

Study of the Integrated Academic Building for Academic Development in the UIN Sunan Kalijaga

Muhammad Zamhari^{1,a)}, Syaeful Arief^{2,b)}, Awan Pramudya Wardhani^{3,c)}, Zaim Shidiq^{4,d)} & Siti Shofiyah^{5,e)}

¹⁾Pendidikan Kimia, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Kalijaga, DI. Yogyakarta

²⁾Teknik Industri, Fakultas Sains dan Teknologi, Universitas Islam Negeri Sunan Kalijaga, DI. Yogyakarta

³⁾Laboratorium Terpadu, Universitas Islam Negeri Sunan Kalijaga, DI. Yogyakarta

⁴⁾Bagian Rumah Tangga, Universitas Islam Negeri Sunan Kalijaga, DI. Yogyakarta

⁵⁾Lembaga Penjaminan Mutu, Universitas Islam Negeri Sunan Kalijaga, DI. Yogyakarta

Korespondensi : ^{a)}muhammad.zamhari@uin-suka.ac.id, ^{b)}syaeful.arief@gmail.com,
^{c)}awanpw@gmail.com, ^{d)}zaimshiddiq@gmail.com & ^{e)}sitishofiyah86@gmail.com

ABSTRACT

The success of a construction project can be evaluated by its benefits. In 2022, UIN Sunan Kalijaga received support from the Sovereign Sharia Securities (Surat Berharga Syariah Negara/SBSN) 2022 for the construction of the Integrated Academic Building (Gedung Kuliah Terpadu/GKT). This research aims to assess the extent of the benefits of the GKT for academic services at UIN Sunan Kalijaga. A qualitative research method was employed for this study due to its naturalistic approach. The research findings reveal that 75.58% of respondents strongly agree, and 54.21% agree that the GKT supports academic development at UIN Sunan Kalijaga. These results indicate that the construction of the GKT, with its comprehensive facilities, provides significant benefits to the academic community.

Keywords : integrated academic building, academic development, evaluation study

INTRODUCTION

Universities have a crucial role in shaping the development of Indonesia. Their contributions are essential for the progress and growth of the nation (Widiansyah, 2017). Universities help in creating quality, educated, and professional human resources (Liñán, Rodríguez-Cohard, & Rueda-Cantuche, 2011; Wiguna, Irawan, Sinambela, Anggara, & Zamhari, 2023). As a center of innovation and research important for advancing technology and knowledge, universities play an essential role in the national economy (Boulton & Lucas, 2011; Kruss, McGrath, Petersen, & Gastrow, 2015). In addition, universities must actively strengthen Indonesian values, culture, and traditions to face global challenges (Fatmawati, 2021; Muhammad Zamhari & Masamah, 2016).

Islamic higher education is under the Ministry of Religious Affairs Indonesia (Basri & Usman, 2023). Indonesia hosts over fifty-eight State Islamic universities and higher education institutions nationwide. The presence of these educational institutions is often enriched by the variety of academic departments they host, encompassing disciplines such as Islamic Education and the sciences. This diversity reflects the multidimensional nature of these universities and underscores their commitment to offering a broad spectrum of knowledge and expertise to students pursuing various fields of study (Ali, Afwadzi, Abdullah, & Islahul Mukmin, 2021). This reality has prompted certain global Islamic scholars to view Indonesia's Islamic higher education system as a promising alternative for advanced education,

particularly in religious studies, due to its innovative approaches and transformative teaching and content delivery methods (Abdullah, 2017).

