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# Strategies for the Management and Development of Higher Education Institutions in the Border Area of Indonesia and Malaysia in Sambas Regency, West Kalimantan Province

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**Abstract**---This study discusses strategies for managing and developing higher education institutions in the Indonesia–Malaysia border region, particularly in Sambas Regency. The background of this study is based on the need to strengthen higher education institutions in the border region so that they are able to respond to local challenges and be globally competitive. The method used is field research conducted intensively to obtain direct data from the study subjects. The results of the study indicate that the management and development of higher education institutions are carried out through three main strategies. First, institutional transformation by encouraging massive changes in the form of higher education institutions towards a larger scale. Second, the establishment of strategies, policy directions, performance, and curriculum development that are responsive to the needs of the border community and in line with the vision of internationalization. Third, the sustainable strengthening of human resources with a focus on increasing the number of faculty members holding doctoral degrees. Based on these findings, it is recommended that the Sambas State Polytechnic and I AIS Sambas be merged into the Sambas State University as a large higher education institution capable of competing and being on par with state universities in neighbouring countries, such as Malaysia.

**Keywords**---border region, higher education management, human resource development, institutional transformation, Sambas State University.

#### Introduction

National borders encompass two dimensions: State Territorial Boundaries and Border Areas. State Territorial Boundaries are lines that demarcate the sovereignty of a state based on international law. Border Areas, on the other hand, are parts of a state's territory located along the inner side of its territorial boundaries with other countries (Undang-Undang RI, 2008).

Border issues have complex dimensions, involving several crucial factors such as: state jurisdiction and sovereignty, politics, social, economic, and defence and security aspects. In general, there are three main issues in the management of border areas between countries, namely: (a) the determination of land and maritime boundaries, (b) the security of border areas, and (c) the development of border areas. The handling of various problems in these three

main issues still faces various obstacles, especially those related to institutional aspects. The problems that exist in border areas generally include: (a) the lack of certainty and clarity of border lines, both maritime and land borders, as well as their administration and maintenance. As a result, the planning of border area development is hampered. The existence of these border issues has caused many negative impacts and various incidents at the border and violations of territorial sovereignty. (b) The condition of the community in the border area is generally poor, underdeveloped, backward, with low levels of education and health, and isolated from the rest of the country (Partnership for Governance Reform, 2011).

According to the National Development Planning Agency (in [Hariyatie, 2015](#)), The factors contributing to the economic development gap between regions are that border areas generally have very low growth rates. This is due to past policies that tended to marginalise border areas, treating them solely as security buffers, particularly in the Kalimantan region, which borders East Malaysia. In general, the economic contribution of border regions is very low, accounting for less than 0.1% (one per thousand) of national economic growth ([Maisah et al., 2020](#)).

Additionally, the strategic issues in border areas related to border development policies can no longer be addressed solely through a defence and security approach but must also consider the unique conditions of the local community and the potential of the region. Law No. 17 of 2007 on the National Long-Term Development Plan (RPJPN) 2005-2025 stipulates that border area development should be approached using two approaches: security and welfare.

The opportunities and challenges associated with strategic issues in border areas include several issues, namely: geostrategic, geopolitical, geoeconomic, and security issues in border areas; regional cooperation issues (between countries) in border areas; strategic issues related to national borders; cross-border strategic issues; strategic issues of border area development, as well as institutional arrangements (multi-stakeholder integration, effective planning, and comprehensive monitoring and evaluation systems).

The issuance of Presidential Instruction No. 1 of 2021 on accelerating economic development in border areas in Aruk, Motaain, and Skouw provides a huge opportunity for Sambas Regency to develop various sectors, including education. As a region directly bordering another country, particularly Malaysia, Sambas Regency must involve higher education institutions in the development of quality human resources with global competitiveness ([Presiden RI, 2021](#)).

