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Implementation of New Student Admission Governance Policy in a Pesantren-Based Higher Education Institution: A Case Study of Institut Ummul Quro Bogor

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Abstract: This study aims to examine and analyze: a) the implementation of the new student admission governance policy at Institut Ummul Quro Al-Islami Bogor; b) the supporting and inhibiting factors regarding the implementation of this policy; and c) the efforts undertaken by the institute to increase the volume of new student admissions. The study employs a constructivist paradigm with a qualitative approach, utilizing in-depth interviews and document analysis as research instruments. Research findings indicate that: a) the implementation of the new student admission governance policy has generally proceeded well, blending traditional *pesantren* (Islamic boarding school) management styles with modern higher education administrative systems through the use of information systems, outreach strategies, and expanded digital promotion; b) supporting factors include institutional backing, technology utilization, and social networks, while inhibiting factors encompass the scope of promotion, digital infrastructure, and intense competition; and c) efforts to boost new student admissions involve fostering synergy among the academic community, strengthening digital promotion, offering financial incentives and discounts, and digitizing the registration process.

Keywords: Policy Implementation, Higher Education Governance, and New Student Admission

INTRODUCTION

Higher education plays a strategic role in human resource development within the era of globalization and the knowledge-based economy. Higher education institutions serve not only as centers of learning but also as engines of innovation, research, and scientific advancement that contribute to national development. In a global context, the student admission system is a crucial mechanism for ensuring equitable, transparent, and high-quality access to higher education. Many countries have reformed their admissions systems to enhance transparency,

accountability, and equal access for the public. These reforms aim to address various issues such as data manipulation, disparities in educational access, and opaque selection practices within the student admission process.

Higher education has a strategic role as an agent of change in national development. UU No. 12 of 2012 on Higher Education emphasizes that higher education must implement the *Tridharma* (Three Pillars of Higher Education) in a manner that is high-quality, relevant, and competitive. One of the initial gateways determining the quality of a higher education institution is the new student admission process. This process is not merely an administrative activity but a strategic one that determines the quality of the intake, the institution's reputation, and its future sustainability.

In various countries, the new student admission system constitutes a crucial component of higher education governance. Higher education institutions are expected to uphold principles of good governance such as transparency, accountability, and efficiency—across all academic processes, including the selection of new students. Adopting these principles is considered vital for enhancing public trust in higher education institutions and ensuring the quality of the educational process. From an educational management perspective, the governance of new student admissions is a key indicator of an institution's management professionalism and integrity.

The quality of incoming students is heavily influenced by the campus's student admissions governance. Regulation of the Minister of Education and Culture No. 3 of 2020 concerning National Higher Education Standards establishes eight SN-DIKTI standards, one of which is the management standard for new student admissions. This standard requires higher education institutions to apply the principles of Good University Governance (GUG): transparency, accountability, participation, effectiveness, and efficiency. Implementing GUG in the admissions process is crucial because it directly involves the public, prospective students, and their schools of origin. Failures in admissions governance can lead to low applicant interest, a decline in study program accreditation, and even a financial crisis for the institution due to unfilled enrollment quotas.

Competition among higher education institutions in Indonesia to attract prospective students is intensifying. Data from the Ministry of Education, Culture, Research, and Technology indicates that while the number of prospective students is rising year by year, it is not matched by the capacity of state universities (PTN). Consequently, private higher education institutions (PTS) have become a primary alternative. Statistics Indonesia (BPS) data from 2025 shows that over 80% of higher education institutions in Indonesia are private. This situation compels private institutions to innovate their student recruitment strategies—ranging from the digitalization of registration and social media-based promotion to offering scholarships and establishing partnerships with high schools. However, innovation without robust governance can lead to problems such as duplicate data, budget leakage, and practices involving corruption, collusion, and nepotism (KKN) during the selection process.

New Student Admission (PMB) marks the starting point of a higher education institution's quality cycle. A 2013 decision by the Directorate General of Higher Education (Ditjen Dikti) affirmed that the quality of incoming students is a decisive factor in the quality of the learning process and the resulting graduates. Without proper selection and effective PMB management, institutions risk admitting students who are academically unprepared or misaligned with the institution's vision—ultimately leading to a decline in study program accreditation.