The development of science and technology has influenced Indonesia in various fields, including Islamic higher education services (Nashihin, Baroroh, & Ali, 2020). Indonesia is the largest Muslim country in the world, with a population of 260 million (Darajat, 2017; Marshall, 2018). Indonesia has a significant demand for education (Kurniawati, 2022). The development of campuses will positively impact the number of educated individuals who will eventually emerge as influential figures in society, experts in specific fields such as medicine, psychology, engineering, and others (Wilkins & Huisman, 2015; Muhammad Zamhari, Wirabhuana, & Arief, 2024). It will also accelerate Indonesia's future development (Indrawati, Mulyani, & Kuncoro, 2021). The construction of campuses will positively impact the growth of educated people who will eventually emerge as prominent figures in society (Valero & Reenen, 2019). It will accelerate Indonesia's development in the future (Maddeppungeng & Suryani, 2015). On a larger scale, as outlined by the government in the Long-Term and Medium-Term Development Plan, it is hoped that Indonesia will become one of the advanced countries by 2045 (the centenary of independence) (Nurmillah, 2021).

The transformation of IAIN into UIN Sunan Kalijaga from 2004 to 2023 has seen many achievements by UIN Sunan Kalijaga as a full-fledged university that has expanded its mandate from focusing solely on the academic sphere of Islamic Studies (Abdullah, 2017). The continuous development undertaken by UIN Sunan Kalijaga has led to an improvement in its quality, culminating in the university being awarded excellent accreditation based on the decision of the National Accreditation Board for Higher Education (BAN-PT) No: 899/SK/BAN-PT/AK-ISK/PT/X/2021 and become as first UIN with that predicate (UIN Sunan Kalijaga, 2021). Moreover, international recognition has been achieved with more than 18 study programs at UIN Sunan Kalijaga accredited by FIBAA (UIN Sunan Kalijaga, 2023a). It confirms the improvement in UIN Sunan Kalijaga's quality at the national and international levels.

The overall positive trends indirectly contribute to the high public interest in studying at UIN Sunan Kalijaga. UIN Sunan Kalijaga was declared the most sought-after State Islamic University in Indonesia through the SPAN-PTKIN pathway in 2023 (UIN Sunan Kalijaga, 2023b). The construction of the Integrated Academic Building (Gedung Kuliah Terpadu/GKT) at UIN Sunan Kalijaga using the SBSN funding scheme in 2022 aims to fulfil this need. (UIN Sunan Kalijaga, 2022). The project was successfully carried out by UIN Sunan Kalijaga in 2022 and became the best single-year SBSN project management within the Ministry of Religious Affairs in 2022.

In its development, the GKT Development Project at UIN Sunan Kalijaga in 2022 has become an enabler for important activities within its scope for the progress of UIN Sunan Kalijaga. Infrastructure development, institutional and academic enhancement, improvement of educational staff quality, and procurement of academic support equipment are some of the main scopes of work of the UIN Sunan Kalijaga Development Project. With the completion of the project by the end of 2022, many believe there have been numerous benefits stemming from the activities carried out within the project's framework. This benefit evaluation study aims to identify and assess to what extent the benefits of the GKT Development Project at UIN Sunan Kalijaga as academic support can be felt.

RESEARCH METHODOLOGY

This research utilized a qualitative approach given the study's context in a natural setting. (Sugiyono, 2010). Employing this methodology enables a more comprehensive comprehension and insightful interpretation of the research outcomes, surpassing mere generalizations. Through embracing a qualitative strategy, the study aims to present a

thorough, structured, factual, and precise account of the variable under investigation, which, in this instance, is the impact of GKT UIN Sunan Kalijaga on academic progress.

Qualitative research methods are well-suited for exploring and comprehending the complex and contextual aspects of a phenomenon or subject. Data collection was applied on October 2023 by the survey on user satisfaction of the Integrated Academic Building at UIN Sunan Kalijaga regarding academic enhancement within the UIN Sunan Kalijaga environment. The instrument consists of 21 aspects that detail user satisfaction regarding academic enhancement. The results were then processed and analyzed using documents such as relevant articles. In this study's context, utilizing a qualitative method allows researchers to investigate how the GKT building and its facilities impact the enhancement of the academic dimension.

RESULTS AND DISCUSSION

Results

The data collection process was executed in October 2023 by administering a satisfaction survey targeting users of the Integrated Academic Building (GKT) at UIN Sunan Kalijaga, focusing on how the facilities contribute to academic advancement within the university's environment. At the time of compiling this progress report, a total of 348 respondents had participated, with the breakdown showing that 97.9% were students and 2.1% were faculty members (**Figure 1A**).

