

Exploring Academic Atmospheres in IAIN Kediri Inspiring from State University in Malaysia

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Abstract

This article explores the academic atmospheres of universities in Indonesia and Malaysia, comparing university missions, services and management supports. Institut Agama Islam Negeri (IAIN) Kediri, East Java, Indonesia and Universitas Teknologi Malaysia (UTM), Malaysia were evaluated in this study. Comparison is laid in the management process the universities serve to achieve the academic attainments and supports to teaching staffs as the core human resources in the university to operate the management where the academic atmospheres are immensely created and built. Restrictions appear, however, in that this study does not mean to compare the universities apple to apple, rather it portrays general academic attitudes and attainments in the light of education management that the universities have accomplished. Academic atmospheres in the university are the embodiment of leadership that manifest teaching performance, student management, curriculum, and supports to academic faculty in enhancing researches in the international linkages and publications. Content analysis was used as the research design, involving data from the results of observation, interview and document analyses. The study revealed that academic atmospheres in IAIN Kediri indicated standard performance on three ultimate obligations, teaching, research and community outreach, the management and leadership of which are on going to increase. Lacking of internationalization programs, however, IAIN Kediri developed its basis as Islamic center. In addition, UTM has achieved international statuses in its performances and standards. This implies that IAIN Kediri should increase its status to be university level, create the curriculum body and academic attainments in the international standard.

Keywords: *academic atmospheres; publication; internationalization; IAIN Kediri.*

1. Introduction

Low attainment of creativity of Indonesian human resources has been associated with the quality of higher education systems that are not conducive to the development of human capital [1]. OECD/ADB reports, several leading national universities which have international links are available, but no Indonesian university is highly placed among ranking of world universities. Many of the 92 public universities are rated fair to middling along with a few, perhaps 20, and most of more than 3,000 private universities are rated poor, and many very poor. In addition, academic teaching staff are underqualified by international standards, and their remuneration rates and conditions are relatively poor. Facilities and equipment are inadequate. The quality of education, with a few exceptions, is poor, particularly in institution with insufficient scale to mount broad degree programs. Many graduates fare poorly in the job market.

Human resources index of Indonesia is also rated low. Negara reports that the future competitiveness of Indonesia's economy is in a big problem [2]. According to the 2014 Global Innovation Index, Indonesia is ranked in 87th out of 143 countries in terms of innovation capability. Indonesia lags behind Singapore (7), Malaysia (33), Thailand (48), and Vietnam (71), but better than Brunei (88), the Philippines (100), Cambodia (106) and Myanmar (140). OECD/ADB asserts only a very small proportions of the Indonesian workforce, including in higher education and research, are qualified to PhD level [1]. The shortage is acute outside Java. Both achievement and national development goals and the expansion of higher education across the nation will require much more such advanced human capital.

Sadjuja confirms number of publications on Management and Accounting by 2014 compared to other countries is lower, that is: Singapore (112), Thailand (55), Indonesia (45), and the Philippines (9). Number of journals indexed in Scopus by 2015 is: Malaysia (79), Thailand (26), the Philippine (22), and Indonesia (20) [3]. This implies that the 50 promising universities of 2,684 universities in Indonesia are suspected not to serve international standards and that they are not

successful to accommodate the conducive academic atmospheres. Negara admits that the key to develop the HR is the government imposing education reforms particularly in higher education to meet the global needs [2]. Government puts a top priority on higher education development. Higher education institutions have been developed into world-class research institutions, as initially the producers of skilled workers being transformed into producers of knowledge.

Researches prove that good academic atmosphere plays a key to train highly qualified personnel, and represents an important symbol of education idea, education quality and management level of university. Sun posits that academic atmosphere indicates the style of learning and teaching, and defines the embodiment of teaching attitudes of school teachers' and other integrated style of students' learning, lives, and discipline. According to Sun, the quality of academic atmosphere of an university directly relates to the school's educational level, school reputation, and the output quality of personnel for the society [4]. For students, good academic atmosphere, a powerful spiritual force and an important guarantee for college students, has strong effects of constraints, incentives, guidance and cohesion, which can encourage students to make progress. For schools, academic atmosphere is the foundation of the school.

The academic atmosphere is prominent to support the performance of human resources and university performance as well. The academic atmosphere is key to operate conducive situations and conditions in universities so as to achieve better performance and benefit of the wider community [5]. Academic atmosphere must be created to make the learning process in college running in accordance with the vision, mission, and objectives. Universities are an educational organization, where individuals interact and work together to create an academic atmosphere.

This study explored the academic atmospheres of IAIN Kediri Indonesia and UTM Malaysia in addressing academic and non-academic attainments and support to academic environments. This investigation utilized qualitative research design employing questionnaire-based interviews. A set of questionnaires were developed to ask the queries from administrators, lecturers and students. Based on the answers of the questionnaires, interviews were specifically developed to deepen and elaborate information on the onset. Content analysis was used as the data analysis. Content analysis is a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns [6]. This study was conducted in IAIN Kediri Indonesia and UTM Malaysia. Qualitative content analysis involves a process designed to condense raw data into categories or themes based on valid inference and interpretation. This process uses inductive reasoning, by which themes and categories emerge from the data through the researcher's careful examination and constant comparison [7].

