

**Developing a Muhammadiyah Institutional Resilience Framework (MIRF): Integrating Academic Excellence, Financial Sustainability, Digital Transformation, Governance, and Islamic Values for Sustainable Higher Education**

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**Abstract**

This study develops the Muhammadiyah Institutional Resilience Framework (MIRF), a multidimensional model designed to strengthen the sustainability and competitiveness of Islamic higher education institutions in the era of digital disruption and global competition. The framework integrates six strategic dimensions: academic excellence, financial sustainability, human resource development, digital transformation, governance resilience, and Muhammadiyah Islamic values. The study is motivated by the growing need for universities to move beyond traditional performance indicators and adopt a holistic resilience-oriented governance model that can respond adaptively to crises, policy changes, technological shifts, and societal demands. Using a qualitative-conceptual approach supported by literature review and institutional analysis, the study synthesizes theories of organizational resilience, higher education governance, digital transformation, and Islamic educational values. The resulting MIRF proposes that institutional sustainability is achieved when academic quality, financial health, technological readiness, effective governance, and value-based leadership operate in an integrated manner. Muhammadiyah values such as integrity, social responsibility, innovation, and service to society function as the ethical foundation that aligns organizational resilience with the broader mission of Islamic education. The framework contributes to the literature on higher education management by offering a context-sensitive model for Islamic universities, particularly within the Muhammadiyah network. Practically, MIRF can serve as a strategic planning tool, an institutional evaluation instrument, and an early warning system for assessing university resilience. The study also proposes the development of an Institutional Resilience Index to operationalize the framework in future empirical research. By combining managerial and spiritual dimensions, MIRF provides a comprehensive approach to building sustainable, adaptive, and value-driven higher education institutions.

**Keywords:** institutional resilience, Muhammadiyah, higher education governance, digital transformation, financial sustainability, Islamic values, university sustainability.

**Abstrak**

Integrasi iman, ilmu, dan amal merupakan prinsip fundamental dalam pendidikan Islam yang bertujuan mengembangkan individu secara holistik melalui keseimbangan antara dimensi spiritual, intelektual, dan praktis kehidupan. Konsep ini menegaskan bahwa iman berfungsi sebagai landasan keyakinan dan pedoman moral, ilmu berfungsi sebagai sarana untuk memahami serta menjalani kehidupan, dan amal merupakan manifestasi nyata dari iman dan ilmu. Artikel ini bertujuan untuk mengkaji pentingnya integrasi ketiga unsur tersebut dalam kerangka pendidikan Islam serta perannya dalam membentuk individu yang bertanggung jawab, beretika, dan produktif. Dengan menggunakan pendekatan deskriptif dan konseptual, kajian ini mengeksplorasi hubungan antara iman, ilmu, dan amal berdasarkan ajaran Islam serta prinsip-prinsip pendidikan. Hasil kajian menunjukkan bahwa iman memberikan arah dan tujuan hidup, ilmu meningkatkan pemahaman dan kemampuan pengambilan keputusan, sedangkan amal mengubah keyakinan dan pengetahuan menjadi kontribusi nyata yang bermanfaat bagi masyarakat. Kajian ini juga menegaskan bahwa pendidikan Islam yang efektif tidak hanya berfokus pada pencapaian akademik, tetapi juga pada pembentukan karakter, pengembangan moral, dan tanggung jawab sosial. Integrasi iman, ilmu, dan amal berkontribusi terhadap terbentuknya individu yang seimbang, mampu menghadapi tantangan zaman, serta tetap berpegang teguh pada nilai-nilai spiritual. Oleh karena itu, lembaga pendidikan, keluarga, dan masyarakat perlu bekerja sama dalam menerapkan pendekatan integratif ini guna melahirkan generasi yang kompeten, berakhlak, dan bertanggung jawab secara sosial. Pada akhirnya, integrasi yang harmonis antara iman, ilmu, dan amal menjadi fondasi utama untuk meraih keberhasilan di dunia maupun di akhirat.