Interestingly, the survey drew responses predominantly from users within UIN Sunan Kalijaga, accounting for 97.1% of the participants, while the remaining 2.8% hailed from other universities. Furthermore, the respondents represented a diverse range of faculties within the university (**Figure 1B**), offering a comprehensive view from various perspectives on utilizing the GKT facilities at UIN Sunan Kalijaga.

The comprehensive research outcomes, visualized in **Figure 2** and detailed in Table 1, provide a detailed breakdown of responses across different aspects of the survey questions. Notably, a significant proportion of respondents expressed strong agreement regarding the positive impact of the provided facilities on academic activities at UIN Sunan Kalijaga. A more in-depth analysis will be conducted to delve into specific insights, and a thorough discussion will be carried out to explore the implications of the findings more comprehensively.

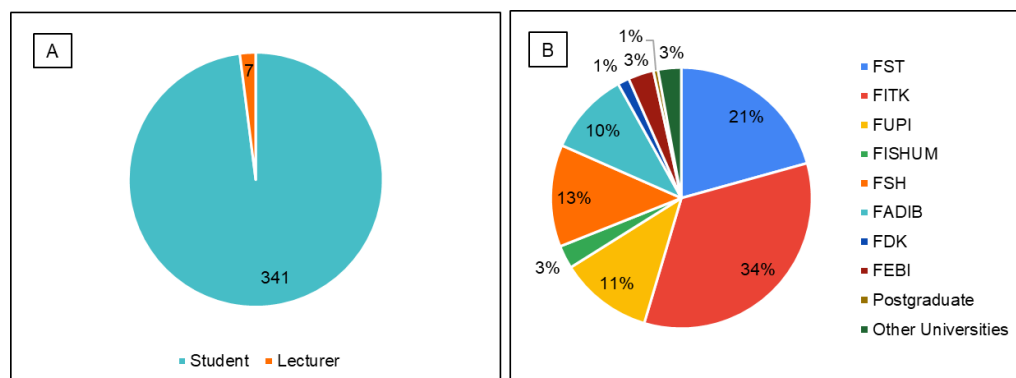


Figure 1. (A) Distribution of respondents and (B) the faculty in the study evaluating the benefits of the Integrated Academic Building (GKT) for academic development within the UIN Sunan Kalijaga environment

