



Transformation of Islamic Education Management Nomenclature: Opportunities and Challenges at IAIN Curup

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Abstract: The change in the nomenclature of the Islamic Education Management Study Program (MPI) to Educational Management (MP) or Educational Administration (AP) at Islamic Religious Universities (PTKI) has had a significant impact on the development of higher education, especially within the Curup State Islamic Institute (IAIN). The aim of this research is to analyze the impact of changes in nomenclature on the management of study programs, curriculum, as well as the opportunities and challenges faced by students and alumni. The method used case study is a qualitative approach with descriptive analysis, collecting data through interviews with lecturers, students, alumni and study program managers. This study employs a qualitative descriptive-interpretative analysis to explore the transformation of Islamic education management nomenclature at IAIN Curup. The analysis focuses on understanding meanings, rationales, and implications behind nomenclature changes rather than measuring causal relationships. The research results show that changes in nomenclature open opportunities for graduates to be more accepted in non-Islamic educational institutions and expand job opportunities, but also create challenges related to the loss of Islamic identity in the curriculum and management of study programs. Apart from that, curriculum adjustments and unclear regulations regarding the acceptance of ASN and PPPK are the main issues that must be faced. This research suggests the need for strategies to maintain a balance between developing a more general curriculum and preserving the values of Islamic education in the study program.

Abstrak: Perubahan nomenklatur Program Studi Manajemen Pendidikan Islam (MPI) menjadi Manajemen Pendidikan (MP) atau Administrasi Pendidikan (AP) di Universitas Agama Islam (PTKI) telah memberikan dampak signifikan pada perkembangan pendidikan tinggi, khususnya di Institut Agama Islam Negeri Curup (IAIN). Tujuan penelitian ini adalah untuk menganalisis dampak perubahan nomenklatur terhadap manajemen program studi, kurikulum, serta peluang dan tantangan yang dihadapi oleh mahasiswa dan alumni. Metode yang digunakan adalah studi kasus dengan pendekatan kualitatif analisis deskriptif, pengumpulan data dilakukan melalui wawancara dengan dosen, mahasiswa, alumni, dan pengelola program studi. Penelitian ini menggunakan analisis deskriptif-interpretatif kualitatif untuk mengeksplorasi transformasi nomenklatur manajemen pendidikan Islam di IAIN Curup. Analisis difokuskan pada pemahaman makna, rasional, dan

implikasi di balik perubahan nomenklatur daripada mengukur hubungan sebab akibat. Hasil penelitian menunjukkan bahwa perubahan nomenklatur membuka peluang bagi lulusan untuk lebih diterima di lembaga pendidikan non-Islam dan memperluas peluang kerja, tetapi juga menciptakan tantangan terkait dengan hilangnya identitas Islam dalam kurikulum dan pengelolaan program studi. Selain itu, penyesuaian kurikulum dan peraturan yang tidak jelas mengenai penerimaan ASN dan PPPK merupakan isu utama yang harus dihadapi. Penelitian ini menyarankan perlunya strategi untuk menjaga keseimbangan antara mengembangkan kurikulum yang lebih umum dan melestarikan nilai-nilai pendidikan Islam dalam program studi.

Keywords: changes in nomenclature, Islamic education management, curriculum, opportunities and challenges, PTKI

INTRODUCTION

Higher education plays a vital role in developing quality human resources, with a focus on improving the quality of education and adapting to changing times. (Rahardjo & Gudnanto, 2011). Islamic religious higher education institutions (PTKI) have the additional task of producing graduates who are not only competent but also possess Islamic character. (Alhaji, 2022; Azis & Putera, 2021). In the Indonesian education system, higher education institutions are divided into two types: non-religious institutions under the Ministry of Education, and religious institutions under the Ministry of Religious Affairs. Over time, the management of religious higher education has undergone changes, including in the nomenclature of study programs. One example of this change is the proposed name change of the Islamic Education Management (MPI) study program to Educational Management (MP) or Educational Administration (AP). (Ismail et al., 2020; Kuntoro, 2019; Wahyudin & Zohriah, 2023) This proposal arose due to the similarities in studies between MPI and MP/AP, although MPI has a distinctive Islamic study characteristic in the management of Islamic educational institutions. (Almeida et al., 2020; Barney, 2020; Djafar, 2017; Malik, 2023). However, this change in nomenclature has caused controversy, especially regarding the limited absorption capacity of MPI graduates in Islamic educational institutions, while MP/AP graduates have greater opportunities