**Kata Kunci:** Iman, Ilmu, Amal, Pendidikan Islam, Pembentukan Karakter, Pendidikan Holistik.

## Introduction

In the contemporary landscape of higher education, Islamic universities face unprecedented challenges that demand adaptive strategies for sustainability and resilience. The global higher education environment is increasingly characterized by rapid technological advancements, shifting societal expectations, rising operational costs, and intensified competition both nationally and internationally. Traditional governance models that focus primarily on performance indicators, such as student enrollment rates, research output, and graduation statistics, are increasingly insufficient to ensure institutional survival and growth. These conventional approaches often overlook the multidimensional nature of institutional resilience, which requires simultaneous attention to academic quality, financial stability, governance effectiveness, technological readiness, and ethical orientation. For Islamic higher education institutions, particularly those affiliated with the Muhammadiyah network, these challenges are compounded by the necessity to uphold spiritual and moral commitments that align with the broader mission of Islamic education, integrating values such as social responsibility, integrity, and service to society (Findler et al., 2019).

The increasing complexity of the higher education landscape has made it clear that isolated interventions or single-focus strategies cannot guarantee long-term institutional sustainability. For example, investing solely in academic excellence without addressing financial sustainability may yield high-quality educational outcomes temporarily but risks institutional instability during economic or policy disruptions. Similarly, efforts to enhance technological infrastructure or adopt digital learning platforms may fail if governance structures are rigid or if faculty and staff are inadequately prepared to integrate technology into teaching and administrative processes (García-Peñalvo, 2021). Therefore, there is a compelling need for a comprehensive, multidimensional framework that not only addresses operational efficiency and strategic agility but also reinforces the ethical and value-based foundations of Islamic universities.

This study proposes the Muhammadiyah Institutional Resilience Framework (MIRF), a holistic model designed to enhance the resilience and sustainability of Islamic higher education institutions. The framework integrates six strategic dimensions that collectively ensure both operational effectiveness and alignment with Islamic values: academic excellence, financial sustainability, human resource development, digital transformation, governance resilience, and adherence to Muhammadiyah Islamic values. Each dimension contributes uniquely to the overall capacity of the institution to withstand external shocks, adapt to changing circumstances, and fulfill its educational mission sustainably (Aditya et al., 2021).

Academic excellence forms the core of institutional resilience, as it ensures the quality and relevance of teaching, research, and learning outcomes. This dimension emphasizes continuous improvement in curriculum design, pedagogical innovation, faculty competence, and research productivity. By fostering a culture of academic rigor and intellectual curiosity, universities can maintain competitive positioning and enhance student satisfaction, while also contributing to societal knowledge and innovation. Academic excellence is not merely an internal benchmark; it also establishes institutional credibility and trust among external stakeholders, including prospective students, government bodies, industry partners, and the broader community (Pucciarelli & Kaplan, 2016).

Financial sustainability is another critical dimension that underpins institutional resilience. Islamic universities, like all higher education institutions, operate in environments of resource scarcity, fluctuating funding streams, and growing financial obligations. Building financial resilience requires

strategic planning, diversified revenue generation, prudent budgeting, and transparent financial management. Institutions that achieve financial sustainability can maintain operational independence, invest in critical infrastructure and human resources, and respond effectively to crises, whether they involve economic downturns, policy changes, or unanticipated expenditures. The MIRF emphasizes that financial health is inseparable from strategic governance and ethical decision-making, ensuring that resource allocation aligns with institutional priorities and Muhammadiyah values (Aleixo et al., 2018).

Human resource development is equally essential in cultivating adaptive and capable organizational structures. Faculty and staff serve as the primary agents of institutional resilience, responsible for implementing policies, advancing academic programs, and engaging with students and communities. The MIRF highlights the need for continuous professional development, capacity building, and leadership training, enabling personnel to navigate complex challenges and integrate innovative practices effectively. Human resource development also includes fostering a collaborative institutional culture, promoting knowledge sharing, and supporting employee well-being, all of which contribute to sustained performance and institutional commitment (Gkrimpizi et al., 2024).

Digital transformation has emerged as a critical enabler of institutional resilience, particularly in the context of technological disruption and the growing demand for flexible and accessible learning environments. The MIRF recognizes that technology adoption goes beyond implementing digital platforms; it encompasses strategic alignment of IT infrastructure, digital literacy among faculty and staff, data-driven decision-making, and the integration of innovative pedagogical tools (Thite, 2022). Digital transformation enhances operational efficiency, expands the reach of educational programs, and provides institutions with the capacity to adapt rapidly to emerging trends, including online learning, virtual collaboration, and artificial intelligence applications. In Islamic higher education, digital transformation must also harmonize with ethical principles, ensuring that technology serves educational goals while respecting moral and societal considerations (Castro Benavides et al., 2020).