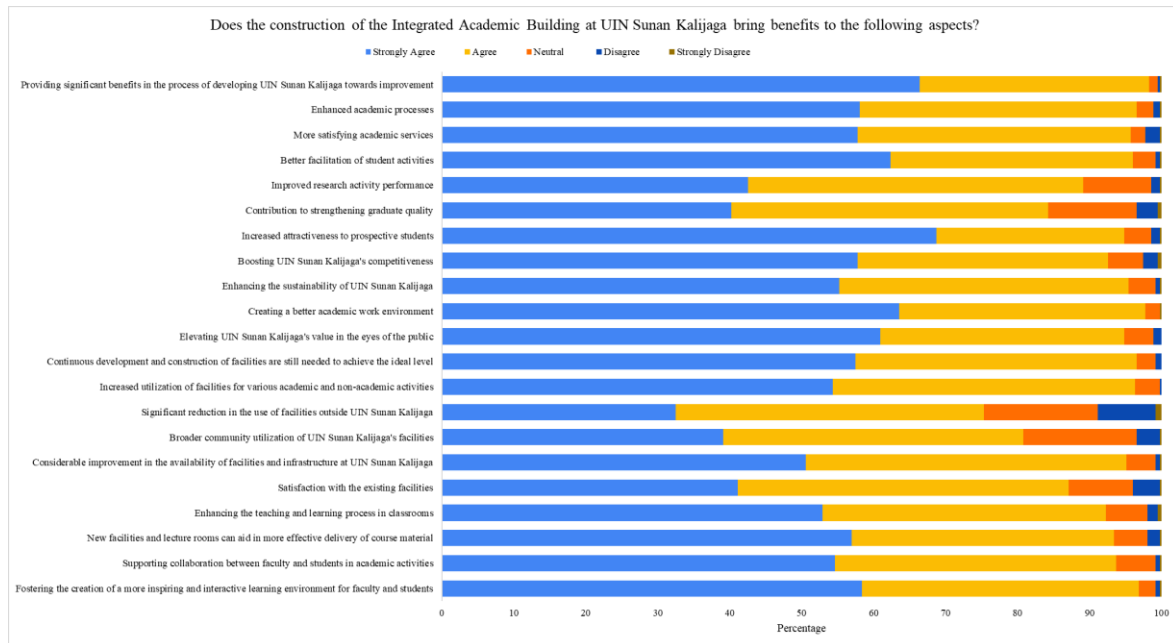


Figure 2. Questionnaire results from the research study evaluating the benefits of the Integrated Academic Building (GKT) for academic development within the UIN Sunan Kalijaga environment

All questions begin with a general inquiry, “Does the construction of the Integrated Academic Building at UIN Sunan Kalijaga bring benefits to the following aspects?” Therefore, the questionnaire's queries are based on the outcomes of the GKT construction and encompass multiple components such as the structural integrity, including the building structure, supporting facilities (educational facilities, room cooling systems, spatial arrangement), and services provided by the GKT.

The questionnaire consists of two types: closed-ended and open-ended questions. In closed-ended questions, respondents select their responses from strongly agree, agree, neutral, disagree, and strongly disagree. This setup aims to facilitate respondents in filling out the provided form while assisting researchers in processing the research findings. For open-ended questions, respondents can provide suggestions and feedback regarding the GKT. This approach grants respondents the freedom to offer more flexible input.

Table 1a. Questionnaire results from the research study evaluating the benefits of the GKT for academic development within the UIN Sunan Kalijaga environment

Does the construction of the Integrated Academic Building at UIN Sunan Kalijaga bring benefits to the following aspects?	Number of Respondents				
	SA	A	N	D	SD
Providing significant benefits in the process of developing UIN Sunan Kalijaga towards improvement	231	111	4	1	1
Enhancing academic processes	202	134	8	3	1
More satisfying academic services	201	132	7	7	1
Better facilitation of student activities	217	117	11	2	1
Improved research activity performance	148	162	33	4	1
Contribution to strengthening graduate quality	140	153	43	10	2
Increased attractiveness to prospective students	239	91	13	4	1
Boosting UIN Sunan Kalijaga's Competitiveness	201	121	17	7	2

Table 2b. Questionnaire results from the research study evaluating the benefits of the GKT for academic development within the UIN Sunan Kalijaga environment

Does the construction of the Integrated Academic Building at UIN Sunan Kalijaga bring benefits to the following aspects?	Number of Respondents				
	SA	A	N	D	SD
Enhancing the sustainability of UIN Sunan Kalijaga	192	140	13	2	1
Creating a better academic work environment	221	119	7	0	1
Elevating UIN Sunan Kalijaga's value in the eyes of the public	212	118	14	4	0
Continuous development and construction of facilities are still needed to achieve the ideal level	200	136	9	3	0
Increasing utilization of facilities for various academic and non-academic activities	189	146	12	1	0
Significant reduction in the use of facilities outside UIN Sunan Kalijaga	113	149	55	28	3
Broader community utilization of UIN Sunan Kalijaga's facilities	136	145	55	11	1
Considerable improvement in the availability of facilities and infrastructure at UIN Sunan Kalijaga	176	155	14	2	1
Satisfaction with the existing facilities	143	160	31	13	1
Enhancing the teaching and learning process in classrooms	184	137	20	5	2
New facilities and lecture rooms can aid in more effective delivery of course material	198	127	16	6	1
Supporting collaboration between faculty and students in academic activities	190	136	19	2	1
Fostering the creation of a more inspiring and interactive learning environment for faculty and students	203	134	8	2	1