In the competitive landscape of 2024–2026, PMB is no longer merely a routine annual administrative task; it has evolved into a competitive "industry." Public universities (PTN) utilize the SNBT-SNPMB system, while private Islamic universities compete against public universities, general private universities, digital campuses, and even overseas institutions. Data

from PDDIKTI (2025) reveals that 4,500 higher education institutions in Indonesia vie for a pool of 3.2 million high school and vocational school (SMA/SMK/MA) graduates annually. Consequently, private universities lacking a robust PMB strategy face a triple crisis—involving enrollment quotas, quality, and finances—given that 70–80% of their revenue is derived from new student tuition fees. This situation necessitates a PMB management approach that is not only effective at meeting enrollment targets but also efficient, transparent, accountable, and characterized by integrity. The principles of Good University Governance (GUG) outlined in the Ministry of Education and Culture Regulation No. 3/2020 on National Standards for Higher Education require all higher education institutions—including private Islamic institutions—to manage student admissions in accordance with the eight National Standards for Higher Education (SN Dikti), specifically the standards regarding students and graduates

In a global context, the increasing number of higher education institutions and the competition to attract students have also become a phenomenon that is becoming increasingly intense. Higher education institutions must be capable of developing effective and accountable student admission systems to ensure their institutional sustainability. Research indicates that fluctuations in the number of new students can significantly impact the financial stability, academic quality, and reputation of higher education institutions. Consequently, the new student admission system serves not merely as an academic selection process but also as a crucial component of an institution's overall strategy. In Indonesia, policies regarding new student admissions have undergone various changes aimed at expanding access to higher education and strengthening educational governance. The government, through the Ministry of Education, Culture, Research, and Technology, has issued various regulations governing student selection mechanisms for both public and private higher education institutions. In practice, however, the implementation of these policies often encounters various administrative and technical challenges at the institutional level.

First, regarding policy, IUQI is required to implement national regulations for new student admissions while simultaneously preserving its distinctive Islamic identity. IUQI offers study programs in the fields of religion and science and technology, with a mandatory requirement of memorizing five *juz* (sections) of the Quran for the achievement-based admission track.

The student admission process is outlined in the Rector's Decree and the annual admission guidebook. However, in practice, the implementation of these policies often faces various dynamics: changes in Higher Education regulations, Foundation-set admission quotas, and public expectations for a process that is both convenient and credible. Regarding governance, the campus utilizes an online admission system via the portal *pmb.iuqiummulqurobogor.ac.id*. While this digitalization aligns with the demands of the Industry 4.0 era, the lack of a clear bureaucratic structure has led to fragmented responsibilities among the Admission Office, the Academic Affairs Bureau (BAAK), the Finance Department, the IT unit, and the faculties. Preliminary findings reveal complaints from prospective students regarding lengthy document verification, errors in payment validation, and inconsistent information on social media regarding admission phases. These issues indicate a gap between formal policy and actual implementation.

Third, in terms of resources, private Islamic higher education institutions like IUQI face limitations compared to public institutions. Promotional budgets are restricted, the number of staff on the student admission committee is smaller than at public universities, and IT servers must be shared with academic operations. On the other hand, the disposition of those executing the process is crucial; leadership commitment, committee motivation, and faculty support determine the success of student admissions. In *pesantren*-based campuses, the factor of "religious values" adds another dimension to disposition: The committee does not merely

handle administrative tasks but also upholds the campus's dignity as an institution of *da'wah* (Islamic outreach).

However, the extent to which these factors operate empirically has not yet been scientifically documented at IUQI; popular study programs such as Law and Islamic Religious Education (PAI) consistently attract an excess of applicants, whereas science-based programs often see low interest. Meanwhile, government policies advocate for equitable access and the alignment of education with industry needs (*link and match*). Without adaptive management of the student admission process, the institution would struggle to balance market demand with its vision of Islamic scholarship. Consequently, research into the implementation of admission management policies at the Ummul Quro Al-Islami Institute (IUQI) in Bogor is crucial for providing policy recommendations on how the Institute can enhance the quality of incoming students without compromising its identity as an Islamic *pesantren*-based institution.

In the study by Hidayat et al. (2025), Lewin's three-stage model—Unfreezing, Changing, and Refreezing—was applied. The results indicate that UNIDA successfully executed an organizational transformation in a structured manner, driven by ideological awareness and internal readiness. During the Unfreezing stage, the institution became open to innovation without abandoning its *pesantren* (Islamic boarding school) identity. In the Changing stage, UNIDA independently undertook reforms and restructuring. Finally, in the Refreezing stage, its new identity as a modern, independent, and competitive *pesantren*-based university was solidified and continuously reinforced through organizational strategies, structures, and culture.

