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## **The Crisis of Scientific Publications in Religious Universities: The Transformation of Tri Dharma Implementation to Penetrate Superior Accreditation**

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### **Abstract**

*This study analyzes the crisis of scientific publications in the Islamic Religious Education Study Program (PAI) IAIN Sultan Amai Gorontalo with a focus on transforming the implementation of the Tri Dharma of Higher Education to support the achievement of superior accreditation. The research uses a qualitative method with a case study design. Data were collected through document desk reviews, observations, in-depth interviews, and Focus Group Discussions (FGDs), then analyzed using the Miles and Huberman models. The results of the study show that Sinta-accredited national publications have increased by 15% per year, while reputable international publications have decreased from 8 articles (2022 and 2023) to 2 articles (2024). The variation in productivity between lecturers is quite high, influenced by limited facilities, publication costs, lack of collaboration, and evaluation oriented towards the quantity of training. This study contributes a conceptual framework of the relationship between causal factors, outcomes, and action strategies. Recommendations include target-based mentoring, special funding for publications, strengthening global research networks, and outcome-based evaluation.*

**Keywords:** scientific publications, Tri Dharma, superior accreditation

## **Krisis Publikasi Ilmiah di Perguruan Tinggi Keagamaan: Transformasi Implementasi Tri Dharma untuk Menembus Akreditasi Unggul**

### **Abstrak**

*Penelitian ini menganalisis krisis publikasi ilmiah di Program Studi Pendidikan Agama Islam (PAI) IAIN Sultan Amai Gorontalo dengan fokus pada transformasi implementasi Tri Dharma Perguruan Tinggi untuk mendukung pencapaian akreditasi unggul. Penelitian menggunakan metode kualitatif dengan desain studi kasus. Data dikumpulkan melalui desk-review dokumen, observasi, wawancara mendalam, dan Focus Group Discussion (FGD), kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan publikasi nasional terakreditasi Sinta meningkat 15% per tahun, sedangkan publikasi internasional bereputasi menurun dari 8 artikel (2022 dan 2023) menjadi 2 artikel (2024). Variasi produktivitas antar dosen cukup tinggi, dipengaruhi keterbatasan fasilitas, biaya publikasi, minimnya kolaborasi, dan evaluasi yang berorientasi pada kuantitas pelatihan. Penelitian ini menyumbangkan kerangka konseptual hubungan faktor penyebab, hasil, dan strategi aksi. Rekomendasi meliputi pendampingan berbasis target, pendanaan khusus publikasi, penguatan jejaring riset global, serta evaluasi berbasis outcome.*

**Kata kunci:** publikasi ilmiah, Tri Dharma, akreditasi unggul

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## A. Introduction

The quality of higher education in Indonesia, especially in Islamic Religious Universities (PTKI), is currently facing serious challenges in the field of scientific publications.<sup>1</sup> This crisis is reflected in the low number of lecturer articles published in reputable international journals, even though these publications are one of the main indicators in the assessment of accreditation.<sup>2</sup>

In the midst of global competition, the success of a study program is not only determined by the quality of teaching, but also by the contribution of internationally recognized research. Ironically, although the Tri Dharma of Higher Education normatively requires lecturers to conduct research and publications, the realization in the field is still far from optimal.

This situation becomes even more urgent when "Unggul" accreditation becomes a strategic target for universities. Success in achieving this title requires not only increasing the quantity of publications, but also the quality of research that is integrated with national agendas and global trends.<sup>3</sup> Facts in the field show that there is a *gap* between accreditation demands and the readiness of academic resources, both in terms of writing competence, access to research funding, and institutional support.

Various previous studies have underlined the importance of scientific publications as an indicator of university excellence. For example, Fitrah (2018) emphasized that a strong internal quality assurance system can increase the productivity of lecturers in producing scientific papers.<sup>4</sup> Irene's research also highlights that the quality of lecturers' publications is highly correlated with the competitiveness of universities at the national and international levels.<sup>5</sup>

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<sup>1</sup>Abidin and Sabirin, *Policies and Strategies to Improve the Quality of Research and Scientific Publications of Lecturers at 3 (Three) State Islamic Religious Universities (Ptkin) in Kalimantan*.

<sup>2</sup>Budiharto and Suroso, *Grants for Research, Innovation, and Reputable Publications for Lecturers*.