Primary data of this study were the entire academic community colleges in IAIN Kediri and UTM Malaysia. Documents that support the purpose of research, whether it is an official document or an unofficial document were analyzed. In addition, results of interviews with official leaders in both universities were recorded. The interview was based on the results of the records from the documents. This study involved participants from IAIN Kediri and UTM Malaysia in three categories: administrators, lecturers and students. The participants were selected using the purposive sampling by which the authority and knowledge of the participants in the academic atmospheres were emphasized. A number of 8 administrators, 10 lecturers, and 20 students were involved for interviews as participants. As there were two universities, the distribution of participants was: (1) administrators 4 from IAIN and 4 from UTM, (2) lecturer 5 from IAIN and 5 from UTM, and (3) students: 10 from IAIN and 10 from UTM.

Data on perceptions and descriptions of academic atmospheres both in IAIN Kediri and UTM Malaysia were collected using observations, and interviews. Document analysis was developed prior and after the interviews [8]. Learning communities involving administrators and lecturers in both universities were observed; archival records and physical artifacts were collected. The 8 administrators and 10 lecturers at both universities each of which involved 4 administrators and 5 lecturers were interviewed. A number of 20 students from IAIN Kediri and 20 from UTM volunteered in this study were involved for the interviews. In addition, follow up interviews were conducted for 10 lecturers each took 5 in IAIN and UTM, to verify observation and obtain information on their practices and perceptions on the academic atmospheres they deemed appropriate and support their careers.

Data analysis was done in three steps. First, interviews were audiotaped and transcribed verbatim using qualitative techniques. The interviews were transcribed, coded and then developed into themes. The results of transcript were checked for validity through member check [9]. This way, themes and sub-themes were provided in follow up member checks based on transcript,

codes, and themes [10]. Second, the observations and field notes from university learning community provided documents and physical artifacts for data of validity measures. Third, follow up interviews were set in accordance with the results of transcription, coding and theme development. Transcripts, codes, and themes were provided to participants for follow up member checking to ensure the authenticity and validity of data [11].

2. Discussion and Results

2.1. Academic Atmosphere

Academic atmosphere is widely used in educational as the atmosphere of the school, academic or general learning. Specifically, Guo suggests academic atmosphere as learning styles of students, which includes many components, such as learning objective, learning attitude, learning ability, learning quality, learning behavior and mental condition, mental outlook, which constitute an organic system. There have not been reached a consensus about the definition of academic atmosphere in many research results of academic atmosphere. Guo summarizes the definition as the atmosphere of doing scholarly research, reading and conducting oneself [12]. Zheng Jiamao believes that academic atmosphere is the integrated performance of learning objective, learning attitude and behavior; Han Yanming considers that academic atmosphere refers to behavioral pattern that learners accept education consciously and promote the full development of body and mind; Xue Hao believes that academic atmosphere is a stable kind of the purpose of the scholarship, the scholarly spirit, the attitude toward research and scholarship methods. It is developed in a long-term education practice by all the teachers and the students of universities.

Kurniawan argues ideal academic atmospheres are characterized by harmonious interactions between lecturers-students, students, and lecturers based on academic values, for examples: discussions, seminars, research, making scientific papers, debates, free speech, and various competition activities [13]. Academic atmospheres shape the character of students as intellectual beings of academic quality. Operationally, lecturers can serve to direct students to an intellectual competition, perform as a figure of integrity to solve problems with intellectual performances. Lecturers should have academic personality characteristics, that represent values of responsibility, honesty, criticality, persistence, curiosity, and caring, and able to interact well with students both in quantity and quality.

Ryan & Deci establish a model of service quality at universities to create intellectual performance associated with academic atmospheres: program quality and quality of life [14]. Program quality includes: curriculum, interaction, input quality, and academic facilities. Quality of life consists of: non-academic processes, support facilities, as well as campus quality and interaction. Higher education as an educational institution should be feasible, relevant, and responsive to change. The higher education should show how an effective institution can better serve students, that is how an effective learning strategy can form the quality of a college as a whole. The academic, personal, and professional development of the students depend on the sincere efforts and commitment of the parties involved in the learning process. The learning process at universities should embrace the system of academic freedom and be demanded to be able to form a moral and moral campus climate [15].

2.2. Developing Academic Atmosphere

Academic atmosphere is an important factor in supporting the performance or performance of a college. A good academic atmosphere is an important standard to measure high or low of an university's teaching quality, the strength and effect of academic atmosphere construction directly influence on universities' teaching quality [12].

Various researches on academic atmospheres have proved that academic atmospheres contribute success on the achievement of academic and non-academic of a school or university [10]. Academic atmospheres are defined emphasizing on the style of teaching and learning [4] as it refers to the atmospheres in which one attempts to learn, which can aid the learning experience or distract from and dismiss it. The academic atmospheres reflect the environment of the school; it can greatly aid, or considerably dismiss the ability to study and do well in campus. An academically competitive atmosphere is believed to be helpful for students for success and demonstrate high performance academically or non-academically [16].