Similarly, research by Setiajid et al. (2024) found that the use of websites by higher education institutions facilitates an online-based new student admission (PMB) process. These admission websites allow prospective students to access information regarding enrollment and complete the registration process from any location with an internet connection, eliminating the need to visit the campus in person. The study evaluated the implementation of an integrated academic information system using the Technology Acceptance Model (TAM). TAM, as described by Davis (1989), provides a framework for understanding how users perceive and accept the use of information systems. The model comprises five variables—and associated indicators influencing interaction and acceptance—namely: perceived usefulness, perceived ease of use, attitude toward use, behavioral intention to use, and actual usage.

The legal framework for new student admissions in Indonesia is becoming increasingly stringent. Article 55 of Law No. 12/2012 on Higher Education mandates that higher education institutions admit students without discrimination and based on principles of fairness. Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) No. 48/2022 regarding admissions at state universities (PTN) requires transparency, yet many private higher education institutions (PTS) still manage admissions manually and with limited transparency. A new challenge emerged following the COVID-19 pandemic: the digitalization of the admissions process. Starting in 2021, the majority of higher education institutions shifted to online admissions; IUQI Bogor, for instance, utilizes the *pmb.ummulqurobogor.ac.id* platform. This digitalization demands new resources, including stable servers, IT personnel, data security systems, and digital literacy among the admissions committee.

However, a preliminary study conducted by the researcher in February 2026 revealed a phenomenon of being "digital yet disorganized": the admissions website frequently crashed during the peak registration period in July, fee information was not updated between admission waves, and prospective students were confused by discrepancies between information on social media and the website. Internal campus policies also lacked synchronization, specifically regarding the Rector's Decree regulations on new student admissions, which typically address only quotas and fees, while offering little guidance on coordination between the Admissions

Bureau and the faculties, mechanisms for handling prospective student complaints, or post-admission evaluations. Yet, Article 25 of the Minister of Education and Culture Regulation No. 3/2020 mandates that higher education institutions maintain an internal quality assurance system that encompasses the admissions process.

In the context of higher education, governance encompasses not only administrative compliance but also the quality of decision-making, information transparency, participation, efficiency, and institutional legitimacy. De Boer, Enders, and Schimank (2007) explain that higher education governance results from the interaction among the state, the market, the academic profession, and institutional management. This means that universities constantly navigate a landscape shaped by state regulatory demands, competition for students, academic values, and managerial needs.

Research by Baikenov and Shamatov (2025), for instance, demonstrates that while digitalization, transparency, and centralization can strengthen procedural fairness, disparities in socioeconomic background, prior schooling, language, and region can still result in inequitable outcomes. These findings are significant for your research because student admissions at private Islamic higher education institutions cannot be analyzed solely in terms of formal mechanisms; one must also consider how these institutions manage access, opportunities, and information for diverse groups of prospective students. In other words, admissions governance should be viewed as a process that is not only administratively legitimate but also sensitive to social justice.

Furthermore, the evolution of digital governance in higher education demonstrates that data openness and public information systems can transform the relationships between universities, prospective students, and the state. A study by Xu (2025) indicates that open data platforms in higher education can enhance transparency, reduce information asymmetry, and assist prospective students in making more rational decisions. However, data openness also serves as a mechanism of control, requiring universities to exercise greater discipline in managing data, enrollment statistics, and institutional reputation. At the micro level, research by Raftopoulos, Davrazos, and Kotsiantis (2024) underscores that fair admission prediction and management systems must prioritize transparency, interpretability, and bias mitigation as core principles. For the present study, these perspectives confirm that modern student admission processes are inextricably linked to data governance, information openness, and decision-making accountability.

METHOD

This study employs a qualitative approach, specifically a single case study design, focusing on the Ummul Quro Institute (IUQI) in Bogor—located at Jl. KH. Abdullah Syukri No. 1, Leuwiliang, Bogor. The research centers on three units: the New Student Admissions Bureau, the four faculties, and the Ummul Quro Islamic Boarding School (Pesantren), which serves as the venue for *tahfidz* (Quran memorization) testing.

This study employs a qualitative research approach, as its objective is to gain an in-depth understanding of the implementation process regarding the new student admission governance policy at the higher education institution. Specifically, a case study method is utilized. This method was selected because the research focuses on a single institution: IUQI. The case study approach enables the researcher to explore a phenomenon deeply within a specific, real-world context by drawing upon diverse data sources—such as interviews, observations, and documentation (Yin, 2018; Creswell & Poth, 2018).