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

The following amenities facilitate the GKT at UIN Sunan Kalijaga (these facilities were significantly added after October 2024). The details can be seen at https://www.youtube.com/watch?v=H_ay_bj5Aw8&t=166s

1. Four classrooms with a capacity of 48 students each
2. One small classroom with a capacity of 21 students
3. Five smart classrooms with a capacity of 24 students each
4. Four microteaching rooms with a capacity of 15 students each
5. One computer lab with a capacity of 24 students. The lab is equipped with the latest ThinkCentre computers with 16 GB RAM, 1.5 TB hard drive, and touchscreen capabilities
6. Co-working space is distributed across all floors with a total of 144 seats
7. Theatrical space with a capacity of 108 participants and 5 speakers, equipped with modern facilities
8. Transit room
9. State-of-the-art podcast room comprising of 2 spaces: a control room and a shooting room
10. Meeting room on the 3rd floor with a capacity of 30 seats
11. Prayer room for 40 worshippers
12. Four management rooms with a capacity of 10 individuals each
13. Public restrooms (5 each for males and females)
14. Staff restrooms (1 each for males and females)
15. Disabled restroom (unisex): 4 rooms

16. 1-ton capacity lift (touchless and braille button)
17. Car parking for 50 vehicles (1st floor)
18. Motorcycle parking for 150 bikes (2nd floor)
19. All learning spaces are equipped with smart TVs or high-quality LCD screens
20. And many more additional facilities.

Discussion

The construction of the Integrated Academic Building (GKT) at UIN Sunan Kalijaga (Figure 3) has reaped benefits endorsed by 348 respondents, made possible by the modern and integrated design of the building. This modern and integrated facility provides ample space for students and faculty to study, teach, and interact. Adequate amenities such as comfortable classrooms, laboratories, co-working spaces, and supportive technological facilities enhance the learning experience for students and the quality of teaching (Figure 4 and Figure 5).

The modern and integrated features of the GKT are able to foster an environment conducive to academic endeavours. The comfortable classrooms are conducive to effective teaching and learning, while the laboratories provide hands-on learning opportunities (Chan-Anteza, 2020). Co-working space promotes collaboration and interaction among students and faculty, nurturing a dynamic academic community (Mitev, De Vaujany, Laniray, Bohas, & Fabbri, 2019). Furthermore, advanced technological facilities within the building enrich the educational experience (Hernandez-de-Menendez & Morales-Menendez, 2019). Students benefit from access to cutting-edge resources, including smart classroom technologies and high-quality equipment in laboratories (Dong, Zhang, Yip, Swift, & Beswick, 2020). These facilities enhance the learning journey and elevate the overall standard of teaching within the institution.

The GKT can accommodate 3,345 individuals per session per day. This substantial capacity allows for the accommodation of a large number of students, surpassing expectations due to the cost-efficient nature of its construction and facilities, requiring only 5.8 million per square meter. This cost is merely 83% compared to the standard construction cost in DI. Yogyakarta, which stands at 6.8 million per square meter. With such excellent cost efficiency, the provided facilities significantly impact the academic development at UIN Sunan Kalijaga.

By offering space for thousands of individuals each day, the GKT not only meets but exceeds expectations in accommodating a high volume of students. The cost-effectiveness of the construction, requiring a modest 5.8 million per square meter, is a mere fraction of the regional standard of 6.8 million per square meter in DI. Yogyakarta. This significant cost-saving measure, at 83% of the regional standard, ensures that the facilities provided substantially impact the academic growth and development at UIN Sunan Kalijaga.



Figure 3. (A) The overall appearance of the building from the front, (B) the front door view, (C) the Parking area on the 1st and (D) 2nd floors of the Integrated Academic Building (GKT) UIN Sunan Kalijaga



Figure 4. The (A) theatrical, (B) transit room, and (C, D) classrooms in the Integrated Academic Building (GKT) at UIN Sunan Kalijaga.