The campus environment and its effects on the student population can be addressed in three settings: peer interactions, classroom environment, and physical environment. Webster's 9th New Collegiate Dictionary defines environment as "the circumstances, objects, or conditions by which

one is surrounded; the complex of physical, chemical, and biotic factors that act upon an organism or an ecological community and ultimately determine its form and survival.” According to Astin, “in the broadest sense, we can define the 'college environment' as including any characteristic of the college that constitutes a potential stimulus for the students” [17].

Literature written about the college environment and its effects on student development suggests two components: formal organizational characteristics and college culture. The formal organizational characteristics such as size, faculty, and administration provide the basis for the shaping of the institution's environment. The environment, in turn, produces the basis for student behavior and, thus, the development of a college's climate or feel [18]. The task, then, is to determine and define the identifiable measures that are most likely to have some impact on the student. In the broadest possible terms, these categories are peer interactions, student-faculty relationships, and the physical environment of the college itself. These categories cause pressure upon the student and provide a stimulus effect on his or her academic and social development. With that in mind, let us turn our focus to the three previously stated characteristics that make up the college environment: peer interactions, classroom environment, and physical environment.

In the view of leadership management, academic atmospheres indicate how the purposes are integrated and shared. Dufour cited by Carpenter argues that shared purpose is a collective and mutual agreement on how educators will work to improve the institution through the academic atmospheres [11]. Academic values are intrinsic qualities the institution stands for, what it considers good and provide foundation for what the purpose is important. The administrators and lecturers had mutual agreement that the propose was to provide a pathway for student achievement and student improvement [10]. Construction of academic atmosphere is a very important part of university personnel training, which is one of the important internal factors affecting universities to improve the quality of education and teaching. It is an eternal theme of college education teaching and the essential guarantee of college's sustainable development.

Guo identifies problems of academic atmospheres construction as follows: (1) Unclear Learning objective, not the straight study manner. Some students viewed that to study in a college is useless, so they have no clear learning goals as going to the college is to get a diploma. (2) Unstable Professional thought. The influence of many negative factors in the community, many students cannot exactly recognize and deal with their majors after they enter colleges. They excessively emphasize on self-awareness and personal habits makes the academic achievement is not ideal, even cannot pass the exam. (3) Poor self-discipline ability. Facing the new environment and learning mode, some students show blundering mood and learning energy scattered; some are addicted to the Internet; some are often late for school, truancy. The ideal academic atmosphere is to build intellectual and morality [12].

2.3. Academic Leadership in Higher Education

Milind has reviewed academic leadership by citing some scholars' opinions that we cited below [19]. Academic leadership refers to leadership in an academic setting or institutions. Leadership in higher education to some extents are similar to professional leader that requires competences and criteria as a professional. Bijur defines leadership as enhancing human potential that involves to create the right environment for people, communicating clearly and effectively [20]. Leadership involves three fundamental tasks: (a) creating a holding environment (environment that facilitates achievement of goals), (b) directing, protecting, orienting, managing conflict and shaping norms, and (c) maintaining presence and poise. Good leadership is about ensuring unity and cohesion upon decisions up and down the line [21].

Milind emphasizes academic institutions present a different setting than private or public sector organizations [19]. Private organizations are guided solely by considerations of maximizing shareholder value. The government agencies and public sector organizations are guided by considerations of maximizing the value to stakeholders, which includes community at large. In academic institutions, maximizing stakeholder value refers to maximizing value to stakeholders such as students, staff, community, and funding agencies. Thus, the stakeholders in academic institutions are more diverse. These special features of academic institutions pose a different set of challenge to leadership. This means that though academic leadership has some commonalities with leadership in general, there are special challenges involved.

Milind citing Ramsden, emphasizes that effective academic leadership in higher education include: leadership in teaching, leadership in research, strategic vision and networking, collaborative and motivational leadership, fair and efficient management, development and recognition of performance and interpersonal skills [19].

Ramsden and Milind elaborate that teaching leadership refers, for example, to bringing new ideas about teaching to the department or creating excitement about teaching. Research leadership can be evidenced, for example, by inspiring respect as a researcher, or leading by example. Strategic vision and networking are demonstrated through furthering interests of the department across the university. Collaborative and motivational leadership is demonstrated among others by honesty and integrity and openness [22].

The power of education to improve quality of life has been accepted as apparent evidence. Swail in Basham admits that education has been viewed as an escape route from poverty, an antidote to intolerance born of ignorance, a primary source of national prosperity, and the foundation of democracy. In addition, Basham critically emphasizes that scientific and technological advances have intensified a truly global community [23]. Linkages all corners of the planet are identified. The emerging worldwide marketplace in global community imposes business communications, capital and financial services, research, and educational programs increasingly move across national borders.