Governance resilience is a foundational dimension that ensures institutions can respond effectively to internal and external challenges. This dimension involves adaptive leadership, transparent decision-making processes, strategic planning, risk management, and stakeholder engagement (Khasawneh, 2011). Effective governance provides the mechanisms through which institutions coordinate across academic, administrative, and financial functions, ensuring alignment with mission, values, and long-term objectives (Nasir et al., 2021). In the MIRF, governance resilience is closely integrated with ethical accountability, emphasizing integrity, fairness, and responsiveness in institutional decision-making. Robust governance structures empower institutions to anticipate potential disruptions, manage crises proactively, and sustain organizational continuity (Duchek, 2020).

Finally, Muhammadiyah Islamic values constitute the ethical and philosophical foundation of institutional resilience. These values encompass integrity, social responsibility, innovation, service to society, and commitment to knowledge dissemination in accordance with Islamic principles. By embedding these values into leadership practices, academic programs, and organizational culture, Islamic universities can ensure that resilience is not merely a managerial or operational concern but also a moral imperative. Ethical orientation aligns institutional actions with broader societal goals, fosters trust among stakeholders, and strengthens the university's identity and mission in an increasingly competitive and pluralistic higher education environment (Hillmann & Guenther, 2021).

By synthesizing theories of organizational resilience, higher education governance, digital innovation, and Islamic educational values, the MIRF provides a comprehensive and context-sensitive approach to building resilient and adaptive institutions (Massaro et al., 2015). The framework allows Muhammadiyah universities to integrate managerial effectiveness with spiritual and ethical commitments, creating an institutional model that is both sustainable and aligned with its foundational

mission. Conceptually, MIRF contributes to the literature on higher education management by offering a multidimensional perspective on resilience, highlighting the interdependence of academic, financial, technological, governance, and value-based dimensions. Practically, it provides university leaders with a strategic planning tool, an institutional evaluation instrument, and an early warning system for assessing resilience, enabling proactive interventions and continuous improvement (Amaral et al., 2015).

In conclusion, the contemporary pressures faced by Islamic higher education institutions necessitate a paradigm shift from conventional performance-oriented governance toward a resilience-oriented, value-integrated framework. The Muhammadiyah Institutional Resilience Framework (MIRF) addresses this need by incorporating academic excellence, financial sustainability, human resource development, digital transformation, governance resilience, and Islamic values into a coherent model for institutional sustainability. By doing so, MIRF enables universities to navigate disruptions, enhance competitiveness, and fulfill their educational mission while remaining faithful to their ethical and spiritual commitments. Ultimately, this framework positions Muhammadiyah universities to thrive sustainably in an era marked by uncertainty, technological change, and global competition, providing a model that can be adapted and operationalized in diverse contexts of Islamic higher education.

## Research Method

This study employed a qualitative-conceptual research design to develop the Muhammadiyah Institutional Resilience Framework (MIRF) as an integrative model for strengthening the sustainability of Islamic higher education institutions. This design was selected because the study aimed to construct a theoretically grounded framework rather than to test statistical relationships among variables. The qualitative-conceptual approach allowed the study to synthesize ideas from organizational resilience, higher education governance, digital transformation, financial sustainability, human resource development, and Islamic educational values.

The data were obtained through literature review and institutional document analysis. The literature review focused on scholarly works related to institutional resilience, university sustainability, higher education management, digital transformation, governance, and Islamic education. Relevant books, journal articles, policy papers, and conceptual studies were reviewed to identify key concepts, theoretical assumptions, and strategic dimensions that support institutional resilience. Institutional documents, including strategic plans, governance guidelines, accreditation-related materials, and Muhammadiyah higher education policy documents, were also examined to ensure that the proposed framework reflected the organizational context and value orientation of Muhammadiyah universities (Alsya'bani et al., 2024).