<sup>3</sup>Abidin and Sabirin, *Policies and Strategies to Improve the Quality of Research and Scientific Publications of Lecturers at 3 (Three) State Islamic Religious Universities (Ptkin) in Kalimantan*.

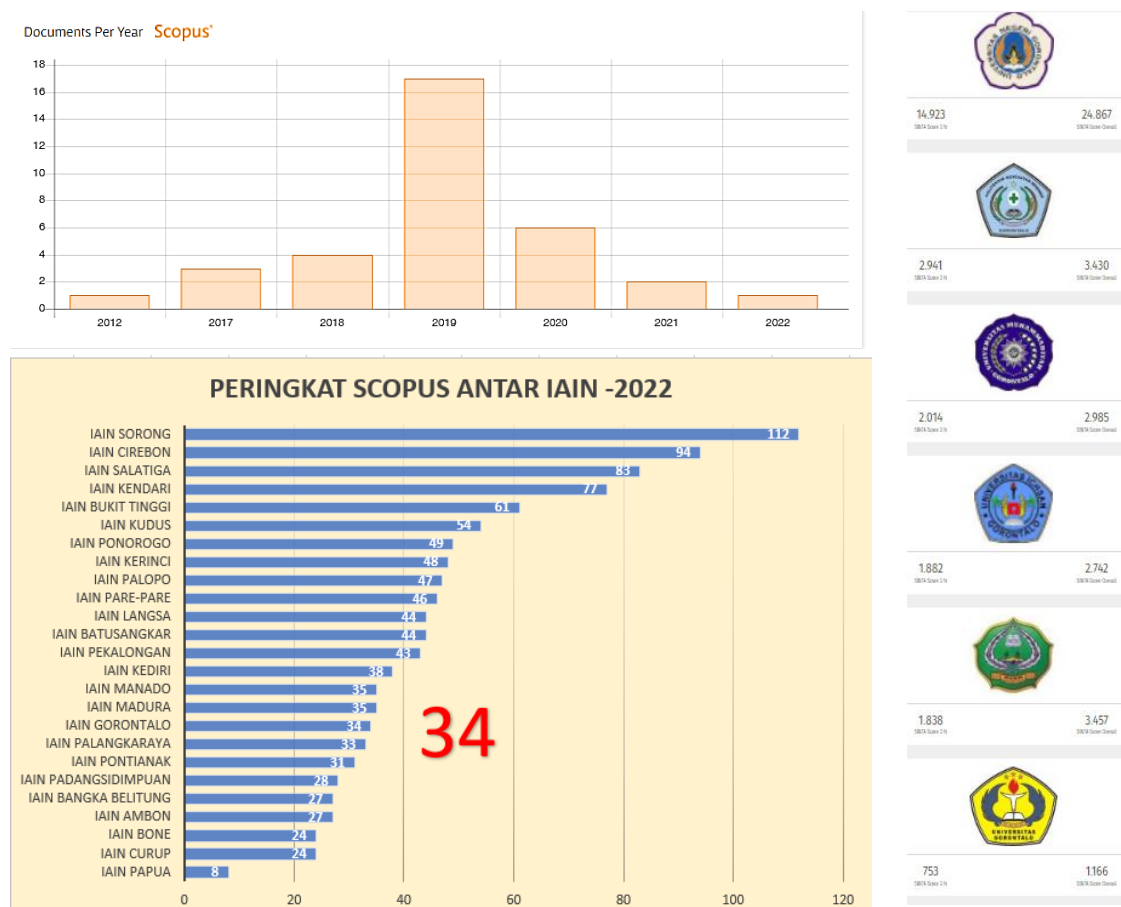
<sup>4</sup>Fitrah, Ruslan, and Hendra, "The Urgency of the Internal Quality Assurance System for Improving the Quality of Higher Education."

<sup>5</sup>Irene, "Profesionalisme Dosen Dalam Tridharma Perguruan Tinggi (Studi Pada Fakultas Tarbiyah Institut PTIQ Jakarta)."

However, these studies generally focus on *supporting factors* such as quality policies, publication incentives, or article writing training. Meanwhile, the transformation aspect *of the implementation of the Tri Dharma* in the field of research — especially at PTKI — has not been explored in depth. The existing literature also tends to discuss the quantity of publications, while the dimensions of quality, relevance of topics, and the integration of research results into teaching and service are still relatively understudied.