to work in various educational institutions. (Folkman, 2013; George & Jones, 2012; P. Li et al., 2020, 2021). The government's policy through this change in nomenclature aims to improve graduate competency and the relevance of higher education to the needs of the workforce. (Aisyah et al., 2024; Azis & Putera, 2021; Cipta & Hatamar, 2020; Muthohirin, 2025; Sudirman et al., 2025; Suwendi et al., 2024; Thompson, 2003; Wiswasta et al., 2018).

Previous research on higher education governance highlights that changes in academic structures and nomenclature are often shaped by institutional pressures rather than purely academic considerations. (Gumport, 2000). DiMaggio and Powell (1983) conceptualize this phenomenon through institutional isomorphism, explaining how organizations adapt to coercive regulations, imitate successful peers, and conform to professional norms to gain legitimacy. (DiMaggio & Powell, 1983) Subsequent studies confirm that program renaming in higher education frequently functions as a symbolic strategy to align with accreditation systems, state policies, and labor market expectations (Meyer & Rowan, 1977; Robertson et al., 2011; Scott, 2014; Slaughter & Rhoades, 2009). In parallel, scholarship on academic pragmatism and market-oriented education shows that universities increasingly prioritize graduate employability and competitiveness. (Balci, 2016) Scholars argue that education is

progressively framed as an economic commodity, leading institutions to adjust curricula and nomenclature to enhance market acceptance (Hutapea & Antonius, 2023; Robertson et al., 2011; Slaughter & Rhoades, 2009). This trend is particularly evident in contexts where access to public sector employment and state-owned enterprises shapes institutional decision-making. Within Islamic higher education, studies emphasize persistent tensions between religious identity and modernization pressures. (Suwendi et al., 2024) Research indicates that Islamic universities often renegotiate their symbolic and academic identities to avoid marginalization in national and global education markets (Alhajj et al., 2024; Azra, 2015; Muthohirin, 2025; Sudirman et al., 2025). The integration–interconnection paradigm proposed by Amin Abdullah argues that meaningful reform should go beyond nominal or symbolic changes and instead integrate religious, scientific, and ethical dimensions of knowledge. (Abdullah, 2006) However, existing studies rarely focus specifically on nomenclature transformation in Islamic education management programs, particularly at the institutional level, leaving a gap that this study seeks to address.

This study aims to determine Transformation Of Islamic Education Management Nomenclature: Opportunities And Challenges At IAIN Curup.

METHOD

This study aims to identify, analyze, and understand various aspects related to the change in the nomenclature of the Islamic Education Management (MPI) study program to Educational Management (MP) or Educational Administration (AP) at Islamic Religious Higher Education Institutions (PTKI), especially at IAIN Curup. This study uses a qualitative approach, which aims to gain an in-depth understanding of the phenomena that occur. (Moleong, 2001) namely the change in the nomenclature of the MPI study program,

opportunities, and challenges faced. This approach allows researchers to explore the perceptions, experiences, and opinions of various parties related to the change. (Ardichvili et al., 2003; Azis & Putera, 2021; Fatimah, 2016; Mahadi Sasoko & Mahrudi, 2023; Wiswasta et al., 2018). The research method used is a case study, focusing on the Doctoral Program in Islamic Education Management at IAIN Curup. The data sources used in this study are various relevant parties. These informants include University leaders; Head of the Islamic Education Management Study Program; Lecturers of the Islamic Education Management Study Program; Students of the Islamic Education Management Study Program; and Alumni of the Islamic Education Management Study Program. Data Collection Techniques: In-Depth Interviews, Observation, and Documentation Study. Data Analysis Techniques: Qualitative Descriptive Analysis: The collected data will be analyzed descriptively to describe and explain the situations, conditions, and phenomena occurring in the field. (Afrizal, 2016; Kurniasih et al., 2021; Miles & Huberman, 2014; Sugiyono, 2010) Thematic Analysis: The researcher will identify the main themes emerging from the interviews and observations, then classify them to find relevant patterns or conclusions. Triangulation: To increase the validity and credibility of the data, the researcher will use source triangulation, which involves comparing information obtained from various informants and data sources. Data Validity; Credibility: To ensure the credibility of the data, the researcher will double-check with different informants or data sources. Transferability: The researcher will explain the research context in detail so that the research results can be applied in different settings. Dependability: The researcher will ensure that the data collection and analysis process is repeatable and produces consistent conclusions. Confirmability: The researcher will maintain objectivity in the research and record all research processes transparently. Time and