In qualitative research, the subjects refer to the individuals or groups serving as the primary sources of data—specifically, those possessing relevant experience, knowledge, or direct involvement regarding the phenomenon under study. Participants were selected using a combination of purposive sampling and snowball sampling techniques. The selection of

informants was based on criteria regarding their position, role, competence, or involvement relevant to the process of inquiry and discussion. A total of 15 informants were selected and divided into five groups, as follows:

1. Group 1: Policymakers (IUQI Rector, Vice Rector I for Academic Affairs, Chair of the IUQI Foundation); 3 individuals.
2. Group 2: Core New Student Admission (PMB) Implementers (Head of PMB Bureau, PMB Staff, Head of Finance Division, Head of IT/Server Division); 3 individuals.
3. Group 3: Field Implementers (Chair of the Sharia Faculty Committee, Chair of the Ushuluddin Faculty Committee, *Tahfidz* Examiner from the *Pesantren*); 3 individuals.
4. Group 4: Policy Recipients (Prospective students accepted for 2025, guardians of students from 3T areas in West Bogor, 2023 PMB alumni, 2024 PMB alumni); 4 individuals.
5. Group 5: External Supervisors; roles/positions include a 2024 BAN-PT Assessor and a Foundation Board Member (HR division), totaling two individuals.

Data obtained from observations, interview transcripts, field notes, and other materials were analyzed and processed using the scenario planning method to simplify information and make it easier to understand. In line with Sugiyono (2019), data analysis is the process of systematically searching for and organizing information derived from interviews, field notes, and other sources. Miles & Huberman (1994) explain that data analysis in qualitative research encompasses three main stages: data reduction, data display, and conclusion drawing/verification.

In this study, data reduction was carried out by filtering the information obtained regarding the implementation of the new student admission governance policy at the Ummul Quro Al-Islami Institute, Bogor. Data display was achieved through structured narrative descriptions, accompanied by visualizations such as charts, graphs, and illustrations of relationships between categories. The data presentation in this study was designed to depict the policy process, the challenges involved, and the policy's effectiveness in improving new student admission governance. Conclusions represent new findings that had not previously been revealed; these findings may take the form of descriptions or overviews that clarify a phenomenon that was previously not well understood.

RESULTS AND DISCUSSION

The initial findings indicate that the implementation of the new student admission governance policy at the Ummul Quro Al-Islami Institute in Bogor is carried out in accordance with institutional guidelines formulated based on prevailing higher education regulations.

Implementation of the New Student Admission Governance Policy at Institut Ummul Quro Al-Islami Bogor

The implementation of the new student admission governance policy at Institut Ummul Quro Al-Islami (IUQI) Bogor combines traditional *pesantren* (Islamic boarding school) management practices with modern higher education administrative systems; however, in practice, it still faces challenges regarding the availability of comprehensive written Standard Operating Procedures (SOPs).

The governance of new student admissions at Institut Ummul Quro Al-Islami (IUQI) Bogor is centrally managed by the Bureau of New Student Admissions and Student Affairs (BPMBK). Registration is conducted via an integrated digital system—IUQI's SIAKAD Cloud—or in person at Building A, 1st Floor, of the Leuwiliang Campus, Bogor.

The implementation of the new student admission governance policy at the Ummul Quro Al-Islami Institute in Bogor is carried out based on institutional guidelines formulated in accordance with prevailing higher education regulations. The admission process proceeds through several systematic stages: registration, document verification, administrative

screening, and the final determination of admission results. Each stage is executed by an admission committee operating under the coordination of the academic bureau and the institution's leadership. Interview results indicate that the institution strives to uphold principles of transparency and accountability throughout every stage of student selection. Informants stated that the admission process is conducted openly and adheres to established institutional guidelines, ensuring that prospective students have clear access to information regarding the selection process.

Furthermore, the research findings reveal that the new student admission process involves various units within the institution. Coordination among these units is a crucial aspect of policy implementation. Institutional leadership explained that the admission process is not handled by a single unit alone but involves the academic bureau, study programs, and a promotional team responsible for disseminating information about study programs to prospective students. This coordination structure ensures that the admission process runs in an organized manner and complies with established institutional procedures. These findings demonstrate that implementing the new student admission policy involves not only administrative aspects but also the organizational dynamics inherent in higher education management.

