KNOWLEDGE MANAGEMENT PRACTICES IN ENHANCING ACADEMIC OUTPUT:
A Study of Indonesian Islamic Universities

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Abstract: This study examines knowledge management strategies employed by Islamic universities in Indonesia to boost academic knowledge production. It explores the policies designed to support lecturers and students in producing and publishing scholarly work that is accessible and recognized within the scientific community. Focusing on five state Islamic Higher Education institutions (PTKIN) selected for their Sinta 2.0 ranking, the research identifies unique and standard policies across these universities to enhance knowledge output. Findings reveal that each PTKIN implements specific strategies to increase knowledge production and values contributions to reputable international journals. These strategies include providing resources and support for knowledge creation rooted in a shared foundation of program improvements directed by the Ministry of Religious Affairs. The study highlights how these universities adapt and extend existing initiatives to meet their unique needs, demonstrating the effectiveness of tailored knowledge **management** practices in fostering academic excellence.

Keywords: Knowledge production, Islamic higher education, citation index, Sinta.

Introduction

EXAMINING UNIVERSITY OUTPUTS through disseminating knowledge highlights a complex interplay between academic contributions and community development. This dissemination, encapsulating research findings, community service outcomes, and pedagogical advancements, is made tangible through

scholarly works such as theses and dissertations. These works, distributed via institutional and external scientific channels, underscore the pivotal role of lecturers and students in the knowledge ecosystem. The Tri Dharma principle, guiding lecturers in education, research, and community engagement, is a foundation for this academic endeavor. It mandates lecturers to not only enrich students' academic journeys through diverse instructional strategies but also to create academic and supporting materials. Furthermore, the imperative for lecturers to publish their findings reflects a broader commitment to advancing scientific and humanitarian fields, illustrating the dynamic relationship between academic scholarship and societal progress.

The interrelation between knowledge production and knowledge management is pivotal, driving organizational value and productivity to peak performance and achievements.[1] In higher education, this synergy aims to enhance institutional effectiveness, thereby elevating academic output and graduate quality.[2] Once systematically managed and dynamically generated, knowledge becomes a benchmark for organizational comparison, guiding methodologies, and task execution strategies. In fulfilling their mission, universities must develop knowledge-based frameworks to produce adept graduates, contributing to societal needs through scientific, technological, and artistic innovation, with the community eagerly anticipating these academic contributions.

As key contributors to the academic landscape, universities are tasked with generating high-quality scholarly works. Publication through esteemed outlets like journals and books is essential to ensure these works reach a broad audience. Additionally, leveraging mass and social media has become a

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[1] A Ridwan Siregar, "Manajemen Pengetahuan," *Pustaha: Jurnal Studi Perpustakaan dan Informasi* 1, no. 1 (2005); Navik Puryantini, Rofikotul Arfati, and Bambang Tjahjadi, "Pengaruh Knowledge Management Terhadap Kinerja Organisasi Dimediasi Inovasi Di Organisasi Penelitian Pemerintah," *Berkala Akuntansi Dan Keuangan Indonesia (BAKI)* 2, no. 2 (2017).

[2] Bambang Setiarso, "Pengelolaan Pengetahuan (Knowledge Management) Dan Modal Intelektual (Intellectual Capital) Untuk Pemberdayaan Ukm," *Lembaga Ilmu Pengetahuan Indonesia, Jakarta* (2006).

recent trend for disseminating popular knowledge products, enabling their utilization for community welfare, development, and policymaking. For the scientific community, university-generated knowledge facilitates the progression of scientific research, with subsequent studies building upon these findings. Recognition through citations and references validates the original work and strengthens the contributing scholars' academic reputation.

The evaluation of higher education increasingly incorporates productivity and impact metrics, with various rating agencies establishing standards to measure academic contributions by lecturers and students. The Science and Technology Index version 2.0 (Sinta), initiated by the Ministry of Research and Technology/National Research and Innovation Agency (Kemenristek/BRIN), is a comprehensive tool for gauging scientific achievement and development.[3] Sinta's multifaceted functions include tracking publications and citations, assessing journal performance against accreditation standards, analyzing educational institutions and their academic staff profiles, ranking authors, institutions, and journals using specific metrics, and monitoring the publication performance of faculty and researchers.[4]

Given the pivotal role of higher education in knowledge production performance, extensive research has been conducted to boost this productivity. A notable example is the study by Akh. Muzakki, et al., titled "Commodification of Academic Works; Analysis of Policy Opportunities for Commercialization of Scientific Products at State Institute of Islamic Studies (IAIN) Sunan Ampel Surabaya."[5] This study evaluates the potential for transforming IAIN Sunan Ampel's knowledge products into more publicly accessible formats. It provides a comprehensive analysis

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[3] Kemendikbud, "Sinta (Science and Technology Index)," Kementerian Pendidikan dan Kebudayaan, accessed. https://sinta.kemdikbud.go.id/.

[4] Kemenristekdikti, "Launching Sinta Versi 2.0," Kemenristekdikti, accessed 6 August, 2019. http://sinta2.ristekdikti.go.id/.