Place of Research This research will be conducted at IAIN Curup, with a focus on the Doctoral Program in Islamic Education Management. The research implementation period will last for several months, starting with preparation, data collection, data analysis, and writing the final report.

RESULTS AND DISCUSSION

In this discussion, we will delve deeper into the impact of the change in nomenclature from the Islamic Education Management (MPI) Study Program to Educational Management (MP) or Educational Administration (AP) at Islamic Religious Higher Education Institutions (PTKI), with a focus on the MPI Doctoral Program at IAIN Curup. This discussion will involve analyzing the nomenclature change from several perspectives, including the opportunities that may arise, the challenges faced, and the potential impacts felt by various parties, including students, lecturers, alumni, and higher education institutions. (Almeida et al., 2020; Barney, 2020; Buheji, 2018; Wood & Williams, 2014)

Accord to Paul J. DiMaggio dan Walter W. Powell, in generally that Institutional isomorphism is the process by which organizations in similar environments tend to become more alike over time, as they respond to the same institutional pressures rather than purely efficiency considerations. There Three Mechanism Isomorphism is 1) Coercive Isomorphism that Results from formal and informal pressures exerted by the state, regulations, or powerful organizations. The organization imitates public universities such as UPI and UNP, which are perceived as more successful and legitimate within the higher education field, 2) Mimetic Isomorphism that Occurs when organizations imitate other organizations perceived as more legitimate or successful, especially under conditions of uncertainty. Changes in nomenclature were imposed by coercive institutional pressures related to government regulations and eligibility requirements within the CPNS system. 3) Normative

Isomorphism is Stems from professionalization, shared norms, education, and professional networks. The removal of the “Islamic” label in pursuit of access to the labor market (CPNS/BUMN) indicates a form of academic pragmatism. Education is no longer primarily understood as a transmission of values (dakwah), but increasingly as a market-oriented commodity aimed at enhancing graduates’ employability. (Azra, 2015; L. Li, 2023; Muthohirin, 2025; Sudirman et al., 2025) This reflects an ongoing tension between religious idealism and market realism. Whereasn according to The Theory of Scientific Integration, also referred to as the Integration–Interconnection approach, emphasizes that knowledge should not be divided into rigid dichotomies such as religious versus secular or science versus humanities. Instead, knowledge is understood as an interconnected and mutually reinforcing whole that contributes to a comprehensive understanding of reality. (Sudirman et al., 2025; Suwendi et al., 2024)

Change of MPI Nomenclature to MP/AP

The change in the nomenclature of the MPI study program to MP/AP stems from a government policy seeking to harmonize study programs in higher education, particularly those that share similar academic disciplines but differ in religious contexts. Essentially, MPI, MP, and AP share the same focus: educational management. However, MPI has its own unique characteristics, combining managerial aspects with distinct Islamic values, particularly in the management of Islamic educational institutions such as madrasas and Islamic boarding schools.

With this nomenclature change, the MPI study program was changed to MP/AP to ensure that graduates of this study program are widely accepted by educational institutions in Indonesia, not limited to Islamic educational institutions. This is expected to expand the scope of employment for graduates, which was previously limited

to Islamic educational institutions. This nomenclature change also responds to the need to align academic degrees with more general policies and regulations, as stipulated in Government Regulations and circulars from the Ministry of Religious Affairs.