Management to operate higher education in Indonesia present incremental conditions. OECD/Asian Development Bank's extensive research apparently shows that Indonesian universities do not attract foreign students as the academic atmospheres that are not conducive to create international standard [1]. Besides, most universities are low quality, university sectors do not lead in building a culture of internationalization in their campus, with concrete actions to increase internationalization of the student's body, the teaching workforce, the curriculum, cooperative degree program. In addition, the policy of visa for the entry of students is not conducive for academic faculty graduates from other countries.

2.4. Overview of IAIN Kediri

IAIN Kediri was stipulated in the Decree of the President of the Republic of Indonesia Number 11 Year 1997. Formerly, it operated below the Faculty of *Ushuluddin* branch of Sunan Ampel of Surabaya. As an Islamic college, IAIN Kediri sets the "Local Wisdom" and scientific as its organization philosophy. It integrates Islamic values of *Pesantren* (Islamic Boarding School) whose local wisdom is aspired. The fact that Kediri became the center of Islamic sciences education since hundreds of years ago, provides moral basis of Islam on the development of science and technology, as to articulating the conceptual Islamic teachings, contextual, and professional in the life of society. Recently, IAIN Kediri operates three faculties: *Ushuluddin* (Law), *Tarbiyah* (Education), and *Shariah* (Economy), and one master's degree. In the future, management is improved to accomplish an excellence Islamic education institution covering the center of excellence and center of Islamic civilization.

The vision of IAIN Kediri is: "Being a leading campus in governance and leading in the development of Islamic science-based local wisdom to Islamic World Class University", and is elaborated into two noble intentions of education providers: (1) excel in college governance institutions, and (2) leading in the development of Islamic sciences. At this point, the leadership model is developed to focus on strong personal integrity and managerial skills that can foster the spirit of struggle and management of the institution honestly, reliably, communicative, intelligent, dynamic, and progressive. IAIN Kediri also strives to develop the scientific tradition in the hope that its graduates achieve the competitive advantages. The quality improvement program continues to pursue a systematic, integrated and sustainable manner, provided the best service to the students, quality output, and to quality of the image building.

IAIN Kediri has 146 lecturers as distributed into master' degree 109, and doctorate degree 35, 2 professors. Of the 146 lecturers, 74 are contract-basis status and the number of the administration staffs 52. The number of students increased significantly in the last two years, some 5, 837 in 2015/2016, and 7,708 in 2016/2017.

IAIN Kediri currently has 3 faculties and 14 Study Programs, namely: *Ushuluddin* Department and Social Sciences, *Tarbiyah* Department, and Sharia Department, and a one graduate that has 4 study programs. In 2014 IAIN Kediri has proposed to the Directorate General of Islamic Education Ministry of Religious Affairs to add 6 more programs, making all would be 20 study programs.

IAIN Kediri has a policy of sustainable developing quality of lecturers by encouraging and facilitating further study, workshops and training both within and outside the country, short courses, and Academic Recharging and Higher Education (ARFI). The quality of the curriculum receives priority improvement, by which regular curriculum review is taken involving lecturers, students, alumni, stakeholders and practitioners. To strengthen the achievement of vision, IAIN

develops programs to encourage the local curriculum in terms of: Worship Practice, BTQ, and Entrepreneurship.

IAIN Kediri receives annual funding from the State National Budget (APBN) in terms of projects (DIPA) and Non-Tax State Revenue (PNBP) consisting of: tuition fee, new student enrollment, thesis exam, graduation, and other entrepreneurship sectors. Funding for IAIN Kediri are also obtained from other ministries and agencies devoted to the development of *Tridharma Perguruan Tinggi* (Three Ultimate Obligations of a University) By 2015, IAIN Kediri has the area of 10,451,600 m², where the main campus facilities and infrastructures are built upon. The facilities include: lecture room, office building, library, computer room, laboratory, faculty workspace, discussion room of meeting seminar, student building, and place of worship, bathroom, cafeteria, garage, parking, yard, street, and garden.

Quality assurance of IAIN Kediri is addressed to improve input, process and output quality. The process of academic quality assurance covers curriculum, lectures, and lecturers' quality. Quality Assurance Center (P2M) of IAIN Kediri takes a lead in the management practices. P2M is responsible to develop and monitor the academic quality through the determination of quality standards, quality procedures, and internal quality audit mechanism.

The development plans of IAIN Kediri refer to the *Renstra* 2013-1017 (Strategic Plans) which outlines five points: academic quality transformation, transformation of institutional management, human resource transformation, and academic culture transformation and, Infrastructure transformation. The fifth goal of the transformation is the realization of high quality and competitive graduates at national and international level, the realization of the quantity and quality of lecturers and employees who can compete in national and international context. Supports are revealed through cooperation, networking, and the dynamic of academic atmosphere for the ongoing Islamic studies so as to give birth to quality academic works.

IAIN Kediri specifies transformation in five strategies: (1) Transformation of academic development to strengthening excellence and academic quality; (2) Transformation of institutional management systems to ideal campus governance; (3) Transforming the development of academic culture to the image of qualified institutions; (4) Human resource transfers to networking and international cooperation; (5) Transformation of infrastructure to the Islamic World Class University. What needs to be emphasized is that these aspects are not separate but interrelated.