Figure 5. (A) co-working space available in every floor, (B) Computer Lab, (C) Podcast Room, and (D) Classroom with table facilities in the Integrated Academic Building (GKT) at UIN Sunan Kalijaga.

The GKT development achieves this by allowing various faculties and departments to share facilities and spaces, significantly cutting operational costs and infrastructure maintenance. Picture a hub where collaboration thrives among different academic entities, fostering a vibrant exchange of knowledge and educational interactions.

Step into a realm where academia meets culture in a harmonious blend. The GKT stands as a beacon of academic and cultural activities on campus (Museus, Lâ, Huang, Kem, & Tan, 2012). With its grand auditorium, exhibition spaces, and meeting venues, this building becomes a melting pot for seminars, conferences, art exhibitions, and a plethora of academic and cultural events. Here, campus life flourishes, nurturing the cross-pollination of ideas and experiences among students, faculty, and the broader community. Diverse faculties and departments seamlessly share spaces and facilities, igniting sparks of collaboration in research, teaching, and various academic endeavours. This collaborative ecosystem enriches the academic tapestry and paves the way for a vibrant knowledge exchange, propelling innovation across disciplines (Chan-Anteza, 2020).

Envision a space where learning transcends boundaries. The modern and integrated design of the GKT sets the stage for an inspiring learning environment. From comfortable space designs to the seamless integration of classrooms and discussion areas, every detail is crafted to create a nurturing space for students to learn, discuss, and engage with peers and mentors. Within the GKT lies a sanctuary known as the co-working space, a haven for student activities to flourish. This shared space is a canvas for student organizations, meeting rooms, and lively discussions. Here, students find a supportive and conducive environment to conduct meetings, brainstorm ideas, and breathe life into their extracurricular pursuits.

Various student organizations converge to share spaces and facilities, igniting a synergy that transcends boundaries. Collaborative endeavors and joint events become the norm, enriching student activities, fostering idea exchange, and enhancing the symbiotic relationships among student organizations at UIN Sunan Kalijaga. The GKT stands tall as a symbol of enhanced academic services. With comprehensive and integrated facilities, the

quality of services soars, encompassing administrative support, academic guidance, and technological empowerment. Here, students embark on a journey of academic fulfilment, supported by a tapestry of services that elevate their academic experience.

CONCLUSION

The findings of this study highlight that the construction of the Integrated Lecture Building (Gedung Kuliah Terpadu/GKT) at UIN Sunan Kalijaga has brought significant benefits and impacts for academic development within the university community. These advancements are not solely appreciated by stakeholders but also resonate with visitors from outside UIN Sunan Kalijaga, especially during international conferences and similar events. Nevertheless, continuous maintenance and enhancements are crucial to uphold and further improve the development and services provided by the Integrated Lecture Building.

ACKNOWLEDGEMENT

We sincerely thank the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat) at UIN Sunan Kalijaga Yogyakarta for the generous research grant provided in 2023. Their assistance has played a crucial role in facilitating our research activities and promoting knowledge advancement in our specific areas of study. We deeply value their dedication to nurturing academic development and fostering community involvement.