According to the Head of the Quality Assurance Institute (LPM) IAIN Curup, Prof. Dr. HH, M.Pd.I as a doctoral lecturer in MPI when interviewed, when asked about the change in nomenclature, he stated:

The change in nomenclature is based on a study so that the naming of the study program can be adjusted to several public universities so that the trend of changing the nomenclature from MPI to MP. On the one hand, it is positive because we have one regulation, one rule proposed by the Ministry of Education and Culture, several programs proposed by the Ministry of Research and Technology can be directly implemented, especially in our study programs. On the other hand, because we are from different ministries, of course there are things that must be done, especially how to adjust the regulations between the Ministry of Research and Technology and the Ministry of Religious Affairs, there may be certain curricula that must be strengthened, especially in religious study programs in Religious Higher Education Institutions, so there is also a desire from most Religious Higher Education Institutions to maintain the nomenclature or name of their study programs as MPI, because there are indeed certain curricula that must be strengthened in several study programs in PTKI. Then the output that is desired to be produced for MPI graduates is especially for Madrasahs such as MI, MTS, MA and PTKI so of course the name of MPI is something important for PTKI, especially strengthening the characteristics of the Educational Institution.

Regarding accreditation, the nomenclature of MPI has been changed to

MP, the Head of the Quality Assurance Institute (LPM) IAIN Curup HH also stated:

Then, from the other policy perspective, especially accreditation, it's also the same, both for religious universities and public universities. The rules are the same, both from PTKI and PTU. If we change to MP Study Program, then of course the assessor rules are from PTU. So there are pros and cons to changing the nomenclature of MPI to MP.

Furthermore, the Director of Postgraduate Studies at IAIN Curup, Prof. Dr. HK as a doctoral lecturer at MPI stated in his interview that:

If we follow the changes in the classification nomenclature decided by the government, there has certainly been considerable consideration from various aspects. In my opinion, if it's simply called MPI, it seems like it only manages education within the scope of Islamic education. In fact, Educational Management isn't limited to Islamic education.

In fact, Educational Management is specifically intended for Islamic educational institutions. Educational Management is broadly applicable, including general education and even more so Islamic education. However, the term Educational Management is inherent in all efforts to achieve goals optimally, effectively, efficiently, and economically.

Then, according to the Dean of the Faculty of Tarbiyah, Prof. Dr. Sto as one of the MPI doctoral lecturers, he stated that:

The change in the nomenclature of MPI to MP is very strategic, its market share will be wider because the orientation of Islamic Education Management has so far been the management of Islamic boarding schools and madrasahs, later if there is a change in MP to MP, the orientation will not only be the management of madrasahs but also the management of public schools starting from the elementary/MI to high school/MA levels.

On another occasion, the Head of the Institute for Research and Community Service (LPPM) Prof. Dr. MY stated regarding the change in the nomenclature of MPI to MP as follows:

Basically, we will follow all the regulations issued by the Ministry of Education and Culture regarding the change in nomenclature from MPI to MP. If that indeed happens, we will follow the regulations made by the central government so that we can guide what has been created and planned, so that we can implement it properly, learn from, and develop what has been determined by the Ministry.

Then, Deputy Director of Postgraduate Studies a doctoral lecturer at MPI, IF revealed that:

The change in the nomenclature has positive and negative impacts on the study program, it seems that the change in the nomenclature of Islamic Education Management to Educational Management actually provides better opportunities for alumni, but is hampered by various regulations such as MP alumni under PTKIN are hampered when registering for the MPI formation, but this must be addressed, cross-ministerial must agree on the same thing, that MP and MPI must be the same. If the MPI doctoral program wants to change to MP, it is good, but it still depends on curriculum changes that accommodate the improvement of student skills in the world of work.

According to senior lecturer, Prof. Dr. LA, he stated that:

Everything changes through a long and in-depth study by the relevant parties, which in principle is to avoid multiple interpretations and obstacles that are detrimental to alumni in the future. Such as the case of the D3 Computer study program at FUAD, BKI at the Faculty of Tarbiyah some time ago. The S.Pd.I, S.H.I, S.I.Kom.I, M.Pd.I, M.H.I degrees, were changed by removing the I (Islam), so that alumni in applying for jobs would not experience discrimination and

dichotomy, this is the positive. The negative is that it is difficult to distinguish between PTKIN alumni and PTU, we believe that PTKIN alumni are the source of knowledge of the Qur'an, Hadith and other Islamic scholars, in other words, the reference for educational management (MP) is Islam, not non-Islamic.