To accommodate the development of Islamic Society's Islamization paradigm, IAIN Kediri sets: (1) Development of *Pondok Pesantren* Based Science; (2) Strengthening the notions of *Islam Rahmatan li al-'alamīn*; (3) Discerning the spirit of discipline and consistency in social ethics; and (4) Operating Kediri Religiosities Entrepreneurship Community. In short, three paradigms of IAIN Kediri include: to actualize the development of Islamic-Based Science, Local Wisdom, and International Class.

2.5. Academic Atmospheres in IAIN Kediri

To increase lecturer's performance, IAIN Kediri applies human resource planning through the process analysis, need assessment, and human resource competence improvement. The process analysis and need assessment analyze and identify refers to job analysis needed to place a staff in a specific job and analysis of competencies required to perform the job specification. Job analysis is required to get written information about what work to do in IAIN Kediri. The job analysis describes job activity, job standard, work context, required competence, behavior, and job description done by Personnel Division every year for five years.

Recruitment of lecturers is carried out within the stipulated time at the announcement of recruitment. The candidates are selected based on written test, oral test, and teaching performance. Table 1 and Table 2 show data of lecturers at IAIN Kediri.

Table 1. Permanent Lecturers

No.	Education	Academic Degree					Total
		Professor	Head Lector	Lector	Expert Assistant	Lecturers	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	S-3 / Sp-2	2	13	12			27
2	S-2 / Sp-1		14	48	22		84
3	Profession / S-1 / D-4 *						
Total							111

Table 2. The Contract Basis Lecturers

No.	Education	Academic Degree					Total
		Professor	Lector of Head	Lector	Expert Assistant	Lecturers	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	S-3 / Sp-2						
2	S-2 / Sp-1		2	2	16		20
3	Profession / S-1 / D-4 *						
Total			2	2	16		20

The contract basis lecturers should not exceed from 30%.

To improve qualifications and competences of educational personnel's various opportunities are served, such as advanced study, trainings in local and national levels, and comparative studies to other institutions to conduct benchmarking. Financial support is provided based on career plan development program. To develop researches IAIN Kediri delivers academic community among lecturers to achieve professional maturity in the field of research and development of science, technology, and arts. Awards are rewarded to lecturers and any parties who undertake research and development in the fields of science, technology and art. Direction of research policy of IAIN Kediri is formulated with reference to the Strategic Plan.

Policy of research development of IAIN Kediri is carried out under Research Center and Community Service (P3M) whose duty is to provide administrative and technical service to support the implementation of research activities at IAIN Kediri. The Research Center implements the work programs as follows: (1) Organizing activity research conducted by lecturers IAIN Kediri every year; (2) Conducting research activities in the field of religious, social, political, cultural, and economic; (3) Developing a participatory research model to help solve problems faced by the community; (4) Conducting basic and advanced level research and training and workshops for the public; and (5) Making cooperation with other institutions both domestically and abroad.

Quality assurance of research is guaranteed in the Standard Operation Procedures (SOP) of P3M No. Sti.08.2/SOP/1115/2009. Indicators of quality standard research are as follows: (1) The research results are published through seminars and national or international reputable journals; (2) The research results are applicable to solve problems in the community, develop teaching materials, lectures, and community services; (3) The research results are usable for textbook writing whose materials are enhanced and enriched by the results of research; (4) Building a more intensive collaboration with other institutions that cooperate in research programs with IAIN Kediri; (5) Research results are utilized by the community to ensure the sustainability of the research; (6) Researchers are rewarded for their research work both nationally and internationally, whether in patent or copyright of the findings. Table 3 indicates number of research and Table 4 shows research publication of the lecturers of IAIN Kediri in the last three years.

Table 3. Number of Research by Lecturers in the Last Three Years

No	Financing Source	Total Number of Research Title			Total
		TS2	TS1	TS	
(1)	(2)	(3)	(4)	(5)	(6)
1	Self-financing by Researcher	10	13	14	N1=37
2	Relevant Foundation	20	40	60	N2=120
3	Kemendikbud/ Religion Ministry	3	3	3	N3=9
4	Institutions in State outside of Ministry of Education and Culture (Kemendikbud) / other Ministries linked			4	N4=4
5	Abroad Institutions	1	2	1	N5=4
Total		34	58	82	176

Table 3 shows that the number of researches increases in each year by 50% compared to the lecturer's ratio. The ratio is 37%, 40%, and 70% respectively in 2011, 2012, and 2013. The increase ratio in 2011 to 2012 is 100% and 89% in the year 2012 to 2013.

