Muhammadiyah and 'Aisyiyah Higher Education (PTMA) in the Disruption Era

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ABSTRACT

The Coronavirus Disease 2019 (Covid-19) pandemic has forced an era of disruption to take place quickly and as if without preparation to anticipate it. PTMA must be prepared to encounter it, hence, it does not assess to be operating without direction. The objective of this paper is to analyze the opportunities and challenges which must be encountered by PTMA in the era of disruption. Furthermore, it also examines policy recommendations for stakeholders so that PTMA remains competitive in the tough future. The method administered in this paper is literature and field research through Focus Group Discussions (FGD) with several policy makers in universities. The findings encompass first, the condition of the academic community of each PTMA must be considered. Second, it requires curriculum development and adaptive learning. Third, PTMA must be quick and responsive to disruption. Fourth, the optimization of Al-Islam and Kemuhammadiyahan (AIK). Fifth, Muhammadiyah and 'Aisyiyah Higher Education should be careful in responding to the opportunities and challenges of the Medical Faculty (FK). The implication of this paper is that each PTMA still possesses the authority to manage the institution and cannot be generalized. Furthermore, an integrated and interconnected curriculum must be prioritized. Each faculty, including the department, should be astute in the era of disruption.

Keywords: 'Aisyiyah, Disruption Era, Higher Education, Muhammadiyah.

1. INTRODUCTION

1.1 Foreword

The existence of PTMA can encounter an enormous challenge in this era of disruption. PTMA, which seems to have the principle of 'the most important thing is to walk' tremendously experiences no small experience when managing institutions. It is due to its name; disruption means destroying the existing order. In this era, there are several fields which must be absent because of the shift to artificial intelligence, big data, the internet of all things, and digital payments. One of the evidence is the presence of toll guard officers who lethargic to be revealed with the establishment of e-tolls. PTMA must dare to escape from the comfort zone so as not to be crumbled by the progress of the times.

Another characteristic of the disruption era is the increasing number of new thinking frames and cultures [1]. The article below is the current description, idea, or suggestion for PTMA to be advanced and progressive in developing Muhammadiyah education in the era of disruption which creates comfort and the Industrial Revolution 4.0 that is the development of the steam engine, electricity, internet, and digitization. The Industrial Revolution 4.0 is a necessity for business processes to be more efficient [2].

The formulation of the problem in this paper is first, what are the opportunities and challenges of PTMA in encountering the era of disruption, including during the Covid-19 pandemic? And second, what are the tactical and strategic policy recommendations for PTMA stakeholders? The objective of this study is to identify the opportunities and challenges for PTMA in encountering the era of disruption, encompassing during the Covid-19 pandemic. Furthermore, this study also aims to provide tactical policy recommendations and strategies for stakeholders at PTMA so that the future remains bright even though the threat of disruption is undeniable. The method employed in this paper is literature research and implementing FGDs with several university stakeholders.

1.2 Literature Review

This research administered some literatures reviewed to lead the author to claim the originality of this study. One of the literatures is the paper written by Ritonga et al. They argued that as progressive institutions, Muhammadiyah and 'Aisyiyah Higher Education should create some highlight regarding learning objectives, material of study, implementation of learning, and learning evaluation [3].

1.3 Research Method

The method administered in this paper is literature research and some of them are the results of FGDs with several university stakeholders. The FGD was conducted four times with various host and venue. Each FGD comprised of different members. Hence it was expected that there were many ideas obtained.

2. FINDINGS AND DISCUSSION

2.1 Condition of the Academic Community

Students studying at PTMA should possess a robust foundation. Not only students who are burdened with certain

qualifications, but also stakeholders in PTMA are able to formulate an adequate method with satisfactory results. The tools to uphold the method should also be properly designed. It is in accordance with the learning technology. The distribution of students in PTMA is also noteworthy. They are generally categorized as risk takers and bureaucrats. Students who possess ability to think "outside the box" can certainly develop their skills outside of college, such as taking part in an internship at a company. It is crucial because it is an effort to adapt to the world of work, which has become the focus of future education.