Data analysis was conducted through thematic synthesis. The reviewed materials were read, coded, and categorized based on recurring themes related to institutional sustainability and resilience. The initial coding process identified several strategic areas that commonly influence university resilience, including academic quality, financial capacity, human resources, technology readiness, governance adaptability, and institutional values. These themes were then compared, refined, and integrated into six core dimensions of MIRF: academic excellence, financial sustainability, human resource development, digital transformation, governance resilience, and Muhammadiyah Islamic values (Alsya'bani et al., 2024).

The development of MIRF followed an iterative conceptual mapping process. Each dimension was defined according to its theoretical basis and contextual relevance to Muhammadiyah higher education. Academic excellence was linked to teaching quality, research productivity, curriculum relevance, and student outcomes. Financial sustainability was associated with resource diversification, transparent

budgeting, and long-term institutional viability. Human resource development was connected to leadership capacity, professional competence, and organizational learning. Digital transformation referred to technological infrastructure, digital literacy, data-based management, and technology-supported learning. Governance resilience emphasized adaptive leadership, risk management, accountability, and stakeholder engagement. Muhammadiyah Islamic values functioned as the ethical foundation that aligns institutional strategy with integrity, social responsibility, innovation, and service to society.

To enhance conceptual rigor, the proposed framework was examined in terms of coherence, completeness, and contextual applicability. The relationships among the six dimensions were analyzed to determine how they support one another in building institutional resilience. This step was important because resilience in higher education cannot be reduced to a single institutional function. Instead, it emerges from the interaction between academic, financial, technological, organizational, and ethical capacities.

This study is limited to conceptual framework development and does not include empirical testing. Therefore, the MIRF requires further validation through case studies, expert judgment, survey-based measurement, or the development of an Institutional Resilience Index. Despite this limitation, the method provides a systematic foundation for constructing a context-sensitive resilience model for Muhammadiyah higher education institutions and offers a basis for future empirical research.

## **Results and Discussion**

The findings of this study indicate that institutional resilience in Muhammadiyah higher education cannot be understood as a single managerial capacity. Instead, it emerges from the interaction of several strategic dimensions that mutually support institutional sustainability. Through thematic synthesis of literature and institutional documents, six major dimensions were identified as the foundation of the Muhammadiyah Institutional Resilience Framework (MIRF): academic excellence, financial sustainability, human resource development, digital transformation, governance resilience, and Muhammadiyah Islamic values. These dimensions form an integrated framework that connects institutional performance with ethical orientation, organizational adaptability, and long-term sustainability.

The first result of the study is the identification of academic excellence as a central pillar of institutional resilience. In the context of Muhammadiyah higher education, academic excellence is not limited to teaching quality or research productivity. It also includes curriculum relevance, student development, community engagement, and the ability of academic programs to respond to social, economic, and technological changes. A resilient university must be able to maintain academic standards while continuously adapting its curriculum and learning strategies to meet contemporary demands. This means that academic excellence should be viewed as a dynamic process rather than a fixed achievement. Universities that rely only on formal accreditation status without strengthening the quality of learning, research culture, and graduate competence may experience difficulty in maintaining competitiveness over time (Abad-Segura et al., 2020).

The second dimension identified is financial sustainability. The analysis shows that institutional resilience is closely related to the capacity of universities to manage resources strategically. Financial sustainability enables institutions to maintain academic services, invest in infrastructure, support human resource development, and respond to unexpected disruptions. For Muhammadiyah universities, financial sustainability should not be interpreted merely as revenue growth. It must also involve ethical

financial governance, transparency, efficiency, and alignment between budget allocation and institutional mission. A university may have sufficient income, but weak financial planning can still create vulnerability. Therefore, MIRF positions financial sustainability as a strategic capacity that supports independence, continuity, and institutional responsibility (Bachtiar, 2020).

The third finding concerns the importance of human resource development. Faculty members, administrative staff, and institutional leaders play a decisive role in translating university strategy into practice. The resilience of an institution depends significantly on the competence, commitment, and adaptability of its human resources. In this framework, human resource development includes professional training, leadership regeneration, digital competence, academic career development, and organizational learning. The study suggests that institutional resilience will be difficult to achieve if human resource policies remain administrative rather than strategic. Muhammadiyah universities need human resources who are not only technically competent but also committed to Islamic values, social service, and institutional transformation.