REFERENCES

- [1] Abdullah, M. A. (2017). "Islamic studies in higher education in Indonesia: Challenges, impact and prospects for the world community". *Al-Jami'ah: Journal of Islamic Studies*, 55(2), 391-426. doi:10.14421/ajis.2017.552.391-426
- [2] Ali, N., Afwadzi, B., Abdullah, I., & Islahul Mukmin, M. (2021). "Interreligious literacy learning as a counter-radicalization method: A new trend among institutions of Islamic higher education in Indonesia". *Islam and Christian-Muslim Relations*, 32(4), 383-405. doi:10.1080/09596410.2021.1996978
- [3] Basri, S., & Usman, U. (2023). "The Development of Islamic Higher Education in Indonesia". *Al-Risalah: Jurnal Studi Agama dan Pemikiran Islam*, 14(2), 328-338. doi:10.34005/alrisalah.v14i2.2424
- [4] Boulton, G., & Lucas, C. (2011). "What are universities for? *Chinese Science Bulletin*, 56, 2506-2517". doi:10.1007/s11434-011-4608-7
- [5] Chan-Anteza, T. K. (2020). "Management of a Conducive Classroom Environment: A Meta-synthesis". *Management Research Review*, 11(26), 54-70. doi:10.7176/JEP/11-26-06
- [6] Darajat, Z. (2017). "Muhammadiyah dan NU: Penjaga Moderatisme Islam di Indonesia". *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies*, 1(1), 79-94. doi:10.21009/hayula.001.1.05
- [7] Dong, Z. Y., Zhang, Yuchen, Yip, C., Swift, S., & Beswick, K. (2020). "Smart campus: definition, framework, technologies, and services". *IET Smart Cities*, 2(1), 43-54. doi:10.1049/iet-smc.2019.0072
- [8] Fatmawati, E. (2021). "Strategies to grow a proud attitude towards Indonesian cultural diversity". *Linguistics and Culture Review*, 5(S1), 810-820. doi:10.21744/lingcure.v5nS1.1465
- [9] Hernandez-de-Menendez, M., & Morales-Menendez, R. (2019). "Technological innovations and practices in engineering education: a review". *International Journal on*

- Interactive Design and Manufacturing (IJIDeM)*, 13, 713-728. doi:10.1007/s12008-019-00550-1
- [10] Indrawati, Mulyani, S., & Kuncoro, A. (2021). "Improving competitiveness through vocational and higher education: Indonesia's vision for human capital development in 2019–2024". *Bulletin of Indonesian Economic Studies*, 57(1), 29-59. doi:10.1080/00074918.2021.1909692
- [11] Kruss, G., McGrath, S., Petersen, I.-h., & Gastrow, M. (2015). "Higher education and economic development: The importance of building technological capabilities". *International Journal of Educational Development*, 43, 22-31. doi:10.1016/j.ijedudev.2015.04.011
- [12] Kurniawati, F. N. A. (2022). "Meninjau Permasalahan Rendahnya Kualitas Pendidikan Di Indonesia Dan Solusi". *Academy of Education Journal*, 13(1), 1-13. doi:10.22460/empowerment.v1i1p%25p.361
- [13] Liñán, F., Rodríguez-Cohard, J. C., & Rueda-Cantuche, J. M. (2011). "Factors affecting entrepreneurial intention levels: a role for education". *International entrepreneurship and management Journal*, 7(11), 195-218. doi:10.1007/s11365-010-0154-z
- [14] Maddeppungeng, A., & Suryani, I. (2015). "Analisis Pengendalian Penjadwalan Pembangunan Gedung Administrasi Universitas Pendidikan Indonesia (UPI) Kampus Serang Menggunakan Metode Work Breakdown Structure (WBS) dan Kurva-S". *Fondasi: Jurnal Teknik Sipil*, 4(1), 88-98. doi:10.36055/jft.v4i1.1230
- [15] Marshall, P. (2018). "The ambiguities of religious freedom in Indonesia". *The Review of Faith & International Affairs*, 16(1), 85-96. doi:10.1080/15570274.2018.1433588
- [16] Mitev, N., De Vaujany, François-Xavier, Laniray, P., Bohas, A., & Fabbri, J. (2019). "Co-working spaces, collaborative practices and entrepreneurship". *Collaboration in the digital age: How technology enables individuals, teams and businesses*, 15-43. doi:10.1007/978-3-319-94487-6_2
- [17] Museus, S. D., Lãm, S. C., Huang, C., Kem, P., & Tan, K. (2012). *Cultural integration in campus subcultures: Where the cultural, academic, and social spheres of college life collide*: Routledge.
- [18] Nashihin, H., Baroroh, A., & Ali, A. (2020). "Implikasi hukum teknologi informasi dalam perkembangan teknologi pendidikan islam (Telaah atas Hukum Moore, Hukum Metcalfe, dan Hukum Coase)". *At Turops: Jurnal Pendidikan Islam*, 2(2), 136-147.
- [19] Nurmilla, A. (2021). "Indonesia Maju 2045: Kenyataan atau Fatamorgana". Retrieved from <https://www.djkn.kemenkeu.go.id/artikel/baca/13781/Indonesia-Maju-2045-Kenyataan-atau-Fatamorgana.html>
- [20] UIN Sunan Kalijaga. (2021). "UIN Sunan Kalijaga Jadi Universitas Pertama Terakreditasi Unggul Tingkat PTKIN". Retrieved from <https://www.uin-suka.ac.id/id/berita/detail/787/uin-sunan-kalijaga-jadi-universitas-pertama-terakreditasi-unggul>
- [21] UIN Sunan Kalijaga. (2022). "Wakil Menteri Keuangan RI Launching Pembangunan Gedung Kuliah Terpadu UIN Suka". Retrieved from <https://uin-suka.ac.id/id/berita/detail/943/wakil-menteri-keuangan-ri-launching-pembangunan-gedung-kuliah-terpadu-uin-suka>
- [22] UIN Sunan Kalijaga. (2023a). "77 Perguruan Tinggi Ikuti Workshop Akreditasi Internasional FIBAA di Kampus UIN Sunan Kalijaga". Retrieved from <https://uin-suka.ac.id/id/berita/detail/1114/77-perguruan-tinggi-ikuti-workshop-akreditasi-internasional-fibaa-di-kampus-uin-sunan-kalijaga#:~:text=UIN%20Sunan%20Kalijaga%20Yogyakarta%20menjadi,2023%2C%20di%20gedung%20Prof.%20R.H.A.>