The immense problem is the absence of lecturers and technology which bridge them all. Advances in technology have created classical learning more tedious, so students currently tend to like discussion classes. Moreover, most students are not comfortable with the current class arrangement. Some study programs also encountered this and feel uncomfortable. Students in everyday life such as when completing assignments tend to take advantage of co-working spaces which are lately beginning to disseminate in Indonesia. Some of these things are closed problems at PTMA but there must be a key to open them. The key is employed to adopt old problems and unlock new ideas. In the future, the graduates demanded by the industrial world are those possessing cross-disciplinary abilities, capable of problem solving, and able to establish creativity. The essential thing required next is a mapping of industries relevant to the graduates' needs. Curriculum in the past has evident reliable in producing educators today. The task of these educators recently is to formulate a curriculum administered to produce reliable generations in the future.

2.2 Curriculum and Learning

It is expected that the PTMA stakeholders will no longer acknowledge single fighters to struggle alone to formulate appropriate learning in this progressive campus. Learning in the network (online) requires to be changed regarding the structure to make it operate better. The e-learning platform at PTMA must be clarified. Hence, it is operated as desired. Some opinions explain that e-learning-oriented learning media is teaching utilizing audio-visuals such as videos in teaching and learning activities [4]. Misunderstanding in interpreting the curriculum is as an output, not a material. This curriculum later will become the navigator in the wilderness, the digital era, circulating freely on the internet without a clear structure.

Meanwhile, Focus Group Discussion process, one of the participants argued that most lecturers nowadays are the former learning product. At this moment, they must arrange a suitable design to prepare excellent graduates through perfect curriculum and learning.

When PTMA examines that the curriculum is not appropriate, it is recommended to replace it based on the demands of the rapidly changing times. The curriculum is not merely in the classroom and campus, but also around the PTMA environment. It is expected that when students are willing to learn the surrounding environment in the curriculum frame, they can become the institution agents for the people. Moreover, when designing a new curriculum, psychological aspects should also be considered, particularly for students. Sometimes, students do not acknowledge the learning objectives of a course. For them, what is essential is attending the class, paying attention to the lecturer's material, completing assignments, and performing exam questions.

It is considered that there is still a necessity to correct the misunderstanding of some lecturers who think that lectures are merely focused on knowledge transfer. What is more important is the existence of Student-Centered Learning (SCL) which can support students in collaborative and contextual learning. Reflective learning also requires to be developed step by step[5]. One of the SCLs recognized quite effective is e-learning. Lecturers must dare to create significant changes to conventional learning. It is not justified if the lecturer is too comfortable with the existing situation and then forgets the primary duty as an educator and teacher. Lecturers must contemplate about the curriculum which is part of the responsibility of preparing future generations at least until they obtain a job.

The students' ability to build links is essential. PTMA are demanded to facilitate students to have the ability to establish the network. Lecturers who have experience in the industry should be obliged to transfer it to the students. The learning experience of students when they attend in the community necessitates to be considered, particularly regarding assessment. It is not surprising that PTMA is advised to launch a contemporary course entitled 'edupreneur'. It is better if these courses are not designed online so that students' experience and practice can be maximized.

The cognate study programs at other universities possess appropriate courses, student exchange can be performed. The original study program should identify this program so that it performs in accordance with the PTMA's vision and mission. Each PTMA also requires establishing good relationships with other institutions to organize this project. Furthermore, the objective of establishing PTMA is a place in which progressive religious understanding, nationalism, and intellectual reasoning can flourish [6].

PTMA necessitates to consider about the use of Massive Open Online Course (MOOC) which is a learning system by implementing mass online courses and can be evaluated by anyone with the intention of being able to follow an unlimited number of participants with the help of software on the internet. It is a solution for learning organized outside of universities. Furthermore, PTMA should familiarize lecturers and students to utilize the Learning Management System (LMS). When Indonesia was encountered the Covid-19 outbreak, almost all regions across the country ended face-to-face learning and replaced it with online lectures. Some lecturers and students who are already familiar with Google Meet, YouTube, Zoom Video Conference, and Skype are not too surprised by the emergency. Utilization of a few LMS is tremendously useful in addition to situations in which it is not possible to also be accessed by lecturers and students from anywhere and anytime. Real learning is not confined by the four walls of the classroom but penetrates the boundaries of space and time.