Table 4. Research publication in the last three year

No	Type of Scientific	Total Number of Title			Total
		TS-2	TS-1	TS	
(1)	(2)	(3)	(4)	(5)	(6)
1	DIKTI accreditation journals	4	3	2	A1=9
2	International Sciences Journal				A2=
3	National Level Book	29	11	5	B1=45
4	International Level Book				B2=
5	Art Work/ Scientific Work of National Level	27	19	48	C1=94
6	Art Work/ International Level				C2=
7	Literature Work of National Level				D1=
8	Literature Work of International Level				D2=
Total		60	33	55	148

To establish a good academic climate, student's services are developed classifying five services: guidance and counseling services, talents and interests (extracurricular), soft skill coaching, scholarships, and health services. Results of each service indicate satisfaction in various survey. For example, student satisfaction on student service that surveys educational implementation and teaching revealed satisfaction in each of teaching performance.

Efforts to improve student achievement in academic and non-academic field are set as follows: 1) Prepare professional office and office infrastructure, e.g. professional workers; 2) Prepare the professional team, e.g. mentors for intra-campus student organizations; 3) Spend and prepare equipment and facilities according to the budget; 4) Carry out trainings and workshops for students organization; 5) Motivate students periodically by attending national figures share experiences of academic and nonacademic attainments. 6) Provide training in scientific writing and sports for students, and provide research funds for students.

All programs are financed and arranged in the budget of IAIN Kediri, so that commitments are focused on the quality and outcome of the programs. Research funds are provided by IAIN to make students independently work and professional researchers with mentorship from lecturers. The code of ethics and guidelines of student activities are regulated in the SOP making students to perform activities regularly and the purposes are achieved.

2.6. Overview at Universitas Teknologi Malaysia (UTM)

UTM is a research university focusing on alumni and promoting innovation. Since its establishment as an engineering faculty in 1904, UTM has played an important role as Malaysia's largest contribution in providing technical and professional labor to local industries, government agencies and multinational corporations. UTM has two campuses, the UTM Campus of Kuala Lumpur, and a major campus in Johor Bahru, located in a strategic location -Iskandar Malaysia, which is a fast-growing economic corridor in the south of Peninsular Malaysia.

Running the vision to become a world-renowned Entrepreneurial Research University, UTM is shaped into a center of academic and technological excellence. It is a leader in the development of human resources and creative technologies that can contribute to the welfare of the country.

UTM is currently one of Malaysia's premier institutions for engineering, science and technology. It is also one of the best universities in the World University Rankings for engineering and technology.

A stimulating research culture is given UTM through 11 Research Alliances/ RA (Research Guilds) in strategic courses that will contribute to national progress and development. UTM also has 28 Centers of Excellence/ CoE (Center of Excellence) to support university research and education. All these facilities support a more vibrant research environment in the university, as well as strengthen research development capacity, promote expertise and stimulate commercialization of products valuable research products. UTM is also actively involved in research collaboration in interests similar to leading institutions such as Harvard University, MIT, University of Oxford, Imperial College of London, University of Cambridge, Tokyo University, and Meiji University.

UTM currently has students from Middle East, Indonesia, Nigeria, Sudan, Pakistan, China, Somalia, Kazakhstan, and other countries. UTM becomes the choice of foreign and domestic students because UTM has the following advantages: (1) Self-accreditation and university autonomy awarded by Malaysia's Minister of Higher Education; (2) The University has the highest percentage of postgraduate students in Malaysia, which is 56%, PhD 5,140 (data up to 31st December 2013); (3) Won the National Intellectual Property Award four times, in 2006, 2009, 2010 and 2012; (4) Logged in Webometrics Ranking of World Universities in July 2012 by Malaysian Minister of Higher Education; (5) Entrance to Top University Ranking in Malaysia: 1st place: Web Repository -2013, ranked 4th in 4ICU world University Ranking -2013, ranked third highest in Malaysia University web 2013, ranked third highest in the World Business School Malaysia in 2013; (6) Top 1% in QS World University Rankings 2014 for Engineering & Technology category (Chemical Engineering, Civil & Structural Engineering, Electrical Engineering and Mechanical Engineering); (7) It is ranked 2nd in Malaysia Excellence Business School Category for Universal 3 Palmes in 2012.

With over 100 clubs and associations, students' lives at UTM are rich in opportunities to develop, explore, challenge and test student leadership potential. These experiences help UTM students look more prominent than others as they seek employment or move on to higher education. Student activities play an important role in fostering student leadership and intellectual development. Therefore, Office of Student Affairs provides an essential experience in an environment that provides a healthy lifestyle, has broad values that can contribute to curricular and leadership opportunities.

There are currently 19 academic associations, 11 non-academic societies, 5 religious associations, 5 art clubs, 3 martial arts clubs, 10 student officials, 2 uniformed clubs and 13 college committees. UTM also sends athletes for local and international games. It has more than 50 research centers and institutions; UTM is concerned with research that has a positive impact on society and the environment.

1) UTM qualifications

UTM's superior engineering and technology programs help students learn how to design, how to become engineers and create situations where technology and people interact.

2) Ideal Location

With campuses in Johor Bahru and Kuala Lumpur, UTM is in an ideal location for both local and international students.

3) Support Services

The university as an academic institution depends on the quality of professionals, administrative and other support functions, from finance and accommodation to maintenance and IT. The mission of the University Support Services is to support, expedite and provide world-class learning, create new discoveries and foster entrepreneurship, thus contributing vital to the success and prosperity of the university and its members.