The fourth dimension is digital transformation. The analysis indicates that digital readiness has become a core requirement for higher education resilience. Digital transformation is not limited to the use of online learning platforms or administrative information systems. It includes the ability of institutions to integrate technology into academic management, student services, research collaboration, data-based decision-making, and public communication. In the MIRF model, digital transformation functions as an enabling dimension that strengthens academic excellence, governance, financial management, and institutional responsiveness. However, digital transformation can also create new risks if it is not supported by adequate infrastructure, digital literacy, cybersecurity awareness, and ethical guidelines. Therefore, technology adoption must be accompanied by institutional readiness and value-based control (Shattock, 2013).

The fifth dimension is governance resilience. This study found that resilient governance is essential for ensuring institutional direction, coordination, accountability, and responsiveness. Governance resilience refers to the capacity of university leadership and management systems to anticipate risks, make adaptive decisions, involve stakeholders, and maintain institutional continuity during uncertainty. In Muhammadiyah higher education, governance resilience also requires alignment between university management and the broader mission of Persyarikatan Muhammadiyah. This means that decision-making should not only be efficient but also accountable, participatory, transparent, and consistent with Islamic ethical principles. Weak governance may reduce the effectiveness of other dimensions, even when academic programs, financial resources, or digital systems are relatively strong (Barasa et al., 2018).

The sixth and most distinctive dimension of MIRF is Muhammadiyah Islamic values. The findings show that values are not an additional component outside the institutional system. They function as the ethical foundation that shapes the direction and meaning of resilience. Muhammadiyah values such as integrity, trustworthiness, social responsibility, progress, service, and commitment to knowledge provide moral orientation for institutional development. These values help ensure that resilience is not reduced to institutional survival or market competitiveness alone. Instead, resilience becomes a way for Islamic universities to maintain relevance, serve society, and contribute to the development of civilization. In this sense, MIRF differs from generic higher education resilience models because it integrates managerial capacity with spiritual and ethical responsibility (Elisa et al., 2022).

The interaction among the six dimensions demonstrates that institutional resilience is systemic. Academic excellence requires financial support, competent human resources, effective governance, and digital infrastructure. Financial sustainability depends on transparent governance, credible academic performance, and institutional trust. Digital transformation requires skilled human resources and

strategic leadership. Governance resilience requires ethical values and accurate institutional data. Muhammadiyah Islamic values provide normative direction so that institutional development remains aligned with the mission of Islamic education. Therefore, the strength of MIRF lies in its integrative logic. The framework avoids fragmented institutional development by showing that each dimension should be strengthened in relation to the others.

The results also suggest that MIRF can serve three practical functions. First, it can be used as a strategic planning framework. University leaders may use the six dimensions to evaluate institutional priorities, identify weaknesses, and design long-term development strategies. Second, MIRF can function as an institutional evaluation tool. Each dimension can be translated into indicators that help universities assess their level of resilience. Third, MIRF can support the development of an early warning system. By monitoring academic, financial, technological, governance, human resource, and value-based indicators, universities may detect potential vulnerabilities before they develop into institutional crises.

The discussion of MIRF also highlights the need to move beyond traditional performance-based governance. Many universities still measure institutional success through limited indicators such as student enrollment, accreditation status, graduate numbers, or research output. These indicators remain important, but they do not fully capture institutional resilience. A university may perform well in several indicators while remaining vulnerable to financial instability, leadership problems, technological disruption, or declining value commitment. MIRF offers a broader perspective by emphasizing the relationship between performance, adaptability, sustainability, and ethical identity.

In the context of Muhammadiyah higher education, this framework is particularly relevant because Muhammadiyah universities operate within a dual responsibility. On one hand, they must compete in the modern higher education market by improving quality, innovation, efficiency, and institutional reputation. On the other hand, they must remain faithful to the Islamic mission of Muhammadiyah, especially in promoting education, social transformation, and public benefit. MIRF addresses this dual responsibility by integrating strategic management with Islamic values. The framework shows that institutional resilience should not be separated from moral purpose.