A subsequent finding relates to the use of a digital-based administrative system in the new student admission process. Interviews with the head of the academic bureau revealed that the institution has developed an online registration system to streamline the process. This system allows prospective students to register without visiting the campus in person, thereby increasing administrative efficiency. The digital system also assists the committee in managing applicant data and facilitates the verification of student documents. However, the research indicates that the implementation of this digital system still faces challenges, particularly regarding human resource readiness and the technological infrastructure required to support academic administration management.

An interview with Informant 1—the Rector of IUQI—regarding the aforementioned question revealed the following:

“The implementation of the New Student Admission (PMB) governance policy at Institut Ummul Quro Al-Islami Bogor is coordinated through the Bureau of New Student Admission and Student Affairs (BPMBK), focusing on the integration of digital registration systems, the expansion of scholarship access, and the reinforcement of *Ahlussunnah wal Jamaah* values.”

This statement was corroborated by Informant 2—the Vice Rector for Academic Affairs—who noted:

“The focus lies on integrating digital registration systems, expanding scholarship access, and reinforcing *Ahlussunnah wal Jamaah* values; registration is conducted online via the official IUQI SIAKAD Cloud portal to facilitate access for prospective students from various regions.”

Meanwhile, the interview with Informant 3—the Chairperson of the IUQI Foundation—revealed that:

“The implementation of the New Student Admission (PMB) governance policy at Institut Ummul Quro Al-Islami Bogor employs an Ahlussunnah wal Jamaah campus approach. This entails conducting selection and orientation processes that remain grounded in an Islamic environment and *pesantren* (Islamic boarding school) academic traditions, while prioritizing transparency and information services—specifically through a centralized information service hub at Building A of the Leuwiliang Campus (Bogor) and the use of official campus digital media to disseminate registration procedures.”

Meanwhile, an interview with Informant 13—a 2024 New Student Admissions (PMB) alumnus—revealed that the availability of scholarship programs and flexible class schedules helps alleviate the financial burden on parents supporting their children's university education.

Informant 14, a 2024 BAN-PT Assessor, echoed Informant 13's sentiments, noting that the registration and campus orientation systems align with parental expectations regarding the preservation of their children's religious character following their time in *pesantren* (Islamic boarding schools) or secondary education.

Furthermore, Informant 15—a Foundation administrator specializing in Human Resources—stated that the availability of various scholarship programs is a crucial factor in easing the financial burden on the parents of prospective students. Additionally, the campus provides student *pesantren* facilities and flexible class options for students from outside the region, ensuring that distance is not a barrier.

The governance policy for New Student Admissions (PMB) at the Ummul Quro Al-Islami Institute (IUQI) Bogor is implemented through an integrated digital system, structured outreach, and a transparent selection process—comprising achievement-based entry, written tests, and interviews—to maintain academic quality and adhere to the enrollment quotas of each study program.

Based on the interview results, the researcher concludes that the implementation of the PMB governance policy at the Ummul Quro Al-Islami Institute Bogor is generally proceeding well, driven by the use of information systems and outreach strategies, optimized institutional coordination, and expanded digital promotional reach.

According to Edward III, implementation begins with abstract conditions and the question of what prerequisites are necessary for a policy to succeed. Public policy implementation involves four variables: communication, resources, disposition, and bureaucratic structure. These four factors must be addressed simultaneously, as they are closely interconnected.

Factors Supporting and Hindering the Implementation of the New Student Admission Governance Policy at Institut Ummul Quro Al-Islami Bogor

Implementation is a crucial factor in the success of a policy aimed at resolving public issues. Furthermore, implementation constitutes an activity within the process of executing an organization's legitimate program, utilizing specific resources to achieve desired objectives.

The implementation of the New Student Admission Governance policy at Institut Ummul Quro Al-Islami Bogor must align with established regulations and be supported by the necessary facilities and infrastructure, the staff involved, the tools utilized, and a defined timeline, while also taking into account supporting factors and obstacles encountered during the process. Understanding these elements is essential to ensure the effective implementation of the policy and the realization of established targets.

In the implementation of the New Student Admission Governance at Institut Ummul Quro Al-Islami Bogor, both supporting factors and obstacles related to the human resources involved in the process were identified.

The implementation of the New Student Admission governance policy at Institut Ummul Quro Al-Islami Bogor is supported by several factors, namely:

a. Institutional Support: The commitment of campus leadership to adhering to standard regulations regarding new student admission governance.
b. Technology Utilization: The use of information systems or online registration to facilitate the process for prospective students.
c. Social Networks: The role of Islamic boarding schools (*pesantren*) and alumni in disseminating information about student admissions.