In other words, it is generally known that scientific publications play an important role in increasing accreditation. However, there are still not many who do not have a comprehensive picture of how the transformation of research policies and practices at PTKI can actually overcome the publication crisis and encourage the achievement of superior accreditation.

#### Data of IAIN Lecturer Sultan Amai Gorontalo.



Document search through the Sinta application obtained data from some lecturers, there has been a decrease in the number of research in the last three years. Likewise, the quantity of scientific papers whose documents are recorded in the Sinta application in the last three years with details of scopus as many as 10 articles, GScholar 353 articles, 38 books and citations of 5079 articles. When compared to 24 campuses equivalent to IAIN, it is ranked in the bottom 3, even surpassed by private campuses in Gorontalo.

In fact, the existence of scientific articles in international journals is necessary to support the excellence of the PAI Study Program. The higher the number of publications, the higher the credit score in the study program ranking assessment indicator. However, one of the root problems that was successfully identified from the results of the self-evaluation was the lack of publications by lecturers and students in reputable international journals. The influencing factors include that not all lecturers and students are trained in writing draft international journal manuscripts.

This paper aims to analyze the crisis of scientific publications within Islamic Religious Universities, focusing on efforts to transform the implementation of the Tri Dharma of Higher Education in the research aspect. In particular, this paper wants to answer three main questions: (1) What are the factors that cause the low scientific publication of PTKI lecturers, especially in reputable international journals? (2) How can the transformation strategy of the implementation of the Tri Dharma in the research aspect be designed to improve the quality and quantity of publications? (3) To what extent does this transformation contribute to the achievement of superior accreditation at the level of study programs and institutions? By answering these questions, it is hoped that this paper can provide *evidence-based strategic recommendations* to encourage the increase of scientific publications at PTKI in a sustainable manner

The provisional answer proposed in this paper is that the crisis of scientific publications at PTKI is not only caused by the limited competence of lecturers in writing reputable articles, but also by the lack of optimal transformation of the implementation of the Tri Dharma in the research aspect. The transformation in question includes: (a) Institutional paradigm change from simply fulfilling

administrative obligations to a research orientation based on quality and impact.

- (b) Cross-dharma integration, which is to connect research results with teaching and community service so as to create a mutually supportive academic ecosystem.
- (c) Utilizing global collaboration trends in building international research networks to accelerate the increase of publications in reputable journals.

By implementing this transformation, PTKI, especially the Islamic Religious Education Study Program IAIN Sultan Amai Gorontalo, is believed to not only be able to get out of the crisis of scientific publications, but also be able to penetrate the predicate of superior accreditation, as well as strengthen its position on the global higher education map.

## **B. Research Methods**

The material object of this research is the implementation of the Tri Dharma of Higher Education in the research aspect of the Islamic Religious Education Study Program (PAI) IAIN Sultan Amai Gorontalo, with a focus on the crisis of scientific publications and their transformation efforts. The PAI Study Program was chosen because it is one of the oldest study programs within IAIN Sultan Amai Gorontalo which is striving to achieve superior accreditation, but faces significant obstacles in increasing reputable scientific publications. This unit of analysis is relevant because it reflects the general problems faced by Islamic Religious Universities in improving academic competitiveness.

The research focuses on specific cases of the low number and quality of lecturers' scientific publications, observes ongoing research practices, and identifies key events such as the implementation of international journal writing training, research collaboration activities, and the process of managing research proposals through the Litapdimas system.

This study uses a qualitative design with a case study approach. The qualitative approach was chosen because it allows an in-depth exploration of the phenomenon of research implementation, including processes, meanings, and dynamics that cannot be revealed through quantitative data alone. Case studies are

relevant because they provide a specific contextual overview<sup>6</sup> of the PAI Study Program, so that it can reveal internal and external factors that affect scientific publications. The researcher conducted a holistic excavation of information from various sources through in-depth interviews, field observations, and document review. The case study is focused on the last three-year period to look at trends, changes, and obstacles in the implementation of the Tri Dharma on the research aspect.