The next problem arising from the new policy implementation is regarding cost financing. As is identified, 95% of PTMA's income comes from students. If there is a mechanism for attending lectures outside the campus, the management should take everything into account appropriately. Based on a report by the Association of Indonesian Private Universities (APTSI), 90% of universities in this country are private and 85% of which are not yet financially stable. it

indicates that it is tremendously dependent on students. PTMA also requires generating a new formulation to not depend mostly on the students. Good practices from several PTMAs can be implemented. For instance, Ahmad Dahlan University (UAD) which already has a Public Refueling Station (SPBU), Muhammadiyah University (UM) Yogyakarta with its UMY Tirta (Water), UM Malang which has successfully possessed Sengkaling, as well as business projects undertaken by UM Surabaya by cooperating with Persebaya football club.

PTMA also requires considering about impactful learning. For instance, PTMA which has an education study program can implement teaching practices by cooperating with partner schools regarding the curriculum. The output product can be in the form of a module which can be utilized by the partner school, but undoubtedly the nuances of PTMA should not be eliminated. It is an example of the Outcome Based Education (OBE) implementation. An important point of the Merdeka Campus is off campus learning which focuses on undergraduate and applied undergraduate programs. PTMA does indeed coordinately follow the rules of the Ministry of Education and Culture, but as an academic community, it would be better if it is more innovative and creative in encountering today's era of disruption. It is not recommended for PTMA to be too caught up in the will of the state which is vis a vis with the formalization of an Islamic campus. PTMA should be inventive to identify the gaps in the "game" of interests which may be tucked behind the policy.

It should be understood together that the curriculum is not merely an academic text, but it can turn into a political document. It is undeniable, because reflecting on the experience of preparing curriculum at the study program level, for instance, there are some lecturers insisting that certain courses should still exist although they are no longer applicable to the current era; they will not possess classes anymore, even though the subject is the core skill. It is not surprising if some state that the most enormous obstacle to curriculum updating is lecturers. Frequently, there is an assessment of likes and dislikes when compiling the curriculum.

In updating the curriculum to respond to education 4.0, an effective strategy is demanded by each PTMA. It is suitable for the PP Muhammadiyah Diktilitbang Council to observe this strategic policy. It is not expected if it performs without a strategy or worse, there is no plan at all. Learning responding to the 4th Industrial Revolution can be actualized by PTMA in several forms. One of which can be in the form of elective courses with Artificial Intelligence (AI) nuances. It is of course, the learning load should be equalized. This course is expected to be accessible to students from various study programs. Technical matters can be formulated by PTMA internal parties, which may possess a different culture. It is also worth considering that elective courses outside the study program should regard scientific groups, minimum clump. For instances are human religion, health science, and engineering design.

PTMA requires to think about the existence of fully online courses. It is not necessarily to worry or assume skepticism first. It is because there have been several meetings which are still allowed to be offline such as the inaugural and final lectures. The two lectures are still understandable if the face-to-face method is implemented. The first meeting should contain a lecture contract, lecture rules, an overview of the material, and an overview of the assignment. The fourteenth meeting is also acknowledged offline because it accommodates a lecture summary, UAS explanation, follow-up in the next course, or an overview of the assessment system.

Online courses possess several advantages, first, the use of information technology. It is undeniable that the progress of the digital era is accompanied by a positive PTMA response, one of which is full online learning. Second, it can be accessed by students and lecturers anywhere and anytime. Recently, both lecturers and students are mobile. Busyness and busy schedules sometimes created disrupted lectures; thus, full online learning is the solution. Third, in accordance with the current student tendencies, students are less interested in offline learning unless the lecturer conducts the learning in a very good method. The generation of gadgets should be balanced by utilizing the devices they possess for learning which are useful for students. Fourth, regarding the implementation of Article 31 of the 1945 Law of the Republic of Indonesia (RI), It is stated in the legal product that every citizen owns the right and is obliged to receive education. It implies that education is the right of all Indonesian people. However, not all the younger generation of college students recently can pursue higher education. Economic problems frequently become the reason for the reluctance to continue to the universities. Hence, online learning is the solution. It is expected that the younger generation who will be grateful for the 100th independence of Indonesia in 2045 will be able to obtain educational and teaching materials like their peers who are fortunate to pursue college.

2.3 Disruption Phenomenon in Higher Education Institutions

The biggest disruption today is associated with the technology. The damage caused is generally not realized. It is not impossible that education at PTMA will also be disrupted if the stakeholders do not quickly overcome it. The tendency of students recently is keen on surfing in cyberspace, especially social media and trusting information from the internet more than the knowledge provided by the lecturer. It is a form of post-truth syndrome which causes everyone to undergo self-righteous. It seems that everything just evaporates when they easily believe on a meme on Instagram, or without observing whether the information is hoax, even if the students have pursued high education or acquired great achievements.