[5] Akh. Muzakki, *Commodification of Academic Works; Analysis of Policy Opportunities for Commercializing Science Products at Iain Sunan Ampel Surabaya* (Surabaya: IAIN Sunan Ampel Surabaya, 2010).

and policy recommendations for commercializing and broader distribution of academic outputs. Furthermore, it suggests that implementing a quality-focused commercialization policy through a thorough review process could be a financial resource for IAIN Sunan Ampel Surabaya, aligning with the institution's goals of making scholarly contributions more accessible to the community while exploring new funding avenues.

The study by Sulanam on "Knowledge Management and Networking; Baseline Collection Data and Follow-Up Activity Planning" focuses on knowledge management activities within the SILE/LLD project at IAIN Sunan Ampel Surabaya, highlighting the dissemination of project outcomes.[6] Funded by the Government of Canada, it explores the potential for community-wide dissemination and replication of project results. Meanwhile, Wahyudin Darmalaksana's work, "Cultivating an Article Writing Group for the Acceleration of Scientific Publication," discusses the shift from individual to group writing in scientific publication, addressing challenges such as partner selection and task distribution, inspired by the preference of international journals for group-authored works.[7]

This research seeks to delineate the strategies universities deploy to bolster and enhance the production of their knowledge outputs, aiming to foster reputable academic works. The investigation is centered on five state Islamic universities, selected from the top ten as ranked by Sinta per July 5th, 2021, underscoring Sinta's pivotal role as a benchmarking tool for scientific achievements and progress in Indonesia. Moreover, Sinta serves as a national benchmark for academic, university, and governmental decision-making regarding campus development policies, highlighting its significance in evaluating and enhancing academic productivity and impact.

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[6] Sulanam, *Knowledge Management and Networking; Baseline Collection Data and Follow-up Activity Planning* (Surabaya: IAIN Sunan Ampel Surabaya, 2012).

[7] Wahyudin Darmalaksana, "Membudayakan Group Penulisan Artikel Untuk Percepatan Publikasi Ilmiah" (UIN Sunan Gunung Djati, 2017). See also Nizar Alam Hamdani, "Scrutinizing Islamic Higher Education Institutions in Indonesia," *Jurnal Pendidikan Islam* 9, no. 1 (June 30, 2023): 79–92, https://doi.org/10.15575/jpi.v0i0.24478.

The data exploration for this research took place in UIN Sunan Ampel Surabaya, UIN Sunan Gunung Djati Bandung, UIN Sunan Kalijaga, UIN Syarif Hidayatullah Jakarta, UIN Alauddin Makassar, and UIN Walisongo Semarang within August to October 2021. The next part discusses knowledge management theory followed by institutional efforts to promote academic advancement in the research universities.

Understanding Knowledge Management Theory: Components and Applications

Knowledge Management Theory strategically aligns organizational elements—people, technology, business operations, and organizational structure—to enhance value through innovation and knowledge reuse. It encompasses developing, exchanging, and applying information, emphasizing the preservation of best practices and lessons learned to foster ongoing organizational learning.[8] This theory spans various contexts, from individual to global scales, emphasizing the relationship between knowledge management and learning, especially personal knowledge management.[9]

Central to Knowledge Management Theory are three key components: people, processes, and technology. The people component involves human resources equipped with education, experience, and an understanding of standard operational

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[8] Prativindhya Saini, Renu Jain, and Nisha Jain, "Knowledge Management," *International Journal For Science Technology And Engineering* 11, no. 1 (2023), http://dx.doi.org/10.22214/ijraset.2023.48025.

[9] John S. Edwards, "Knowledge Management: Theories and Practices," in *Connecting Adult Learning and Knowledge Management: Strategies for Learning and Change in Higher Education and Organizations*, ed. Monica Fedeli and Laura L. Bierema (Cham: Springer International Publishing, 2019); Chris William Callaghan, "Contemporary Hiv/Aids Research: Insights from Knowledge Management Theory," *SAHARA-J: Journal of Social Aspects of HIV/AIDS* 14, no. 1 (2017/01/01 2017), http://dx.doi.org/10.1080/17290376.2017.1375426; Roberta Rodrigues Faoro, Gustavo Sganzerla Martinez, and Marcelo Faoro de Abreu, "Knowledge Management: The Proposal of a Theoretical Model," 2018, no. 11 (2018); George Bucăţa and Alexandru Marius Rizescu, "The Management of Human Resources in the Knowledge Management System," *Review of Economic Studies and Research "Virgil Madgearu"* 15, no. 2 (2023), http://dx.doi.org/10.24193/rvm.2022.15.91.

procedures.[10] Process components are articulated through the knowledge management cycle, encompassing socialization, externalization, combination, and internalization phases. Socialization happens through in-person meetings and discussions, whereas externalization converts tacit knowledge into explicit knowledge through documentation and sharing information.[11] Internalization turns explicit knowledge back into tacit knowledge through collaboration, and combination facilitates knowledge exchange among employees.[12]