Conversely, factors hindering the implementation of new student admission governance policies at institutes or higher education institutions generally include technical issues with digital systems that lack full (end-to-end) integration, excessive administrative burdens and lengthy verification workflows, limited regional network infrastructure, and inadequate

dissemination of information regarding tuition costs. Specific obstacles at Institut Ummul Quro Al-Islami Bogor include:

a. Promotional Reach: Limited geographical reach for outreach activities outside the Bogor area.
b. Digital Infrastructure: Network or server system issues during surges in applicant volume.
c. Intense Competition: High levels of competition with other higher education institutions in the Bogor area.

Based on the results of the interview description, it can be seen that the successful implementation of the New Student Admissions Governance Policy cannot be separated from supporting factors. Meanwhile, supporting and inhibiting implementation cannot be separated from several inhibiting factors. To answer the supporting and inhibiting factors in the Implementation of the New Student Admissions Governance Policy at the Ummul Quro Al-Islami Bogor Institute, this is done by analyzing the internal and external factors that support and inhibit the implementation of the New Student Admissions Governance. Supporting factors are things that influence something to develop, advance, increase and become more than before. It can be said that a supporting factor is a situation that can support someone in implementing something, such as self-awareness in carrying out something. Meanwhile, the inhibiting factors themselves are things that have little effect or even stop something from becoming bigger than before. It can be interpreted that an inhibiting factor is something that can influence the implementation of something, such as an influence caused from within oneself, namely feeling lazy; apart from that, environmental factors that are less supportive will have an unfavorable impact.

According to Informant 1 (the Rector of IUQI), speaking in an interview regarding the factors supporting and hindering the implementation of the New Student Admission policy at Institut Ummul Quro Al-Islami Bogor:

"The Rector of Institut Ummul Quro Al-Islami (IUQI) Bogor *emphasized that the success of the new student admission process relies on the synergy of the academic community, active promotion, and the excellence of Islamic values. Supporting factors include flexible facilities and affordable costs, while the main challenges are suboptimal promotional reach and stiff competition. Read the full discussion at iuqibogor.ac.id."*

Meanwhile, Informant 2 (Vice Rector I for Academic Affairs) identified the following supporting and hindering factors:

"The availability of special class options and supporting facilities for students from various regions. Conversely, a hindering factor is the high level of competition among higher education institutions in attracting recent graduates."

Furthermore, Informant 3 (Chairperson of the IUQI Foundation) outlined the supporting and hindering factors as follows:

"Supporting factors include the active collaboration between the New Student Admission Committee and the Admission Bureau in managing both offline and online registrations via the SIAKAD Cloud academic portal system. A hindering factor is the geographical challenge of introducing the campus to prospective students outside the Bogor area."

Regarding the interview with Informant 5 (Head of the Finance Division), the following was stated:

"A supporting factor is the solid collaboration among the Bureau of New Student Admissions and Student Affairs (BPMBK), the rectorate, and the faculties in conducting integrated outreach. However, there is a hindering factor: some prospective students from remote or outlying areas face challenges regarding information accessibility and stable internet connectivity for the online registration or selection process."

A different perspective was offered by Informant 6 (Head of the IT/Server Division), who stated:

"A supporting factor is the availability of scholarship quotas—including the KIP-Kuliah program—which attracts prospective students from diverse economic backgrounds. Conversely, a hindering factor is the transition to a cloud-based online registration system, which sometimes requires additional guidance for applicants from regions unfamiliar with such systems."

The governance of new student admissions at the Ummul Quro Al-Islami Institute (IUQI) Bogor is supported by the integration of digital systems and a robust *pesantren* (Islamic boarding school) network. Online registration via the IUQI SIAKAD Cloud facilitates applications from any location, while the admissions helpdesk actively assists with the verification of prospective student data; furthermore, the alumni and Ummul Quro Al-Islami *pesantren* networks serve as a strong referral base for attracting *santri* (Islamic boarding school students) to pursue higher education. However, the institution faces challenges regarding limited promotional reach outside the local area and technical internet connectivity issues for applicants in certain regions—specifically, campus outreach remains concentrated in Bogor and its immediate vicinity, applicants from remote areas sometimes encounter signal problems when uploading digital documents, and competition with other private Islamic higher education institutions in the Greater Jakarta (Jabodetabek) area necessitates constant innovation in campus marketing strategies. Jakarta (Jabodetabek) area necessitates constant innovation in campus marketing strategies.