Higher education institutions in Sambas Regency are expected to serve as academic institutions that can act as a medium to maintain harmonious relations between nations through enhanced cross-border cooperation in border areas, aimed at boosting economic activities, infrastructure development, and improving the quality of human resources. Therefore, higher education institutions in border areas, particularly in Sambas Regency, must be able to innovate and continuously improve the quality of various aspects such as faculty quality, programme accreditation, institutional structure and status, as well as infrastructure to be on par with the " " of higher education institutions in Malaysia, particularly in the state of Sarawak ([D'Espallier et al., 2017](#)).

Malaysia's experience in establishing and developing higher education institutions in border regions can serve as a role model for the institutional transformation of higher education institutions in Indonesia's border regions, particularly in Sambas District. For example, Universiti Utara Malaysia (UUM), one of the most prestigious and best universities in Malaysia today, was established in the border region with Thailand, specifically in the Sintok area, approximately 50 kilometres from Alor Setar, the capital of Kedah State, and 10 kilometres from the Malaysia-Thailand border, or about 75 kilometres from Hat Yai City in Thailand. This is likely to attract prospective students from southern Thailand, who share a common Malay cultural heritage. Similarly, the Indonesia-Malaysia border in Sambas Regency also shares a Malay cultural heritage. This presents both an opportunity and a challenge for higher education institutions in Sambas Regency to undergo institutional transformation to enhance their global competitiveness and attract international students ([Hayton, 2005](#)).

Based on field observations, Sambas District is one of the districts in West Kalimantan Province that directly borders another country, namely Malaysia, specifically the state of Sarawak. As a region located at the front door of the Unitary State of the Republic of Indonesia (NKRI), Sambas District faces challenges and opportunities in the development of natural resources and human resources. In terms of human resources, Sambas District has the highest number of Indonesian migrant workers (PMI) compared to other districts. This is understandable given the proximity to the neighbouring country, where it takes only 1.5 hours by land from Sambas to reach the Indonesia-Malaysia border, and another 1.5 hours from the border area to reach the capital of Sarawak State, Kuching. The construction of the Aruk State Border Crossing Point (PLBN) by the Central Government presents both opportunities and challenges for the Sambas Regency Government. Among the opportunities are the opening of export channels for agricultural products from Sambas to Sarawak, Malaysia, as well as the development of the tourism sector in Sambas

Regency to attract tourists from neighbouring countries such as Malaysia and Brunei Darussalam, which are part of the same island of Borneo.

However, there are also challenges with the opening of the Aruk PLBN, namely that the people of Sambas Regency should not become mere spectators or remain low-class workers with the opening of cross-border access as part of the ASEAN *Free Trade Area* (AFTA) agreement promoted by ASEAN member countries. The role of higher education institutions in Sambas Regency as *agents of change* is highly anticipated to collaborate with the Sambas Regency Government in preparing skilled, excellent, and globally competitive human resources (Figueiró & Raufflet, 2015). Currently, there are three higher education institutions (PT) in Sambas Regency: Sambas State Polytechnic (POLTESA), Sambas School of Health Sciences, and Sultan Muhammad Syafiuddin Islamic Institute (IAIS) Sambas. These three HEIs offer higher education programmes tailored to their respective characteristics. POLTESA is a vocational HEI established in 2008 as a private institution initiated by the Sambas District Government and later nationalised in 2013 by the Minister of Education and Culture. Similarly, IAIS Sambas was established in 2006, also initiated by the Sambas Regency Government, but at that time it was still in the form of the Sultan M. Syafiuddin Sambas Institute of Islamic Education (STIT) with only one study programme. Currently, IAIS Sambas is also in the process of being nationalised, which was proposed in 2015 and submitted by the Minister of Religion of the Republic of Indonesia to the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia in 2016. Meanwhile, STIKES Sambas is a private higher education institution (PTS) established by the Indonesian Border Area Development Foundation (YPKPI) Sambas, West Kalimantan.

Therefore, the importance of institutional advancement of higher education institutions in Sambas Regency, West Kalimantan Province, is strongly supported by several factors in achieving the quality of graduates entering the workforce, which is currently a significant challenge. There are several potential factors contributing to this, including the need for strategic leadership studies in higher education institutions in the Indonesia-Malaysia border region (Muhani et al., 2024).