Technology is crucial, encompassing internet bandwidth capacity, academic information systems, and integrated information systems.[13] These technological mechanisms support the efficient management and dissemination of knowledge within an organization.[14]

The unimportance of Knowledge Management Theory lies in its inability to obscure how knowledge is created, shared, and utilized within organizations. It underscores knowledge as a source of competitive advantage and the significance of effective knowledge sharing and utilization.[15] Intelligence production includes creating novel information that is challenging to duplicate and directly linked to a firm's goods, amenities, or systems.[16] Knowledge sharing transforms individual knowledge

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[10] Ambar Sri Lestari and Shabrur Rijal Hamka, *Analysis of the Components of Knowledge Management on the Postgraduate Iain Kendari*, *The International Conference on Islamic Education (ICIE 2018)* (Atlantis Press, 2018).

[11] Rudolf Rathner, *Elements of the Theory of Knowledge Management as a Basis for the Development of Staff Competencies*, vol. 164, *SHS web of conferences* (2023).

[12] Raphaela Stadler, "Knowledge Management Activities, Models and Frameworks," in *Knowledge Management in Event Organisations*, ed. Raphaela Stadler (Oxford: Goodfellow Publishers, 2021).

[13] Zarine Robin and Saqib Muhammad, "Evaluating the Contributions of the Different Knowledge Management Components Towards Organizational Performances," *International Journal of Computing and Digital Systems* 10 (2020).

[14] U. Syed Aktharsha, "A Theory of Knowledge Management," *Journal of Contemporary Research in Management* 5, no. 3 (2013).

[15] P. O. Börnfelt, "Organising for Change, Learning, and Knowledge," in *Work Organisation in Practice: From Taylorism to Sustainable Work Organisations*, ed. P. O. Börnfelt (Cham: Springer Nature Switzerland, 2023).

[16] Fahmi Ibrahim and Noor Maya Salleh, "Embedding Knowledge Management Theory in Learning and Teaching Approach," *International Journal of*

into organizational knowledge, promoting development and innovation.

Technology has taken a significant place in facilitating the production and dissemination of knowledge, especially today in the rising social media platforms.[17] By rejecting knowledge management practices, organizations cannot enhance their approaches to learning and teaching, deprioritize knowledge utilization in their processes, and ultimately fail to achieve a sustainable competitive advantage.[18]

Online Publishing Strategies in Islamic Higher Education

The shift towards digital and paperless methods of disseminating information in academic publishing highlights a strategic response to the competitive nature of knowledge sharing. This transformation aligns with evaluating university performance by rating agencies, which increasingly rely on metrics derived from online publications. These metrics reinforce that knowledge should be accessible and impactful for community development, science, technology, and the arts. Lecturers and universities play a crucial role as primary generators of knowledge, with their contributions greatly enhancing the institution's reputation and supporting the broader goal of advancing scientific, technological, and artistic endeavors. This analysis demonstrates that universities are actively adapting to expand their digital knowledge presence, reflecting the dynamic changes in knowledge management practices. These efforts seek to enhance academic prestige and showcase a dedication to advancing their respective fields of study, highlighting a nuanced understanding of the importance

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Learning and Development 9, no. 1 (2019), http://dx.doi.org/-10.5296/IJLD.V9I1.13786.

[17] Kijpokin Kasemsap, "The Importance of Knowledge Creation and Knowledge Sharing," in *Handbook of Research on Knowledge Management for Contemporary Business Environments*, ed. Armando Malheiro et al. (Hershey, PA, USA: IGI Global, 2018).

[18] Haradhan Mohajan, "Knowledge Sharing among Employees in Organizations," *Journal of Economic Development, Environment and People* 8, no. 1 (2019), http://dx.doi.org/10.26458/JEDEP.V8I1.612.

placed on the effective creation, dissemination, and application of knowledge for both competitive advantage and societal benefit.[19]

Research Funding

Research funding emerges as a pivotal mechanism to incentivize knowledge production among lecturers. This financial support is structured to instigate a series of obligations, including drafting academic reports and managing research projects, which are integral components of the accountability framework. Typically facilitated by universities and the Ministry of Religious Affairs (Kemenag, MoRA), the funding for the study at hand originates from the operational assistance of state universities (BOPTN) and public service agencies (BLU). Notably, institutions such as State Islamic University (UIN) Syarif Hidayatullah Jakarta and UIN Sunan Kalijaga Yogyakarta benefit from additional resources sourced from both the national budget across ministries (APBN) and international donors, highlighting a diversified approach to securing research capital.

The provision of research funding, predominantly by state universities, is often earmarked as a significant portion of the university's overall budget. This allocation strategy underscores the critical role of research funding in fostering high-quality scholarly outputs. Consequently, it is advocated that universities establish comprehensive procedures to uphold the caliber of these outputs. In alignment with this, UIN Sunan Gunung Djati Bandung has implemented a guideline that enshrines a research quality declaration system, demonstrating a proactive stance toward ensuring research excellence. Similarly, UIN Sunan Kalijaga has introduced quality standards for research and its funding, informed by the national higher education standard (SNPT), the criteria set by the national university accreditation body (BAN-PT), the ASEAN University Network-Quality Assurance (AUN QA), and the QMS ISO 9001:2015.