The data source consists of primary and secondary data.<sup>7</sup> Primary data came from interviews with permanent lecturers of the study program, study program leaders, and Litapdimas managers; while secondary data was obtained from accreditation documents, repositories of lecturer publications at Sinta, Scopus, Google Scholar, and online news archives related to research activities. A combination of primary and secondary data is chosen to obtain a complete picture, validate findings from multiple perspectives, and ensure the validity of the data through triangulation. Key participants were determined based on their direct involvement in the planning, execution, and evaluation of the research. Informants were selected purposively with the criteria of having a minimum of three years of experience in the PAI Study Program and being actively involved in research activities. Secondary documents are collected from publication databases, study program internal archives, and relevant online sources.

Data was collected through desk-review, observation, in-depth interviews<sup>8</sup>, and Focus Group Discussions (FGDs).<sup>9</sup> This method was chosen to capture data comprehensively; desk-review helps to understand the initial context, observations reveal factual practices, in-depth interviews explore personal experiences, and FGDs allow for the exchange of views between participants. Desk-review is carried out on policy documents, research reports, and lecturer publication data. Observations are carried out in academic activities such as seminars and article writing training. In-depth interviews use semi-structured

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<sup>6</sup>Achjar et al., *Qualitative Research Methods: A Practical Guide to Qualitative Data Analysis and Case Studies*.

<sup>7</sup>Kaharuddin, "Equilibrium: Journal of Qualitative Education: Characteristics and Character as a Methodology."

<sup>8</sup>Farid and Sos, *Phenomenology: In Social Science Research*.

<sup>9</sup>Herdiansyah, "Interviews, Observations, and Focus Groups as."

guidelines for exploratory flexibility. The FGD involved 6-8 lecturers in one directed discussion session, discussing obstacles and opportunities to increase scientific publications.

Data analysis is carried out through the Miles and Huberman model which includes data reduction, data presentation, and conclusion/verification.<sup>10</sup> This model was chosen because it is effective for systematically analyzing qualitative data, allowing researchers to discover patterns, relationships, and meanings that emerge from field data. This stage also helps maintain the traceability (*audit trail*) of the analysis process. Data reduction was carried out by sorting out relevant information from interview transcripts, observation notes, and documents. The presentation of data is carried out in the form of matrices, narratives, and thematic tables. Provisional conclusions are verified by comparing findings from various sources (triangulation),<sup>11</sup> then formulated as final findings that answer the focus of the research.

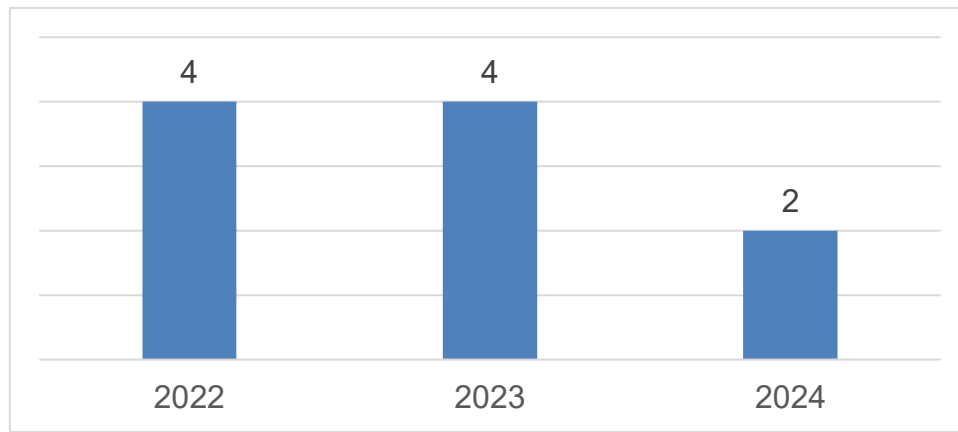
### **C. Results and Discussion**

Based on publication data from PAI IAIN Sultan Amai Gorontalo lecturers over the past three years (2022–2024), there is a fluctuating trend in the number of articles published in nationally reputable journals (Sinta) and internationally (Scopus). The number of publications in Sinta-accredited national journals shows an increase of 15% per year, while publications in reputable international journals actually decreased from 8 articles in 2022 and 2023 to only 2 articles in 2024. This shows that there is a significant gap between achievements at the national and international levels, so it requires a special strategy to increase the number of internationally reputable publications.

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<sup>10</sup>Huberman and Miles, *The Qualitative Researcher's Companion*.