Efforts by Ummul Quro Al-Islami Institute Bogor to increase new student enrollment

Competition among higher education institutions is intensifying, yet many campuses still face challenges in optimizing their promotional strategies. A lack of data-driven approaches often results in marketing campaigns that miss the mark, thereby limiting their appeal to prospective students.

Effective strategies for increasing new student enrollment rely on the collection and analysis of data from various sources. Without accurate data, marketing teams risk implementing unfocused strategies, leading to suboptimal promotions and underwhelming results. To optimize new student enrollment, strategic planning must be grounded in data—specifically, registration figures ranging from previous years to the most recent intake. Outlined below are the steps for designing a data-driven strategy to boost student enrollment.

1) Consumer Identification (Prospective Students)

Understanding and identifying prospective consumers (prospective students) is crucial for designing the right strategy. Marketing teams can segment consumers into groups based on demographics, geography, and behavior. By understanding the differences between these categories, higher education institutions can effectively tailor their marketing strategies and educational program offerings. For instance, programs aimed at prospective students from lower-middle-income backgrounds might focus on scholarships and ease of access to education.

2) Understanding Consumer Behavior (Target Profiles of Prospective Students)

Understanding consumer behavior is key to any marketing strategy. Currently, the majority of prospective students belong to Generation Z, a cohort highly familiar with digital technology. Institutions must adapt their marketing strategies to remain relevant to Gen Z habits without neglecting other segments or generations that also contribute to the institution's sustainability. Institutions can implement multi-segment marketing campaigns—such as using digital marketing strategies for Gen Z while maintaining a distinctive brand identity that appeals to all segments.

3) Data Profiling (Analyzing Prospective Student Data)

Data profiling involves the process of analyzing data to gain a comprehensive understanding of prospective students. During this analysis, marketers need to identify the patterns and preferences that influence prospective students' decision-making processes leading up to their enrollment.

4) Creative and Innovative Thinking in Data Profiling

Adopting a creative approach helps institutions gain deep insights into target schools. For example, by analyzing data on campus website visits or social media engagement, institutions can identify the content that most appeals to prospective students. Armed with unique and engaging educational solutions, institutions can tailor their programs to better meet the needs of students and the schools targeted for recruitment.

To increase the volume of new student admissions, the Ummul Quro Al-Islami Institute Bogor employs strategies such as active digital marketing via social media to promote the admissions program; financial incentives—including tuition relief or reductions in the Facilities Development Contribution (SPS) and relatively affordable monthly tuition fees—to attract applicants from diverse backgrounds; the expansion of academic support facilities through the construction of new lecture buildings to create an ideal academic environment; and the implementation of a structured, multi-wave selection process.

Discussion

Implementation of the New Student Admission Governance Policy at Institut Ummul Quro Al-Islami Bogor

Policy implementation is the process of executing and applying policies that have been formulated and established. Through implementation, it is expected that policy objectives can be properly realized; without implementation, a policy remains merely an aspiration.

The implementation of the New Student Admission (PMB) governance policy involves executing higher education admission selection rules that are transparent, accountable, and fair. This process aims to ensure academic quality, equitable access, and compliance with national regulations to achieve clean and professional higher education governance. The implementation of the New Student Admission (PMB) governance policy at Institut Ummul Quro Al-Islami (IUQI) Bogor combines the strengths of *pesantren* traditions (such as networks of *kyai* and alumni) with modern digital accountability systems—specifically the IUQI SPMB portal—to maintain the institution's quality and competitiveness.

Research findings indicate that the implementation of the New Student Admission governance policy at Institut Ummul Quro Al-Islami Bogor has generally proceeded well, driven by the use of information systems and outreach strategies, optimized institutional coordination, and expanded digital promotional reach. The implementation of this policy adopts the Edward III model, meaning it takes into account four key variables that influence a program: communication, resources, disposition (attitudes), and bureaucratic structure.

Factors Supporting and Hindering the Implementation of the New Student Admission Governance Policy at Institut Ummul Quro Al-Islami Bogor

Clarity regarding policy objectives and content is crucial for successful implementation. Implementers must clearly understand the purpose of the policy and its specific provisions. Key supporting factors for successful implementation include the use of modern information technology systems, transparent and fair regulations, high-quality service from the admissions committee, and integrated digital promotion strategies.