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[19] Japhet Imhanzenobe, Olaoluwa Adejumo, and Olapeju Ikpesu, "A Review of Knowledge Management and Its Application in the Contemporary Business Environment," *African Journal of Business Management* 15, no. 10 (2021), http://dx.doi.org/10.5897/AJBM2021.9223.

The initiatives above reflect an understanding of the importance of knowledge as a strategic asset.[20] The allocation of research funding and rigorous quality assurance processes exemplify a strategic alignment of organizational resources to enhance the value created through academic research. By fostering an environment that encourages innovation and the dissemination of knowledge, universities can significantly contribute to societal advancement. This strategic approach elevates the institution's reputation and enriches the broader academic and societal landscapes with valuable knowledge and insights.

The contractual engagement of researchers by five Islamic universities, through clauses mandating the publication of research findings, illustrates a strategic approach to harnessing and disseminating knowledge. Specifically, UIN Sunan Gunung Djati Bandung's research contracts emphasize the necessity for lecturers to publish their research, clearly defining authorship roles, intellectual property rights, plagiarism, and the replication of studies. This contractual framework underscores the significance of formalizing the expectation for knowledge dissemination, aligning with Knowledge Management Theory's focus on systematically sharing and applying knowledge.

The wide array of research topics eligible for university funding, with an annual average of 50-100 topics, and the substantial investment in research initiatives—evidenced by UIN Syarif Hidayatullah funding 167 research titles in 2020 compared to UIN Sunan Ampel Surabaya's 75—highlight the scale of commitment to knowledge creation. Furthermore, the Ministry of Religious Affairs' annual financing of thousands of knowledge products, including grants for 2090 research titles in 2020, exemplifies a significant national investment in knowledge generation and dissemination.

This expansive support for research reflects a recognition of the crucial role that academic inquiry plays in the broader knowledge management ecosystem. By mandating publication through research contracts, universities ensure that the generated

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[20] Franc Vidic, "Knowledge Asset as Competitive Resource," *Socioeconomic challenges* 6, no. 4 (2022), http://dx.doi.org/10.21272/sec.6(4).8-20.2022.

knowledge is created and shared widely, contributing to the global pool of academic and practical insights. This practice reflects the leverage of knowledge as a strategic resource, enhancing organizational learning and fostering innovation.[21]

Such contractual obligations for publication also elevate the academic and research profile of the institutions and their faculty while promoting ethical research practices and protecting intellectual property. This comprehensive approach to managing and disseminating knowledge underscores the interplay between individual researcher accountability and institutional strategy in cultivating a vibrant academic ecosystem. It reflects a nuanced understanding of knowledge creation, sharing, and protection dynamics, positioning these universities as key contributors to advancing academic disciplines and societal development.

Tabel 1. The number of research projects
the Ministry of Religious Affairs funded in 2020.[22]

Themes	Theme Scopes	Number of titles
1	Sacred texts of religions	21
2	Sharia, Law and Legislation	103
3	Development of Islamic Boarding Schools	41
4	Development of Education	949
5	Country, Religion, and Society	118
6	Diversity in Ethnic, Cultural, Social, and Religious Traditions	247
7	Transformative Education	174
8	History, Archeology and Manuscripts	25
9	Social Welfare in Society	109
10	Medical and Health Development	71
11	Environment and Technology Development	216
12	Regional Studies and Globalization	19
13	Gender and Justice Issues	82

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[21] Börnfelt, in *Work Organisation in Practice: From Taylorism to Sustainable Work Organisations*.

[22] Kemenag, *Statistik Proyek Penelitian Yang Dibiayai Kementerian Agama Republik Indonesia Tahun 2020* (Jakarta: Kemenag, 2021).

Themes	Theme Scopes	Number of titles
14	Sharia-Based Economic and Business Development	190
15	Millennial Generation and Islamic Issues	180
Total		**2,090**

Despite substantial research funding from the Ministry of Religious Affairs and universities, there needs to be more in achieving high-quality publication outcomes. This discrepancy stems from the research culture needing to be fully integrated within the government's financial framework, unlike international grants' more flexible management and financial systems. Consequently, lecturers find international funding more conducive to producing esteemed research projects. UIN Kalijaga lecturers, in particular, prefer collaboration with international peers, attributing this to not only the simplified financial reporting but also the enhanced research capabilities fostered by such global interactions.

Journal Article Writing Clinic

Through the lens of Knowledge Management Theory, Islamic universities' implementation of journal article-writing clinics exemplifies a strategic initiative to foster knowledge creation, dissemination, and standardization within the academic community. These clinics, often facilitated by journal managers or editors from reputable indexed journals, serve a dual purpose: they introduce and reinforce standardized writing styles and study areas, ensuring that submissions align in content and form with the journal's expectations. This approach not only enhances the quality and compatibility of academic articles but also accelerates the process of knowledge sharing by aligning with the policies that promote the proliferation of indexed documents.