When the management of PTMA is rather difficult to develop, changed management can be implemented which requires an agent called a grant. Many grants (*hibah*) from various institutions are currently being offered. Hence, it merely demands a response from PTMA to receive it for the betterment of the campus. The beginning of this can be performed with the promotion of digital literacy which is now barely managed properly. Good PTMA management also plays a crucial role to changes in financing. PTMA managers are robustly advised to learn from the thoughts of Fazlul Rahman, Iqbal, al-Faruqi, and Afzalur Rahman. Their ideas have proven effective in designing Islamic higher education institutions in Indonesia. For instances, the State Islamic University (UIN) Sunan Kalijaga and UIN Maulana Malik Ibrahim.[7]

PTMA should possess the awareness to revise the existing academic system. It is recommended that all databases are properly integrated through a gateway platform. An academic system should also require positive partnerships. Academic

system must prioritize knowledge, skills, and software. Utilization of Past Learning Recognition can be implemented by students and lecturers in the development of academic systems. Learning in the era of disruption demands PTMA lecturers to upload their work on relevant sites so that they can be accessed by many people, especially students. Materials about the curriculum can also be uploaded to the digital services. Digital scientific writing platforms such as Academia, Google Scholar, Research Gate, Medium, and similar links provided by PTMA are required to be utilized properly by lecturers. It is appropriate if students are provided easy access to these sites which is useful for their academic development. Students are also advised to cite or make reviews of scientific works possessed by their lecturers through the platforms mentioned above.

Since it is crucial in digital era, all PTMAs should also consider about the existence of vocational education. PTMA must be courageous enough to encounter challenges which are quite severe regarding the public's perception of the expertise of Diploma 3 (D3) graduates. D3 students are frequently considered as outcasts although it is not entirely true. It could be if they deliberately pursued D3 education because the absorption of alumni in the world of work is rapidly organized. It is because vocational students are directed to be ready to work. The ratio of 3:2:1 in the D3 curriculum which means 3 semesters of theory, 2 semesters of practice, and 1 semester of internship should be maximized properly by PTMA which possesses a vocational program. It is a D3 power that the undergraduate program does not possess.

Regulations governing vocational education are consistently moving fast. It is associated with the implementation of Multi Entry Multi Exit (MEME). For PTMA which possesses a D3 program, it is necessary to consider and formulate the change to become an applied bachelor or D4. It is also definitely accompanied by changes to the curriculum which includes technology in it. Thus, it also encompasses formation of custom curricula for several agencies. In essence, MEME is developing not merely for D3 but also for other levels of education such as undergraduate. MEME for non-vocational education will open more part timers to join. The successful MEME implementation can be emulated by PTMA. Institutions require to support in implementing MEME. In the future, what is demanded by agencies and companies is Human Resources (HR) who can adapt.

PTMA should possess the courage to encounter the challenges of today's higher education. One of which is from a competitor which is Universitas Terbuka (UT) or Open University. There are currently more UT graduates and not a few are obtaining jobs quickly. The example is the fulfillment of elementary school (SD) teacher formation in the candidate selection for the State Civil Apparatus (ASN) which is dominated by UT alumni. Whereas a decade ago, the campus tended to be ignored at all. PTMA leaders should be provided sufficient authority in determining the direction of campus steering. The existence of the Daily Supervisory Board (BPH) which is an extension of the Higher Education, Research and Development Council (Diktilitbang) of the Muhammadiyah Central Executive (PP) is required as a supervisor, but it should not be dominant that it limits the space for PTMA leadership.

It is recommended for PTMA to replace the mindset about the library. The place should not merely be understood as a storage location and reference book borrowing service. PTMA requires to be aware of and manage the library to become a knowledge management unit. Libraries should also contribute to the management of intellectual property both possessed by librarians and users such as lecturers, students, and laboratory assistants. All works such as books, journals, proceedings, and Intellectual Property Rights (IPR) are digitized and managed accordingly, including when displayed on the web. Libraries also possess the task of managing intellectual property rights proposed by the academic community. It is the difference between campus library and other general book lending service units. In Indonesia, it is possible for a hybrid system and for PTMA to make good use of it. Education in Indonesia is culturally suitable for implementing knowledge incubation. All of this is for the advancement of PTMA which in quantity is more than State Universities (PTN).