Regarding the current implementation of the governance policy at Institut Ummul Quro Al-Islami Bogor, supporting factors include an integrated digital system and a strong *pesantren* (Islamic boarding school) network. For instance, the online registration system (IUQI SIAKAD Cloud) allows prospective students to register from anywhere, while active

information services and the admissions helpdesk assist with data verification. Additionally, the alumni network and the Ummul Quro Al-Islami *Pesantren* serve as a strong referral base for attracting *santri* (Islamic boarding school students) to pursue higher education.

Policy implementation should not focus solely on the implementers or bureaucracy; attention must also be paid to potential obstacles. Challenges facing the New Student Admission Governance Policy at Institut Ummul Quro Al-Islami Bogor include limited promotional reach outside the local area and technical internet connectivity issues for applicants in certain regions—such as campus promotion remaining concentrated in Bogor and its surroundings, and applicants from remote areas occasionally facing signal problems when uploading digital documents. Furthermore, competition with other private Islamic higher education institutions in the Jabodetabek area necessitates constant innovation in campus marketing strategies.

Efforts by Institut Ummul Quro Al-Islami Bogor to increase the volume of new student admissions

Implementing a policy and striving to achieve its goals inevitably involves encountering obstacles that hinder progress. Solutions or countermeasures must be found to address these challenges. Effective strategies for increasing new student admissions rely on gathering and analyzing data from various sources. Without accurate data, marketing teams risk executing unfocused strategies, resulting in suboptimal promotional efforts and lackluster outcomes.

Establishing a dedicated promotion unit—staffed by professionals and operating under the direct authority of the Rector—demonstrates the institution's commitment to building a strategic higher education marketing system. Educational institutions must manage promotions through an organized approach supported by competent personnel to effectively reach prospective students. Direct promotional visits to schools—particularly in areas far from city centers, such as Posigadan and Bolsel—have proven effective in raising public awareness of the campus. Such initiatives demonstrate that face-to-face marketing remains highly impactful in building the institution's image on an emotional and personal level.

Similarly, Institut Ummul Quro Al-Islami Bogor has undertaken various measures to boost new student admissions. These include digital marketing strategies via social media to actively disseminate information about the admissions program; financial incentives such as tuition relief or discounts on Facility Development Contributions (SPS), alongside relatively affordable monthly tuition fees to attract applicants from diverse backgrounds; the expansion of academic support facilities through the construction of new lecture buildings to create an ideal academic environment; and the implementation of a structured, multi-wave selection process.

CONCLUSION

Based on the research findings regarding the implementation of the new student admission governance policy at the Ummul Quro Al-Islami Institute in Bogor, several conclusions can be drawn as follows:

1. The implementation of the new student admission governance policy at the Ummul Quro Al-Islami Institute Bogor has generally proceeded well, combining traditional *pesantren* (Islamic boarding school) management practices with modern higher education administrative systems—leveraging information systems, outreach strategies, and expanded digital promotion—although practical challenges remain regarding the availability of comprehensive written Standard Operating Procedures (SOPs).
2. The factors supporting the implementation of the new student admission governance policy at the Ummul Quro Al-Islami Institute Bogor include institutional support, the utilization

of technology, and social networks. Conversely, the factors hindering implementation include the scope of promotion, digital infrastructure, and intense competition.

3. Efforts undertaken by the Ummul Quro Al-Islami Institute Bogor to increase the volume of new student admissions include fostering synergy among the academic community, strengthening digital promotion, offering financial incentives and price discounts, and digitizing the registration process.

Recommendations

The following are specific policy and operational recommendations, along with their feasibility and priority levels, to improve the implementation of the new student admission governance at Institut Ummul Quro Bogor:

1. Operational standardization needs to be strengthened by establishing clear, standardized written SOPs for all stages of the New Student Admission (PMB) process to ensure service consistency; forming a permanent, specially trained committee rather than relying on ad-hoc committees dependent on outdated records; and conducting periodic post-selection evaluations to identify technical and administrative obstacles.
2. Integrated service digitalization needs to be implemented by maximizing the use of integrated digital systems (such as SIAKAD or cloud-based PMB platforms) for online registration and selection; providing responsive helpdesk or contact services during business hours to assist prospective students; and transparently updating information regarding fees, admission schedules, and registration requirements on the official website.
3. Institutional marketing strategies need to be optimized by actively involving the entire academic community and alumni in collaborative promotional efforts; strengthening social media branding with creative content to attract the younger generation; and maximizing the potential of networks involving *pesantren* (Islamic boarding schools) and Islamic schools in the Bogor area and beyond.

Future research could be conducted using a multi-site approach to enable comparisons among several private higher education institutions, whether religious or secular.

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