State Islamic universities have embraced this model by organizing sessions where seasoned journal editors share insights on writing techniques, stylistic nuances, and the thematic focus of their publications. These clinics target participants with semi-finished works, such as unpublished research reports or data from completed thesis projects at the master's or Doctoral level, guiding them toward producing publishable standard scientific articles. This initiative addresses a critical gap in academic writing skills among students, lecturers, and researchers, meeting the increasing demand for high-quality scientific publications in an era where such competencies are essential yet often lacking.

The widespread adoption of journal article-writing clinics across state Islamic universities indicates a growing recognition of their value in supporting the academic community's ability to meet the rigorous standards of indexed or reputable journals. For instance, UIN Sunan Ampel Surabaya extends its program to lecturers from within and outside the institution, fostering collaborative capacity-building efforts. This inclusive approach was notably demonstrated in its partnership with UIN Mataram in 2018, where ten lecturers received intensive support, culminating in publishing their work in reputable international journals.

Moreover, institutions like UIN Walisongo Semarang prioritize faculty members on the cusp of a professorship for these clinics, underscoring the role of high-quality publications in achieving academic milestones, such as professorship, which often require publication in internationally recognized journals, including those indexed by Scopus.

These clinics represent a practical application of enhancing organizational learning, innovation, and

knowledge sharing.[23] By systematically addressing the skills gap in academic writing and publication, Islamic universities are elevating their academic standards and contributing to the global knowledge economy. These efforts reflect a strategic alignment of educational practices with broader knowledge creation, dissemination, and utilization objectives, reinforcing the universities' roles as pivotal knowledge management actors within the academic and societal landscapes.

Professor Acceleration Program

The Professor Acceleration Program (PPGB) initiated by Islamic religious universities exemplifies a targeted strategy to enhance lecturers' academic credentials and publishing prowess, particularly those at the Head Lecturer *(Lektor Kepala)* level. This initiative addresses the challenges of meeting the rigorous publication requirements of reputable international journals, notably those indexed by Scopus or equivalent. The program provides clinical assistance for article development, review, revision, and submission processes, fostering a supportive environment for academic writing and publication.

UIN Syarif Hidayatullah Jakarta, through its Research and Community Service Institute (LP2M), underscores the imperative of publishing in Scopus-indexed international journals as a contemporary standard for academic advancement. The difficulty of this requirement for many lecturers catalyzed the development of the acceleration program to facilitate the attainment of these publication milestones. Similarly, UIN Sunan Gunung Djati Bandung's launch of the PPGB as a strategic initiative underlines the program's role in elevating the quality of higher education and supporting lecturers' progression to higher functional positions.

The emphasis on academic qualifications and functional positions by the National Accreditation Board for Higher Education (BAN-PT) further validates the importance of such

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[23] Börnfelt, in *Work Organisation in Practice: From Taylorism to Sustainable Work Organisations*.

programs. BAN-PT evaluates these criteria as part of its higher education accreditation process, considering the lecturers' knowledge production, as evidenced through research and community service outputs. Additionally, the Integrated Academic Information System (IAPT) 3.0 highlights the significance of citations as indicators of a scholar's expertise and the impact of their work, underscoring the value of producing and disseminating high-quality knowledge.

The acceleration program not only aids lecturers in fulfilling the prerequisites for professorship through the publication of recognized scholarly work but also contributes to the broader objectives of knowledge management within the academic community. By supporting the generation of quality research outputs, the program enhances the institutional reputation, aligning with Knowledge Management Theory's emphasis on leveraging knowledge as a strategic resource for organizational advancement and innovation.

Moreover, the success of such programs, as reported by institutions like UIN Sunan Ampel Surabaya, which boasts many alums successfully publishing in reputable journals, demonstrates the tangible benefits of structured support in academic publishing. This success bolsters the university's standing and contributes positively to the higher education ecosystem by increasing the volume of high-quality, impactful research available to the global academic community.

In essence, the professor acceleration program represents a sophisticated example of building an academic atmosphere to enhance individuals' research capacity by strategically facilitating the creation, sharing, and application of academic knowledge.[24] This approach not only elevates the individual capabilities of lecturers but also strengthens the institution's contribution to academic and societal advancements, reinforcing the university's role as a center of excellence in research and education.

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[24] Mohamed Jalaldeen Mohamed Razi, Md Habibullah, and Husnayati Hussin, "Knowledge Management Behavior among Academicians: The Case of a Malaysian Higher Learning Institution," *Journal of Information and Communication Technology* 18, no. 2 (03/31 2019), accessed 2024/02/08, http://dx.doi.org/10.32890/jict2019.18.2.8287.