- [23] UIN Sunan Kalijaga. (2023b). “Prestasi Gemilang UIN Sunan Kalijaga Yogyakarta, PTKIN Paling Diminati di Indonesia Melalui Jalur SPAN-PTKIN Tahun 2023”. Retrieved from <https://uin-suka.ac.id/id/berita/detail/1073/prestasi-gemilang-uin-sunan-kalijaga-yogyakarta-ptkin-paling-diminati-di-indonesia-melalui-jalur-span-ptkin-tahun-2023#:~:text=Dari%2059%20PTKIN%20di%20Indonesia,satu%20PTKIN%20terbaik%20di%20Indonesia>.
- [24] Valero, A., & Reenen, J. V. (2019). “The economic impact of universities: Evidence from across the globe”. *Economics of Education Review*, 68, 53-67. doi:10.1016/j.econedurev.2018.09.001
- [25] Widiansyah, A. (2017). “Peran ekonomi dalam pendidikan dan pendidikan dalam pembangunan ekonomi”. *Cakrawala-Jurnal Humaniora*, 17(2), 207-215. doi:10.31294/jc.v17i2.2612
- [26] Wiguna, M. A., Irawan, A., Sinambela, V. S. H., Anggara, I. A., & Zamhari, M. (2023). “The influence of character education on the job readiness of islamic higher education students”. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(2), 211-220. doi:10.32678/tarbawi.v9i01.8400
- [27] Wilkins, S., & Huisman, J. (2015). “Factors affecting university image formation among prospective higher education students: The case of international branch campuses”. *Studies in higher education*, 40(7), 1256-1272. doi:10.1080/03075079.2014.881347
- [28] Zamhari, M., & Masamah, U. (2016). “Relevansi metode pembentukan pendidikan karakter dalam kitab Ta’lim al-Muta’allim terhadap dunia pendidikan modern”. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 11(2), 421-442. doi:10.21043/edukasia.v11i2.1724
- [29] Zamhari, M., Wirabhuana, A., & Arief, S. (2024). “Local wisdom in the Guwosari for its Preservation in the Development of Campus II UIN Sunan Kalijaga”. *JPG (Jurnal Pendidikan Geografi)*, 11(1), 97-109. doi:10.20527/jpg.v11i1.17516