2.4 The Optimization of AIK and Pedagogic Values

One of the advantages of PTMA is the strong Al-Islam and *Kemuhammadiyahan* or about Muhammadiyah (AIK) values. It is expected that there will be no more dichotomy between religious and general sciences, particularly AIK courses with study program materials. It is no longer time for these two knowledge groups to organize independently. There requires to be integration and interconnection between AIK and study programs. PTMA should also manage AIK courses well, including the distribution of lecturers. Hence, there are no more lecturers whose teaching hours exceed the normal limit or teachers with minimal credits. The AIK curriculum if it is claimed, there are some irrelevant contents during this disruption period. It can be revised for adjustments so that it is frequently contextual.

Not only the problem of integrating knowledge, but also the character education inherent in AIK should be considered. Indeed, PTMA education must lead to character, not just transfer of knowledge. AIK is recommended to be a specialization-based professional education[8]. When merely transferring knowledge, it implies that there is no difference from other universities, even though the reality is people's perceptions still idolize PTN (State Universities).

For PTMA who are encountering the era of disruption, they must reflect on the thoughts of Muhammadiyah leaders, particularly in education. The association with the symbol of the rising sun owns various figures who are concerned in education world. They include KH Ahmad Dahlan (founder of Muhammadiyah), KH Hisham (first Head of School Section), KH Mas Mansur (former Director of Mu'allimin Muhammadiyah), and Prof. KH Abdul Kahar Mudzakkir (founder of the Indonesian Islamic University). When their thoughts and ideas are implemented and developed by PTMA in the present, the digital era like today is no longer an obstacle. The ideas of these figures are the hidden pearls of PTMA. It is merely a matter of identifying, finding, polishing, and presenting what needs to be conducted next.

Courses developed at PTMA if they contain Islamic content, including AIK, should be accustomed to produce scientific works. Assessment in the form of student memory recall should not be dominant anymore. It is because AIK emphasizes not only cognitive knowledge, but also better affective and psychomotor changes. PTMA also requires opening a Center for the Study of the Qur'an, a unit which is

essential in providing direction for the entire academic community. For PTMA, it does not possess an ideological study program, it is better to open it immediately. For instance, ideological study programs are the Study of the Qur'an and Hadith or Tafsir (interpretation) Hadith. It is because the scientific orientation associated with the Koran in this world is geopolitically still oriented to the Middle East. It is necessary to raise the competent such as Zakir Naik. Other sciences which do not tremendously follow market interest are also welcomed to be opened by PTMA, such as Quranic Communication. It is because education is not merely a business. Another point which requires to be considered is associated with the development of the study program. It is not good if the study program merely lasts 1-2 years, but after that it is difficult to find students. The ideological study program is PTMA's effort to maintain the modernization of thinking horizons [9].

This result is in accordance with Anwar's statement. He asserted that integration between AIK and science owns two reasons. First, it is about challenges in Muhammadiyah. Second, development of modern knowledges. It is expected that among Islamic values and natural sciences, it does not refuse one another, but complementary [10].

It requires mapping of the courses already possessed by each study program if it is necessary to establish an ideological department. Every study program should have a common vision regarding the curriculum implementation. It is because study program curriculum is the prior support for the PTMA learning vision, regardless of the PTMA ideally respecting curriculum which already exists in the department or study program. In encountering the era of disruption, PTMA also requires promoting Classroom Action Research (CAR). It is because in the present, the conditions are different from the past, including the characteristics of the students. As it is written in the Arabic proverb, which means, "The method is more essential than the material, the educator is more important than the method, and the spirit of the educator is more important than the educator".

The most crucial thing from the learning process is the spirit as an educator. Apart from that a lecturer can direct his students well including emphasizing on moral education, it seems meaningless if the educator does not possess a spirit associated with his profession. This moral education can then form a good Muslim character [11]. A lecturer in educating, *fardhu 'ain* (obligatory) law, has the soul, spirit, or mental as an educator. He should intend everything because he hopes for the pleasure of Allah *swt.*, not just for material reasons. Working as a lecturer merely due to making money should best be avoided. When the pleasure of God is sought, the material follows, but if it is the other way around, it does not acquire the pleasure of the Turner of Hearts.