The Establishment of *Rumah Jurnal* (The Journal House)

The concept of Rumah Jurnal, or The Journal House, introduced within Islamic Higher Education Institutions (PTKIN) in Indonesia in 2013, represents managerial support to build an academic ecosystem through Rumah Jurnal as the hub of researchers for sharing ideas, strategies, progress, and dissemination of their research.

Rumah Jurnal significantly contributes to increasing the scholarly output of universities by offering up to 40% publication opportunities for internal researchers in university-managed journals. This capacity is pivotal for academic staff seeking to publish their research, underscoring the importance of expanding the number and scope of journals within a university to accommodate more articles despite the stipulated quota.

Institutional support for Rumah Jurnal across Islamic higher education highlights the commitment to advancing knowledge dissemination. By allocating dedicated space, funding, and policy support, universities are institutionalizing these hubs under the coordination of their Research and Community Service Organisation (LP2M), ensuring their effectiveness and sustainability. For example, from UIN Alauddin Makassar, Rumah Jurnal takes place within the university libraries to foster conducive scholarly communication and collaboration.

UIN Ar-raniry Banda Aceh's approach to developing a comprehensive journal house further illustrates the potential of these initiatives to support journal managers. By offering detailed information on the journal house, including its background, personnel, and categorization of journals by accreditation and system version, UIN Ar-raniry provides a model for how such centers can serve as a resource for the academic community.

The role of Rumah Jurnal in promoting a culture of writing and research is crucial. By supporting academic journals' management and quality assurance, these centers stimulate scholarly activity and produce high-quality knowledge products. University policies that bolster the continuity and effectiveness of Rumah Jurnal are instrumental in elevating the quantity and quality of academic publications.

Incorporating Knowledge Management Theory, Rumah Jurnal embodies a strategic approach to managing and disseminating knowledge within academic institutions. By fostering collaboration, enhancing the quality of journal management, and providing platforms for knowledge exchange, Rumah Jurnal serves as a cornerstone for academic excellence and innovation. This initiative aligns with the principles of effective knowledge management, leveraging collective expertise to advance the academic mission and contribute to the broader knowledge.[25]

Conference Organization

Conferences are essential platforms for academics to disseminate and exchange information with other researchers to improve the quality of their future research products. Universities increasingly recognize these events as vital for augmenting their knowledge production output. Lecturers as researchers are often required to attend such events due to the importance of maintaining the academic ecosystem.

The push towards funding and organizing conferences autonomously is driven by the desire to increase faculty participation and ensure their research is included in conference proceedings. The reputation of a conference is often marked by the presence of international speakers, elevating the conference as internationally reputable. This broadens the academic discourse and enhances the institution's prestige.

Universities like Maulana Malik Ibrahim Islamic State University Malang have gone a step further by dedicating separate websites for their conferences, highlighting the significance of these events in their academic promotion efforts. Funding for conferences, as practiced by Syarif Hidayatullah State Islamic University Jakarta and Sunan Gunung Djati State Islamic University Bandung, often in partnership with institutions like Universitas Pendidikan Indonesia (UPI) Bandung, is aimed at

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[25] Quang Huan Ngo et al., "The Role of Knowledge Management in Driving Academic Advancement: Empirical Examination from the Lens of the Social Cognitive Theory," *VINE Journal of Information and Knowledge Management Systems* 53, no. 5 (2023), accessed 2024/02/08, http://dx.doi.org/10.1108/VJIKMS-09-2022-0289.

securing indexation for conference proceedings, thereby increasing the visibility and impact of the research presented.

The strategic investment in conference funding reflects a commitment to expanding the university's repository of knowledge products, as evidenced by the display of conference outcomes on university websites like Sunan Ampel Islamic State University Surabaya. However, it's crucial to note the distinction in academic valuation between conference proceedings and journal publications. Despite the academic and institutional recognition that Scopus-indexed conference proceedings can confer, they still need to fulfill the criteria for a professorship, which explicitly requires publication in reputable international journals indexed by Scopus or equivalent. This distinction underscores the hierarchical nature of academic publishing and the premium placed on peer-reviewed journal articles in pursuing academic advancement.

Nonetheless, contributions to Scopus-indexed conference proceedings play a significant role in enhancing a university's academic stature. By augmenting the count of documents indexed by Scopus, universities can improve their ranking and visibility, reflecting positively on their quality and productivity in knowledge generation. In the broader context of knowledge management within academic institutions, conference proceedings and journal articles are essential for disseminating research findings. They contribute equally to the university's mission of fostering knowledge production, albeit with different implications for academic recognition and career progression.

Compulsory Upload in Institutional Repository

The practice of mandatory upload or storage in university repositories, particularly for significant academic outputs such as undergraduate theses, dissertations, and faculty's scientific works for promotion, is a strategic approach to knowledge management within universities. The task of overseeing these compulsory submissions falls under the library's jurisdiction, emphasizing libraries' central role in managing and disseminating academic knowledge.

UIN Sunan Kalijaga Yogyakarta exemplifies this approach by requiring students and lecturers to upload their academic works through a structured process that includes verification and publication in the university's repository. The process is designed to be user-friendly, with students submitting their work via a library-provided application and lecturers utilizing mobile phones for their submissions, which may include journals, research reports, proceedings, or e-books.