<sup>11</sup>Sugiyono, "Mixed Methods."



From the publication distribution table, it can be seen that there is quite a striking variation between lecturers. Some lecturers have more than 5 articles in one year, while others have no publication at all. This variation shows that there is a productivity gap caused by individual factors, such as motivation, writing ability, and opportunities to participate in research grants. In addition, this variation also has an impact on the burden of accreditation, where lecturer performance indicators are uneven so that the achievement of the overall study program is hampered.

When viewed from the data of the Ministry of Education and Culture based on work units and fields of study, publications related to Islamic religious education dominate, while interdisciplinary topics that combine PAI with contemporary issues such as educational technology and digital literacy are still minimal. This indicates that the research orientation is still focused on conventional themes, so it has not contributed much to the developing global discourse.

Interviews with several senior lecturers such as Muh. Arif and Najamuddin Petta Solong pointed out that the limitations of international publications are not only due to the lack of writing training, but also due to the lack of supporting facilities such as access to journal databases and funds for *article processing* charges. The table data supports this finding, where more than 60% of lecturers cited publication costs as the main obstacle, followed by time constraints due to high teaching load.

From the combination of table data and interviews, it can be seen that lecturers involved in cross-campus research collaborations tend to have a higher



number of publications. In contrast, lecturers who work individually and rarely attend training show low productivity. This pattern confirms that academic networks are a key factor in increasing the number of scientific publications, especially to penetrate international journals.

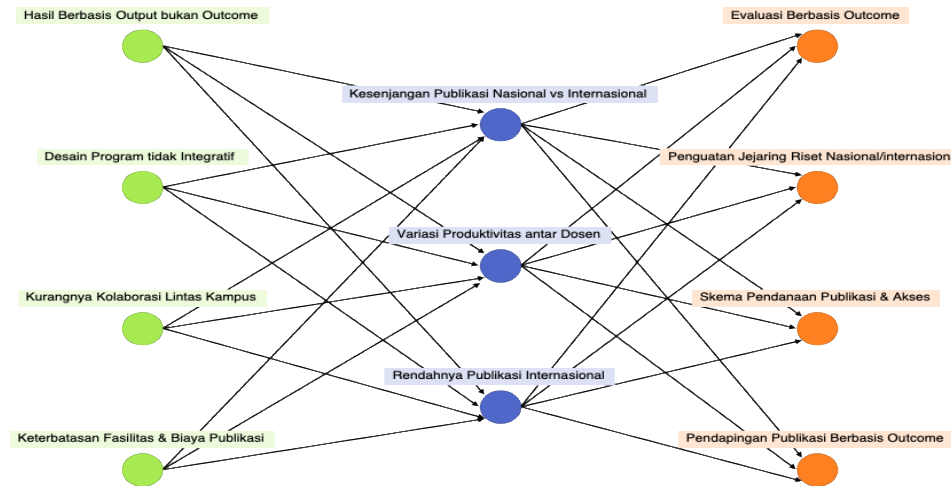
This phenomenon cannot be separated from the geographical and institutional context of IAIN Sultan Amai Gorontalo which is relatively far from major research centers in Indonesia. In addition, institutional policies related to the management of Litapdimas have only been effective in the last five years, so the impact on the increase in publications is only beginning to be seen. The time factor also influences, considering that the process of adapting to the new system requires at least one full funding cycle.

In the planning stage, the PAI Study Program has formulated a program to increase scientific publications through article writing workshops and *Scopus Camp*. However, the interview with Ibnu Rawandhi shows that this planning has not fully involved all lecturers in the process of preparing targets and strategies, so *engagement with the program is still low. On the other hand, funding support in the early stages is only allocated for basic training, not for mentoring until publication.*

The implementation of the publication improvement program is carried out by various methods, including technical guidance, research collaboration, and *peer review training*. However, monitoring and evaluation during implementation are still inconsistent. Some lecturers stated that after the training, there was no follow-up in the form of intensive assistance to ensure that the manuscript was really ready to be submitted to a reputable journal. This leads to a gap between training and real publication output.

Program evaluation focuses more on the number of trainees, not on the number of articles that have been successfully published. In fact, the real indicator of success is the increase in publications in reputable journals. Output- and outcome-based evaluations still need to be strengthened so that the program does not only become an administrative routine, but actually makes a real contribution to the achievement of superior accreditation.