4) Accommodation within campus

UTM on-campus accommodation are guaranteed as a campus residence and accommodation. UTM has 13 campus housing in UTM Johor Bahru, which can accommodate over 16,000 students in an academic session. There are 300 residential units for families with 2 rooms and 3 rooms served for international students and students who have married. All the houses/ apartments have equipment and furnishings complete with telephone and access to IT facilities and campus internet. Facilities housed in every campus of housing include a canteen, multipurpose building, and prayer room for Muslims, self service laundry, tennis court, and computer center with internet connection, shops and public spaces beside every facility. Campus housing at UTM Kuala Lumpur can accommodate about 3,000 students, and all students can apply for on-campus stay. Accommodation costs range from RM120-500 per month depending on room type and facilities.

5) An academic partner

UTM has an academic partner with top universities and industries in the world. UTM also has satellite offices in Tokyo, Medina and Boston.

6) Multicultural learning experience

With over 4500 international students, coming from more than 60 countries, UTM provides a truly multicultural learning experience. UTM offers exchange programs of 1-2 semesters for undergraduate and postgraduate levels. Exchange programs are available for various fields of study such as Engineering, Technology, ICT, Education and Management, all taught in English.

7) Academic Visits

Study UTM for 7 days to experience the uniqueness of Southeast Asian culture, and study global issues for unique learning opportunities. Students can attend short seminars or discussions with students at the faculty who organize, and gain experience from cultural exchange activities.

8) Internship/ Additional Research

UTM also provides an opportunity for outside students to follow advanced trans-disciplinary research for 1-2 semesters. Students may apply throughout the year for additional internship and research programs.

9) UTM Summer Semester

The UTM Summer Semester program lasts for two to three weeks offering a wide range of interesting topics around the environment, local communities, heritage, and culture. It creates mutual cooperation among the various parties involved by exchanging opinions, sharing experiences, new and network building. All participants will learn and gain practical experience during field visits and cultural programs. International students from different countries can interact with UTM local college students as partners to experience mixed experiences in different cultures.

2.7. Discussion and Implication

This study analyzes a model of academic atmosphere development in IAIN Kediri Indonesia and UTM in Malaysia. IAIN Kediri is a Higher Education institution which in 2018 has successfully changed the status from a College (STAIN) to an Institute (IAIN). In turn, this institution will be directed to a more complete form, by becoming a University (UIN). Meanwhile, UTM is a higher education institution in Malaysia which has a good reputation both nationally and internationally. Therefore, the author tries to take positive inspiration from the excellence of the academic atmosphere at UTM to later be applied at IAIN Kediri to be better.

Our study revealed that a conducive academic atmosphere is influenced primarily by the interaction between faculty and students to optimize the learning process. The components interconnect efficiently through the human relationships. Academic atmosphere is associated with a conducive academic climate, open attitude, positive, and insights to solve problems at best approach.

Kurniawan argues that ideal academic atmosphere deserves activities in campus environments that promote harmonious interactions between lecturers-students, students, and lecturers based on academic values, in terms of discussions, seminars, research, scientific papers, debates, free speech, and various competition activities. The interactions between lecturers who have the characteristics of scientific personality and students in the formation of campus climate should be implemented with no gaps, because the barriers that hinder the process of interaction and communication between lecturers and students will be a factor or not walking the process of science transformation.

These activities will certainly encourage the productivity of stake holders on campus. moreover, the current quality of a campus is determined by the number of citations from articles that have been published by lecturers or students through accredited and reputable journals, both nationally and internationally. Therefore, collaboration and active participation from lecturers and students are needed to increase the publication of their articles in order to raise the reputation of the campus so that their campus becomes an internationally recognized university.

This study defined that IAIN Kediri achieved variety of works and the increase of researches as the indication of the conducive academic atmospheres. Ratio of lecturers of IAIN Kediri increased about 50%. In addition, UTM of Malaysia revealed various achievements, such as: it won the National Intellectual Property Award four times, in 2006, 2009, 2010, and 2012; and received 5.175 students that indicates UTM as a decent international campus.

IAIN Kediri and UTM provide quality services for their students. As Jain et al. admit there are two main dimensions to create intellectual performance to form a model of service quality at universities: program quality, that consists of curriculum, interaction, input quality, and academic facilities; and quality of life, that includes: non-academic processes, support facilities, campus quality and interaction [24].

The student services that serve counseling and counseling services, talents and interests (extracurricular), soft skill coaching, scholarships, and health services have shown satisfaction in perception survey. Measurement of students' satisfaction on teaching achieved good attainment in teaching performance. In addition, academic and non-academic attainments of IAIN Kediri are categorized very good as indicated by office facilities and professional infrastructure, such as

producing the professional workers, professional human resources, professional students organization and clubs.