Similarly, Sunan Ampel State Islamic University Surabaya formalized this requirement through a rector's decree, mandating the submission of all academic works to the library. This decree, supplemented by circulars detailing the submission mechanism, underscores the institution's commitment to preserving and showcasing the academic community's intellectual outputs.

The underlying principle behind the compulsory handover or upload of scientific works is the recognition of these works as valuable assets to the university. By storing and making these works accessible through university repositories, institutions ensure their preservation and broader dissemination, potentially enhancing these contributions' academic and societal impact. This approach serves the internal community by facilitating the promotion process for faculty and elevates the university's profile by making its intellectual capital available to external stakeholders.

As practiced by Sunan Ampel State Islamic University Surabaya and outlined on its library website, the self-submission mechanism empowers the academic community to manage their contributions independently, simplifying and integrating their works into the university's knowledge repository. This strategy increases the volume of knowledge products held by the university. It promotes these works' visibility and citation potential as they become accessible online to a broader audience.

Furthermore, the guidelines for self-submission, such as those published by Sunan Gunung Djati State Islamic University Bandung, provide clear instructions to ensure a smooth and efficient submission process. This convenience allows students and lecturers to contribute their work at any time and from any

location, highlighting the adaptability and accessibility of the university's knowledge management system.

In essence, compulsory upload and self-submission practices within university repositories exemplify a proactive and strategic approach to knowledge management. Preserving research products in the repository provides databases contributing to the academic world and institutional reputation.

Reputable Knowledge Products Awards Policy

Indonesia's state Islamic universities are rolling out a series of measures to boost the creation and sharing of knowledge, including rewards for publishing in top journals, support for book publication, and incentives for running recognized journals. These steps form a strategic plan to increase these institutions' academic impact and visibility. Encouraging a culture of high achievement and innovation among faculty members, these policies help position these universities as frontrunners in the worldwide academic arena.

The move to offer financial rewards for publishing in internationally recognized Scopus and Sinta-indexed journals highlights an understanding of the global standards that define academic success. By providing financial incentives for articles published in esteemed journals, these universities motivate their staff to produce higher-quality research. This approach is viewed as an investment in the university's image, with the spread of top-tier research boosting the institution's profile in the scholarly world. Setting clear benchmarks for journal quality through Scopus quartiles and Sinta rankings ensures these incentives support the highest standards of academic work.

The push for book publishing, like the thousand books movement at UIN Alauddin Makassar, shows an appreciation for the variety of academic outputs needed. Supporting faculty in turning their research into books broadens the pool of educational resources, benefiting students and the community. This effort not only speeds up the creation of valuable learning tools but also makes the expertise of faculty members more visible and accessible.

Financial backing for nationally accredited journals acknowledges these publications' essential role in academia. By financially rewarding the effort to uphold high editorial standards and share research findings, universities recognize the hard work of journal teams and encourage them to aim for even higher levels of recognition.

Furthermore, funding for conference participation removes the economic hurdles that could prevent faculty from sharing their work on an international stage. By covering the costs of travel, accommodation, and conference fees, universities are fostering global dialogue and collaboration, enhancing the international profile of their research.

These comprehensive policies demonstrate a targeted approach to promoting research and knowledge dissemination within Indonesia's Islamic universities. These institutions nurture an environment that prizes scholarly excellence and innovation by aligning rewards with global academic standards. They underscore the importance of producing high-quality research papers and educational materials, adopting a broad perspective on contributing to society's knowledge base.

As these universities navigate the changing terrain of higher education and research, the continuous adaptation and alignment with international excellence standards will be critical to the success of their initiatives. With a steadfast dedication to these strategies, Indonesia's state Islamic universities are set to make significant strides in the global knowledge economy, boosting their prestige and impact.

Policy on Providing Access and Resources for Scientific Exercises

The approach taken by five universities under Indonesia's Ministry of Religious Affairs (MoRA) to provide resources and support for research activities highlights the crucial function of libraries in boosting academic success. These universities have acknowledged the importance of having well-equipped libraries with physical books and digital resources to aid the research and learning of students and staff. Libraries facilitate this by organizing informational sessions, offering technical guidance,

and providing comprehensive support, thus becoming indispensable in the academic landscape for fostering knowledge growth and sharing.

Libraries at higher education institutions are increasingly recognized as essential for accessing a broad spectrum of academic materials. Keeping their collections updated with the latest hardcopy publications and digital subscriptions and ensuring open access to these resources is critical to their services' ongoing relevance and effectiveness. The proactive efforts of these universities to maintain and grow their library resources demonstrate their dedication to meeting the changing needs of their academic community.

A notable and innovative service these libraries offer is access to plagiarism detection software, which is available to all parts of the university, including journal editorial boards. This tool is crucial in maintaining the integrity and high quality of academic writing, reinforcing the commitment to high scholarly standards. Incorporating plagiarism checks into the research workflow highlights the value placed on originality and ethical practices in academic work.

