ensure that its internationalization efforts are beneficial and not just for show.

Additionally, the tension between Islamic identity and secular academic standards poses a challenge for Islamic higher education institutions. These institutions must maintain Islamic values as a distinctive feature and institutional identity while adapting to global accreditation standards that are more secular in nature. This creates a dilemma between maintaining Islamic integrity and the need for international recognition. Furthermore, PTKIs face increasingly fierce global competition. Major universities in the West and the Middle East are more established in terms of publications, international networks, and educational facilities. This leaves PTKIs lagging in attracting international students. Limited academic legitimacy at the global level makes PTKIs' bargaining position relatively weak in the world higher education arena (Supriatna et al., 2025).

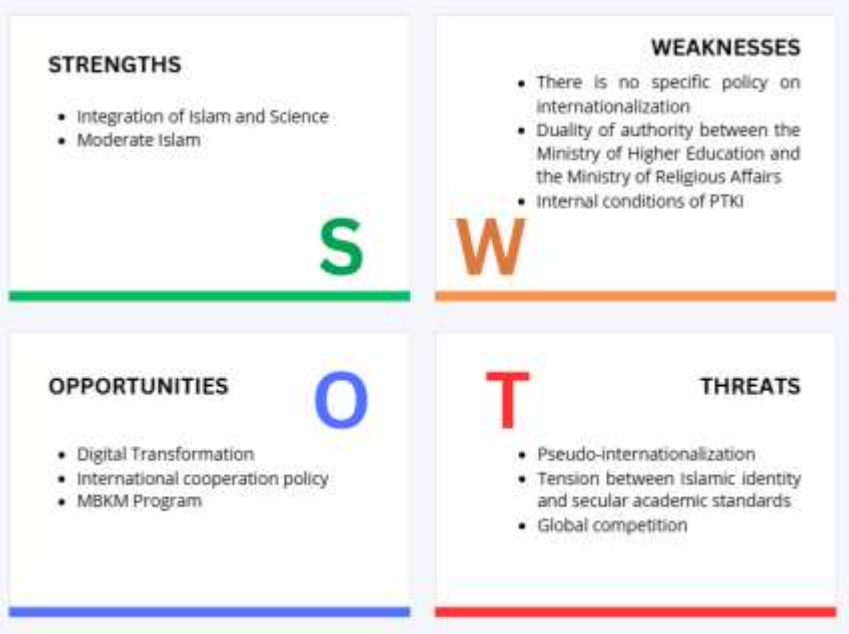


**Figure 1. SWOT analysis of PTKI internationalization**

The image shows the results of a SWOT analysis of the internationalization of Islamic religious higher education institutions (PTKIs). Strengths include the integration of Islam and science, as well as a unique moderate Islamic identity. The main challenges in the weaknesses section arise from the lack of specific internationalization policies, the dual authority between the Ministry of Religious Affairs and the Ministry of Higher Education, Research, and Technology, and the limited internal conditions of PTKIs. From an opportunities perspective, PTKIs can leverage digital transformation, international cooperation policies, and the Merdeka Belajar-Kampus Merdeka (MBKM) program to enter the global network. Meanwhile, threats include the risk of pseudo-internationalization, tensions between Islamic identity and secular academic standards, and increasingly fierce global competition. This study corroborates previous research on the weaknesses and challenges of PTKIs in internal and external internationalization efforts (Kusumawati et al., 2020; Munadi, 2020; Supriatna et al., 2025). However, these studies did not address the integration of Islam and science or moderate Islamic education as strengths.

## D. CONCLUSION

PTKI has several notable strengths, including its integration of science and religion, as well as its moderate Islamic identity, which distinguishes it globally.

Significant opportunities are opening up through the development of digital technology, international cooperation policies, and the MBKM program. These opportunities allow PTKI to expand its global network and increase its competitiveness. However, fundamental weaknesses remain evident in policies that do not specifically regulate PTKI's internationalization. Its can succeed if its strengths and opportunities are utilized optimally to overcome existing weaknesses and anticipate challenges. This will ensure that internationalization efforts improve quality, preserve Indonesia's moderate Islamic identity, and establish PTKI as a center of reference for Islamic education on the global stage, rather than merely being for prestige.

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