UTM serves the better services. It has had 100 clubs and associations, 19 academic associations, 11 non-academic societies, 5 religious associations, 5 art clubs, 3 martial arts clubs, 10 student officials, 2 uniformed clubs and 13 college committees. Office of Student Affairs provides an essential experience in an environment that provides a healthy lifestyle, has broad values that can contribute to curricular opportunities and leadership, that all contribute better academic climates.

As an illustration, the library at IAIN Kediri operates from 8 am to 4 pm. While the library at UTM serves with operating hours until night. In terms of publishing, IAIN Kediri has an LPPM (*Lembaga Penelitian dan Pengabdian kepada Masyarakat*/Institute for Research and Community Services) that serves the publishing of lecturers' books and provides several Scientific Journals that are ready to publish articles from stake holders. However, UTM has a wider capacity and range than what is owned by IAIN Kediri. UTM provides wider opportunities for stake holders to publish their work. The author assumes that one of the main factors is financing at the institutional level.

Regarding academic freedom, both campuses have almost the same dedication. The author sees the practice of guaranteeing academic freedom on both campuses going well, and should continue to be improved and strived to be more concrete and productive in producing good works. As for the management and use of technology, UTM is far superior to IAIN Kediri. They have implemented an integrated e-learning system. Meanwhile, IAIN Kediri will only start building the e-learning system and is planned to be completed in 2020.

Good academic atmospheres imply that a college as an educational institution should be feasible and relevant, and responsive to change. Colleges should show how an effective institution can better serve students, as their key customers, and more explore that how an effective learning strategy can be forming a quality college as a whole. The academic, personal, and professional development of the students depends on the sincere efforts and commitment of the parties involved in the learning process. The learning process at universities should embrace the system of academic freedom and be demanded to be able to form a moral and moral campus climate [15].

Despite the accomplishments, this study revealed that UTM has its weaknesses as being fairly normative, lack of touches of philosophy and sciences. Its advantages, appear in terms of UTM is successful to have more than 50 research centers and institutions, programs and qualifications of engineering and technology UTM superior, financial services and accommodation to maintenance and good IT.

IAIN Kediri performs superiority in its seriousness in building morality for students as the representative of Ma'had. The ma'had enhances the academic atmosphere as more religious. The lecturers are growing their qualifications as to posit the doctorate degree and professors, aging in the average of productive age to execute the transformation policy to achieve the better changes. IAIN Kediri is surrounded by many Islamic Boarding Schools from which synergies can be more optimally transformed developing Islamic issues [23], [25]. Facilities and infrastructure owned by IAIN Kediri has been quite representative to optimize its services. Its weakness, however, student input pertaining to entry level behavior, academic literacy and the international standard for entrance program are of basic need that the college should deserve. Prior to this, IAIN Kediri should also transform its capacity into the university level, a one-level higher status as stipulated by the Indonesian higher education regulation [1].

As we have outlined in the onset, the literature has pointed out that academic atmospheres are vital to serve university environment. Academic atmospheres have great contributions to curriculum, students' academic attainments and non-academic achievements [17], [26]. Our findings implicate that IAIN Kediri should improve academic atmospheres to international standards that begins from the organizational improvements, linkages, and standardizations [20], [27]. Research funding and publications that refer to Tridharma, three ultimate obligations of a university including teaching, research and community outreach, required supports on budget schemes from the government other parties, as well as encouragements for publication in more reputable international journals. In all, education and skills are central to Indonesia's growth prospects in the next decade. It now has the opportunity to capitalize on the very substantial progress that has been made in expanding access to education. These efforts have involved relatively high levels of investment on educational facilities, teaching personnel and teaching materials where academic atmospheres evoke the cornerstones.

3. Conclusion

Use footnotes sparingly (or not at all) and place them at the bottom of the column of the page on which they are referenced to. Use Times New Roman 9-point type, single-spaced. To help your readers, avoid using footnotes altogether and include necessary peripheral observations in the text (within parentheses, if you prefer, as in this sentence).

this study makes three contributions. First, academic atmospheres are vital in a management process that create university learning climate as a tangible form of good college performance. Developments of lecturer's qualification, teaching climate, curriculum, student's organization, and clubs, and institutions development where vision and mission should be based upon, are the bedrock of academic atmospheres. Second, academic atmospheres in IAIN Kediri have received its place in context of Kediri area as the basis of Islamic development where its historical events support the climate, and the readiness of IAIN Kediri to develop its academic infrastructures. Pitfalls appear however, that IAIN Kediri has to increase its status a higher level, that is State Islamic University and students' capacity for the more global senses of academic literacy. Third, UTM has been the international university that receive supports in a variety of privileges, e.g. fund, international status, international students, curriculum and recognition from the international agencies. The normative policy would merge easily as the academic atmospheres are adapted with the values, yet the policy does not set properly. Limitations appear in that this study requires broader and more in-depth analyses, and the academic atmospheres this study is intended to faces do not explore much on students' activities in the learning process and environments where teaching-learning process take place, but on the general policy that lecturer supports are served. In addition, exploration in IAIN Kediri and UTM is limited to describe national standard of academic atmospheres in national standard for IAIN and international level in UTM so apple to apple basis comparison does not apply.

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