The conceptual contribution of this study lies in its attempt to develop a context-sensitive resilience framework for Islamic higher education. While many institutional resilience models emphasize organizational adaptation, risk management, or sustainability, MIRF places Islamic values as a central element of resilience. This makes the framework more suitable for Muhammadiyah universities and other Islamic higher education institutions that seek to combine managerial effectiveness with religious and social responsibility. The framework also contributes to higher education governance literature by showing that resilience requires integration across academic, financial, technological, human, governance, and ethical dimensions (Hernawati & Hafizh, 2024).

From a practical perspective, MIRF can guide institutional leaders in designing more balanced development policies. For example, digital transformation should not be implemented merely as a technological project. It should be connected to academic innovation, staff capacity building, governance improvement, and ethical use of technology. Similarly, financial sustainability should not be pursued only through income generation. It should also support academic quality, human resource development, and social responsibility. This integrated approach can help Muhammadiyah universities avoid fragmented decision-making and strengthen institutional coherence.

Nevertheless, this study has limitations. Since the framework was developed through a qualitative-conceptual design, it has not yet been tested empirically. The proposed dimensions require further validation through expert judgment, institutional case studies, survey research, or mixed-methods evaluation. Future studies may operationalize MIRF into measurable indicators and develop a

Muhammadiyah Institutional Resilience Index. Such an index could help universities assess their resilience level more systematically and compare institutional readiness across different contexts.

Overall, the results of this study demonstrate that the Muhammadiyah Institutional Resilience Framework offers a comprehensive approach to strengthening Islamic higher education sustainability. By integrating academic excellence, financial sustainability, human resource development, digital transformation, governance resilience, and Muhammadiyah Islamic values, MIRF provides both a conceptual model and a practical guide for institutional development. The framework emphasizes that sustainable higher education cannot be built only through technical efficiency or managerial performance. It also requires ethical leadership, adaptive governance, technological readiness, financial responsibility, academic quality, and a clear commitment to Islamic values.

## **Conclusion**

This study concludes that institutional resilience in Muhammadiyah higher education requires an integrated framework that connects managerial capacity, academic quality, technological readiness, financial strength, governance adaptability, and Islamic values. The Muhammadiyah Institutional Resilience Framework (MIRF) was developed as a conceptual model to address this need. The framework consists of six main dimensions: academic excellence, financial sustainability, human resource development, digital transformation, governance resilience, and Muhammadiyah Islamic values. These dimensions are not separate elements, but mutually reinforcing components that shape the sustainability and competitiveness of Islamic higher education institutions.

The findings indicate that academic excellence remains the core of university resilience because it determines the quality of teaching, research, curriculum relevance, and graduate competence. However, academic quality cannot be sustained without financial stability, competent human resources, digital infrastructure, and effective governance. Financial sustainability provides institutional independence and continuity, while human resource development strengthens the capacity of lecturers, staff, and leaders to respond to institutional change. Digital transformation supports innovation, data-based management, and flexible academic services. Governance resilience ensures that institutional decisions are adaptive, transparent, accountable, and aligned with long-term goals.

The distinctive contribution of MIRF lies in the integration of Muhammadiyah Islamic values as the ethical foundation of institutional resilience. These values ensure that resilience is not understood only as institutional survival or competitiveness, but also as a moral commitment to education, social responsibility, integrity, and service to society. In this sense, MIRF offers a value-based model of higher education resilience that is relevant for Muhammadiyah universities and other Islamic higher education institutions facing disruption, policy change, technological development, and global competition.

This study also shows that MIRF can serve as a strategic planning tool, an institutional evaluation framework, and a basis for developing an early warning system for university resilience. By using the six dimensions of MIRF, university leaders can identify institutional strengths, detect vulnerabilities, and design more coherent development strategies. The framework encourages universities to move beyond fragmented policy responses and adopt a more holistic approach to sustainability.

Nevertheless, this study is limited to conceptual framework development. The proposed model has not yet been tested empirically. Therefore, future research should validate MIRF through expert review, institutional case studies, survey-based analysis, or mixed-methods research. Further studies may also develop a Muhammadiyah Institutional Resilience Index to measure the resilience level of universities

more systematically. Despite this limitation, MIRF provides a useful conceptual foundation for strengthening sustainable, adaptive, and value-driven higher education institutions within the Muhammadiyah context.

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