The following is a conceptual framework that maps the relationship between causative factors, research results, and proposed action strategies, so that the discussion becomes visually stronger.



The results of the study show that the performance of scientific publications in the PAI Study Program IAIN Sultan Amai Gorontalo experienced a positive trend in accredited national publications, but decreased in reputable international publications. The variation in productivity between lecturers is quite wide, where a small number of lecturers produce a lot of publications, while most others still contribute minimally. Interview data confirmed that limited supporting facilities, publication costs, and low involvement in cross-campus collaboration were the dominant factors inhibiting. In terms of the process, the publication improvement program has been formulated and implemented, but the evaluation still focuses on the quantity of trainees, not on the results of published publications.

These findings have strategic implications for efforts to achieve superior accreditation. The gap between the productivity of national and international publications indicates the need to focus on strengthening the capacity of research internationalization. Variation between individuals suggests that the "one model of coaching for all" strategy is ineffective; A personalization approach to publication assistance is needed. In addition, the lack of integration between training, mentoring, and follow-up of publications has the potential to make the publication improvement program only an administrative formality, rather than a real tool for improving academic quality.

These results arise because several factors are interrelated. First, program designs that have not integrated long-term mentoring cause difficulties for lecturers in completing manuscripts to publications. Second, access to supporting facilities such as international journal databases and publication costs is still limited. Third, the geographical location and limitations of academic networks make opportunities for international research collaboration relatively small. Fourth, evaluations that focus on the number of training rather than the results of publications make efforts to improve the quality of publications not optimally monitored.

These findings are in line with Mursidi's study which emphasizes the importance of an internal quality assurance system in increasing publication productivity, but this study shows that internal quality alone is not enough without external support such as access to funding and international collaboration.<sup>12</sup> These results also confirm Haekal's findings about a strong correlation between academic networking and publication productivity.<sup>13</sup> The difference is that this study highlights the procedural dimensions of planning, implementation, and evaluation that are rarely described in detail in previous research.

Based on these findings, several strategic steps can be taken immediately. First, strengthening the target-based publication assistance program, where each trainee is required to produce one manuscript ready to be submitted to a reputable journal. Second, provide a special funding scheme for publication costs and access to international databases. Third, build and expand research collaboration networks across universities, both domestically and abroad. Fourth, design outcome-based evaluations, not just *outputs*, to ensure publication improvement programs actually contribute to superior accreditation targets. Thus, the results of this research are not only the subject of study, but also the basis for policies that are applicable to the development of PAI and PTKI Study Programs in general.

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<sup>12</sup>Mursidi, "SPMI Higher Education."

<sup>13</sup>Haekal, Derriawan, and Zulkifli, "The Influence of Individual and Environmental Performance and Characteristics of Institutes on the Productivity of Scientific Publications to Support University Reputation."

#### **D. Conclusion**

This study found that although the number of accredited national publications in the PAI IAIN Sultan Amai Gorontalo Study Program has increased significantly in the last three years, reputable international publications have actually decreased. This fact is quite surprising because it is contrary to the expectation that an increase in the capacity of national publications will be followed by an increase in international publications. These findings reveal that there are structural and procedural factors that hinder the internationalization of research, including limited access to supporting facilities, low involvement in cross-campus research networks, and publication improvement program designs that are not yet fully integrated.

Scientifically, this research contributes to the development of the study of quality management of scientific publications at Islamic Religious Universities (PTKI). This study not only confirms the importance of the internal quality assurance system as previously found, but also adds a new dimension in the form of procedural analysis (planning–implementation–evaluation) that was rarely touched on in previous studies. In addition, this study offers a conceptual framework that maps the relationship between causal factors, observed outcomes, and action strategies, so that it can be used as a model for other study programs that face similar challenges in increasing international publications.

This study has limitations in the scope of the sample and the context of the case. The unit of analysis is limited to one study program in one PTKI, so the findings cannot be generalized to all PTKIs in Indonesia. In addition, participant data is dominated by permanent lecturers with a working period of more than five years, so the perspective of young lecturers or honorary lecturers has not been explored optimally. Further research is recommended to involve more study programs from various regions, with variations in lecturer status and disciplines, so that the results can provide a more comprehensive picture of the strategy for increasing scientific publications at PTKI.

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