Opportunities Faced by the MPI Study Program after the Change in Nomenclature

Following the nomenclature change, there are several opportunities that the MPI study program can capitalize on: (a) Opportunities to Increase Graduate Absorption Capacity: One of the main reasons for this nomenclature change is to expand the opportunities for MPI graduates to be accepted at various educational institutions in Indonesia. (Balci, 2016) Previously, MPI graduates were limited to Islamic educational institutions, but with the nomenclature change to MP/AP, graduates can work in general educational institutions, such as public schools, government agencies, and private educational institutions that are not limited to the religious field; (b) Increased Graduate Competitiveness (Bikse, 2013): Given that the MPI study program was previously limited to Islamic educational institutions, with the change to MP/AP, graduates will be more competitive in the broader labor market. They can compete with graduates of educational management or educational administration study programs from non-religious universities; (c) Opportunities for Curriculum Development: This nomenclature change also provides an opportunity for the study program to develop a curriculum that is more oriented to market needs, especially in terms of more general educational management. This allows the study program to keep up with educational trends and strengthen the curriculum's relevance to the needs of the workforce.

According to Prof. Dr. HH as a doctoral lecturer in MPI when interviewed, asked about the opportunity to change the

nomenclature of MPI to MP/AP, he stated that:

The opportunity is definitely there and very open, when the nomenclature of MPI changes to MP, because the regulations are already in effect and reinforce the changes.

According to Prof. Dr. Sto as one of the MPI doctoral lecturers, he stated that:

The opportunities are vast, so we're proposing a change in the nomenclature from MPI to MP. We predict interest will increase, as there will be regulations in the future. When the nomenclature changes, the bachelor's degree at PTKI will automatically become S.Pd.I, and the master's degree will become M.Pd.I. If MPI changes to MP, the degree will remain S.Pd. and the S2 degree will become M.Pd.I. This will be a unique attraction.

On another occasion, Prof. Dr. MY stated the opportunity to change the nomenclature of MPI to MP as follows:

The opportunity to change the nomenclature from MPI to MP is reflected in the changes in the courses per semester and also in the alumni. In this regard, educational management offers broader job opportunities compared to Islamic Educational Management. One weakness that emerged was in government employee recruitment, where positions were usually opened for educational management majors. This resulted in alumni from Islamic educational management majors being unable to participate in the selection process. Although Islamic educational management has transformed into educational management, courses related to Islamic education remain in the curriculum development or RPS. This demonstrates that Islamic educational values are still integrated, albeit in a broader context.

Deputy Director of Postgraduate Studies, Dr. IF, who is also a doctoral lecturer at

MPI, revealed that there is an opportunity for changes to the MPI nomenclature:

There is a big opportunity if there is a change in the nomenclature of MPI to MP, there are several consistent changes such as the curriculum that improves student skills and various regulations also change.

According to Prof. Dr. LA, senior lecturer at the MPI Doctoral Program, he said that:

The opportunity to change the MPI Classification Nomenclature to MP/AP in the MPI Doctoral Study Program is very open and large, the government is trying not to look at where the alumni come from, all MP/AP are considered equal, have the same opportunities, thus benefiting PTKIN alumni not only the market in the Ministry of Religious Affairs (PTKIN) but also open to Institutions/Institutions outside the Ministry of Religious Affairs and PTKIN. However, PTKIN alumni must be provided with additional skills such as Foreign Languages, academic abilities (Writing Journals and Books), other sciences and technologies.

Furthermore, according to Dr. EC as an MPI lecturer, he stated that:

The opportunity for change is actually big, depending on the campus' needs and whether we are ready or not to make these changes. Every change must have a record of things that must be completed. The changes are not only from the name but also from the system, from infrastructure, the capability of the lecturers, the capability of the available facilities so that they can support these changes.