Whatever the form, the curriculum is a relevance to answer challenges and necessities. The relevance of this curriculum is not merely in the form of values but also knowledge, general skills, and special skills. It is in accordance with the Indonesian National Qualifications Framework (KKNI). The negative paradigm towards students should be eliminated. Sometimes, in Indonesia, students are still considered as objects, not as subjects of learning. Paradigm towards students is still limited to pedagogy. What should be emphasized is the students' competence after obtaining courses or after graduating from their education level, not just the profession or place of work for the student. The paradigm that must be replaced is to make students achieve the andragogy level. OBE, as previously explained, is a challenge for students whose paradigms have been changed.

Humanizing students should perceive further into educational philosophy which is relevant to education 4.0 which describes Allah's creatures. This most perfect is fundamentally and complete [12]. It is something that education activists, including PTMA managers realize so that the institution is not disrupted. PTMA lecturers should also possess the awareness to write. It is because the memory of students is quite limited. Recording lecture material for students has currently become something rare. They more tend to take pictures of lecturers' notes on the blackboard utilizing gadgets or asking for materials ahead of the Mid-Semester Examination (UTS) or Final Semester Examination (UAS). Lecturer's scientific work, whether published in the form of books, journals, articles in magazines, or writings in newspapers, in facilitating students in learning can also be a charity. When the lecturer has thought about Allah swt., the world can still read and understand the thoughts and the reward will frequently flow. There is a Latin adage which states *"verba volant scripta manent"* meaning that what is spoken is lost and what is written is eternal. It is in accordance with the words of the Prophet Muhammad meaning that, "If the humans die, their deeds will be detached except for three things; *Sadaqah Jariyah*, useful knowledge, and pious children who pray for their parents."

2.5 Challenges and Opportunities of the Faculty of Medicine (FK) PTMA

One of the study programs or faculties which is a mainstay for several PTMAs is Medicine. This study program must continue to survive during the emergence of new FKs recently, despite the Ministry of Education and Culture having conducted a moratorium on the establishment of study programs in the fields of health and education in accordance with the concept of *"Kampus Merdeka: Merdeka Belajar"* or "Independent Campus: Free Learning." In Indonesia, there are as many as 97 institutions which have it. The FK owned by PTMA is considered good. It is because the institution has been in existence for a long time, as well as several requirements, such as an academic hospital. Unlike a few instant FKs that suddenly appeared along with the birth of the campus, there is still no academic hospital.

For PTMA which does not have or have plans to establish FK. they should prepare well. It is because, recently, the government has organized a standard system for establishing the Medical Education Study Program which is not easy. It is expected that there will be no mere talkative or making FK as a cash cow for the institution because it is indeed promising in business. PTMAs which already possess FKs should also be ready with the government's new policies, particularly those related to the regulation of education costs. For PTMA which tuition fees at the FK are still cheap they do not really possess a problem with this, but for institutions that have set the Education Financing Contribution (SPP) beyond the government's ceiling plan, it should adjust from now on.

Medical Education Study Program at PTMA should have a curriculum encompassing all scientific aspects. It is because Medicine is a science which is directly associated with human

life. Hence, it cannot be played around. FK PTMA is also advised to listen to input from the community, particularly parents regarding the development of study programs, faculties, and institutions. It includes lecture methods which concentrate on discussion. The curriculum should also administer the 80:20 format. As many as 80% follow the state curriculum while the rest are PTMA peculiarities which cannot be discovered in other PT FKs but can be strengthened in AIK courses as well as integration and interconnection between medicine and Islam. The state does not have a problem with regulating learning, curriculum, and even evaluation.

3. CONCLUSION

PTMA opportunities in the era of disruption are diverse. Starting from the proliferation of the industrial world to the digitalization opportunities which are open in accordance with the Covid-19 pandemic. PTMA's challenges include understanding the conditions and situations of the academic community which is not able to be equated with other institutions to regulate a curriculum and adaptive learning in this era of disruption. Policy recommendations which can be implemented by PTMA stakeholders include being more student-oriented by preparing competitive graduates. Furthermore, PTMA's weapon is the existence of AIK which is integrative and interconnected and reflects educational values. The Faculty of Medicine also requires considering about improving its quality for the sake of the continuation of progressive Islam.

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