In summary, the strategy of MoRA universities in Indonesia to enhance access to research resources and tools, including upgrading library services and providing plagiarism detection software, illustrates a comprehensive approach to nurturing academic excellence. By improving library collections, offering essential tools for ensuring the quality of academic outputs, and supporting users through technical assistance, these universities create a supportive backdrop that stimulates academic engagement and guarantees the creation of high-caliber scholarly work.

Availability and Access to Printed Resources

The strategic emphasis on the availability and access to printed resources in universities, particularly those under Indonesia's Ministry of Religious Affairs (MoRA), illustrates a comprehensive approach to supporting academic research and education. Central libraries, alongside faculty or school-level libraries, play a critical role in catering to the diverse disciplinary

needs within these institutions. Integrating services like Indonesian OneSearch (IOS) further amplifies the reach and utility of library resources, offering access to vast collections of printed materials and electronic collections subscribed to by the National Library (Perpusnas).

The example of UIN Sunan Kalijaga Yogyakarta demonstrates a user-oriented approach to enhancing library services. By regularly updating its collection based on the articulated needs of its academic community—through online forms and surveys—the university ensures that its library remains a vital resource for students and faculty engaged in various academic activities, from coursework to thesis research. This proactive engagement in resource acquisition and management underscores the libraries' role as essential pillars in the academic infrastructure.

The commitment to providing adequate physical spaces for library collections, as seen in the construction of a seven-story building by UIN Sunan Ampel Surabaya, highlights the importance placed on housing and archiving academic materials. However, the move towards digitalization represents a strategic pivot to address the challenges associated with physical space limitations. The trend of digital collections in universities has disseminated knowledge products to a wider audience, and, for sure, the products are more sustainably preserved.

In conclusion, the approach taken by MoRA universities in Indonesia towards improving the availability and access to printed and digital resources represents a multifaceted strategy to support academic research and education. Periodical updates to library collections and the library infrastructures indicate the universities' good responses to the needs of the scholar community as the critical people in producing knowledge.

Availability and accessibility to Digital Resources

MoRA universities in Indonesia are enhancing their libraries by integrating digital resources alongside traditional hardcopy collections. Universities like UIN Sunan Ampel Surabaya and UIN Alauddin Makassar have subscribed to international databases such as EBSCO, Emerald Insight, and Cambridge University Press, providing free access to their academic community. UIN Sunan

Gunung Djati Bandung notably offers various digital resources, including e-books and electronic journals, and access to other digital libraries and directories like DOAB and DOAJ.

This approach significantly benefits academic work by offering timely and efficient access to diverse, high-quality resources and supporting research, teaching, and learning activities. The strategic inclusion of digital collections underscores the universities' commitment to meeting the evolving needs of their communities, fostering a culture of innovation and continuous learning within the academic landscape.

Quality Assurance through Plagiarism Checking

Ensuring the quality and authenticity of academic contributions is fundamental to preserving trust and respect in the scholarly world. To uphold these values, universities increasingly adopt plagiarism detection systems within their quality control processes. These systems are crucial for verifying that academic works are original and respect the intellectual rights of others. Indonesian law categorizes plagiarism as the deliberate and accidental failure to correctly acknowledge sources, which can seriously harm the academic community by disregarding the efforts of original authors.

Plagiarism stems from various factors, including misunderstanding intellectual property rights, the belief that not crediting sources is permissible, the stress of looming deadlines, and doubts about one's writing skills. In response, the Ministry of National Education introduced regulation No. 17 / 2010 to prevent plagiarism through a series of proactive steps. This regulation tasks university leaders with creating and enforcing academic ethical codes, applying discipline-specific writing standards, and promoting these practices among students and staff.

Failure to comply with ethical guidelines, especially plagiarism policy, may result in withdrawing academic works or even legal action. The policy is a central effort to promote academic honesty and integrity.

Conclusion

State Islamic universities' efforts to boost the production of academic works aligned with the national goal, sounded by Indonesia's Ministry of Religious Affairs (MoRA) and the Ministry of Research and Technology. These efforts, centered on encouraging the creation of scholarly works, recognizing academic achievements, and offering extensive resources, reflect the government's dedication to academic excellence. Focusing on ensuring the quality of work through plagiarism checks and providing access to print and online resources is essential for maintaining the academic work's integrity and relevance.

However, the inconsistent application of quality assurance across universities points to an area ripe for further study. While many institutions have robust systems to maintain high academic standards, some may need to be more diligent in monitoring and improving the quality of their outputs. Future studies could investigate what leads to these differences, examining how various universities meet the challenges of sustaining academic integrity and excellence.

In summary, the collaborative push by Indonesian universities, backed by government policies, marks significant progress in enhancing the caliber and volume of scholarly works. These efforts aid in developing the academic community and boost Indonesia's profile in the international educational arena. Addressing the inconsistencies in quality assurance will be critical to further advancing the quality of scholarly contributions from Indonesian universities.

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