Challenges Faced by the MPI Study Program after the Change in Nomenclature

However, this change in nomenclature also presents several challenges, both for the MPI study program itself and for related parties: (a) Loss of Religious Identity: One

of the main challenges faced is the possible loss of religious characteristics and identity in the management of the study program. The MPI study program previously combined educational management science with Islamic values, so that graduates were not only competent in educational management but also had a deep understanding of Islamic-based education. After the change in nomenclature to MP/AP, some parties were concerned that the teaching of Islamic educational management would be eroded, and the study program would lose its distinctive character; (b) Adjustment of Curriculum and Courses: With the change in nomenclature to MP/AP, the MPI study program will need to make major adjustments to the curriculum and courses taught. Courses that focus on Islamic studies, such as the interpretation of verses in management or the management of Islamic educational institutions, will likely be eliminated or adjusted. This could affect the quality of knowledge that was previously closely linked to the characteristics of Islamic education; (c) Changes to the ASN and PPPK Recruitment System: As noted in the background, MPI alumni who previously had difficulty competing in CPNS and PPPK formations are expected to be more competitive with MP/AP graduates. However, this change will also affect the recruitment system in government agencies. With the change in nomenclature, there may be ambiguity or difficulties in adjusting the requirements for graduates of the MPI study program that changed its name to MP/AP, both in the context of government regulations and the institutions involved; (d) Resistance from Certain Stakeholders: Although some lecturers and study program officials see this change in nomenclature as a positive step, there is also resistance from the majority of lecturers and alumni who feel that this change is unnecessary. They argue that MPI already has unique scientific studies and plays an important role in producing graduates with strong Islamic characteristics, especially for Islamic educational institutions. In addition, PPMPI

as the organization that accommodates this study program also expressed its objections to the change in nomenclature.

A challenge is something or an object that can stimulate determination in overcoming a problem or something or an object that must be addressed. (Aisyah et al., 2024; Alhajj et al., 2024; Almeida et al., 2020; Barney, 2020; P. Li et al., 2021; Sudirman et al., 2025) Based on the opinion of HH, a doctoral lecturer in MPI at IAIN Curup, the challenges related to changing the nomenclature of MPI to MP are as follows:

The biggest challenge faced is meeting the standards of Islamic Education Management to be equivalent to the Education Management at Public Universities, both in terms of lecturers, facilities and infrastructure, and funding. Everything must be standardized with other General Education Management.

According to the Dean of Tarbiyah Sto as one of the MPI doctoral lecturers, he stated that:

The challenge is convincing lecturers in the MPI association to participate in drafting/submitting an academic paper to change the nomenclature of MPI to MP. Many alumni are employed in Educational Management compared to Educational Management graduates.

On another occasion, the Head of the Institute for Research and Community Service (LPPM) MY who is also a doctoral lecturer at MPI, stated the challenges of changing the nomenclature of MPI to MP as follows:

The challenge is big, it's called change, every change is certain, the procedures and steps that will be made will certainly change a lot, therefore we must be ready for what we have to fight for. Hopefully in the future MPI will be better in the future than it is now, of course MP has been implemented in public campuses, so in our place it is still considered a bit new, but we have to follow it, we have to be able to adapt to what is in the change.

Deputy Director of Postgraduate Studies, Dr. IF, who is also a doctoral lecturer at MPI, revealed that the challenge of changing the nomenclature of MPI:

The challenge is the complicated regulations, because it was originally under the Ministry of Religious Affairs and then changed to the Ministry of Education and Culture. All regulations that have been implemented in the Ministry of Religious Affairs will certainly need to be updated with all regulations stipulated by the Ministry of Education and Culture/Research and Technology/Higher Education.

According to Prof. Dr. LA, senior lecturer at the MPI Doctoral Program, he said that:

The challenges faced if the MPI Classification Nomenclature becomes MP/AP, the deepening of Islamic knowledge, theory, references and theoretical studies with an Islamic background (Qur'an, Hadith, Ijma' and Qiyas) will not be a priority, then competitive rivals for the job market will also be high, because some Indonesian people still consider non-Ministry of Religious Affairs/Islamic products/alumni superior.

CONCLUSIONS

The change in the nomenclature of the Islamic Education Management (MPI) study program from Educational Management (MP) to Educational Management (MP) or Educational Administration (AP) at Islamic religious higher education institutions (PTKI) is a step aimed at expanding opportunities for graduates of these programs to be better accepted in the broader workforce. However, this change also presents several challenges, particularly related to religious identity and curriculum adjustments. While the change in nomenclature opens employment opportunities for graduates in various educational institutions and government agencies, the biggest challenge is ensuring that the characteristics of Islamic education

that are unique to MPI are maintained despite the changes in the nomenclature and curriculum structure. Therefore, further efforts are needed to maintain a balance between developing a more general curriculum and maintaining the distinctive values of Islamic education.

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