Therefore, the researcher is interested in conducting further research on the "Strategies for the Management and Development of Higher Education Institutions in the Indonesia-Malaysia Border Region in Sambas District."

## Research Method

This research uses a qualitative approach, which the researcher uses because the object of the study takes place in a natural setting and aims to know, understand, and appreciate in depth the Management and Development Strategies of Higher Education Institutions in the Indonesia-Malaysia Border Region in Sambas Regency. The analysis technique in this study uses NVivo 12 Plus for Windows. The first step is to code the results of the literature review (nodes). The second step is to code the results of the interviews (cases). The level of reliability in qualitative research can be measured using criteria such as credibility, transferability, dependability, and confirmability. Additionally, to further ensure the level of credibility, the NVivo 12 Plus for Windows application was used. High validity can also be achieved using NVivo because the research team can conduct analyses effectively in NVivo (Bandur, 2019). Furthermore, to assist in the validity of qualitative research, NVivo provides ample space for researchers to work within the NVivo environment. As a result, NVivo is effective for data triangulation and researcher triangulation, thereby aiding in the production of reliable qualitative research (Bandur, 2019).

The type of research used in this study is *field research* using a qualitative approach, phenomenology was chosen to describe the life experiences, perspectives, and concepts of future Gen Y leaders who are being prepared for their respective organisations. The conceptual framework for phenomenological research allows researchers to use the data collected to identify possible correlations or patterns based on initial assumptions. One of the most important ideas of the phenomenological paradigm that forms the basis of qualitative research is how researchers should view social reality, social facts, or social phenomena that are the subject of research. Phenomenological qualitative research aims to interpret the social actions of researchers and others as something meaningful (interpreted) and to reconstruct the derivative meanings (meanings used subsequently) of meaningful actions in the interpersonal communication of individuals in the social world (Sudarmanti, 2005).

**Result and Discussion**

*Strategies for Institutional Management and Development at IAIS Sambas*

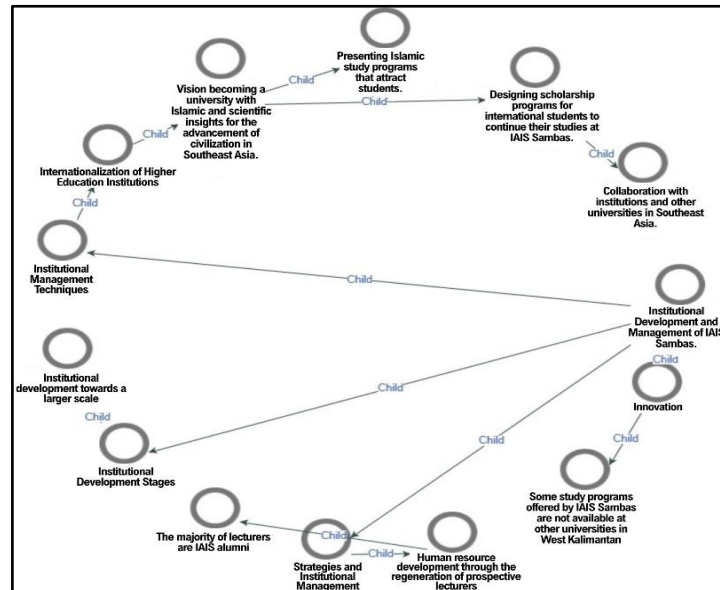


Figure 1. *Project Map* of Institutional Management and Development Strategies at IAIS Sambas  
 Source: Interview Results Processed, NVivo 14, 2024

The strategy for managing and developing higher education institutions at IAIS Sambas is explained in three stages: 1) Institutional strategy and management at IAIS Sambas, 2) Stages of institutional development at IAIS Sambas, and 3) Techniques for institutional development at IAIS Sambas. The institutional development strategy for higher education at IAIS Sambas, in conjunction with its location on the national border, includes the internationalization of higher education.

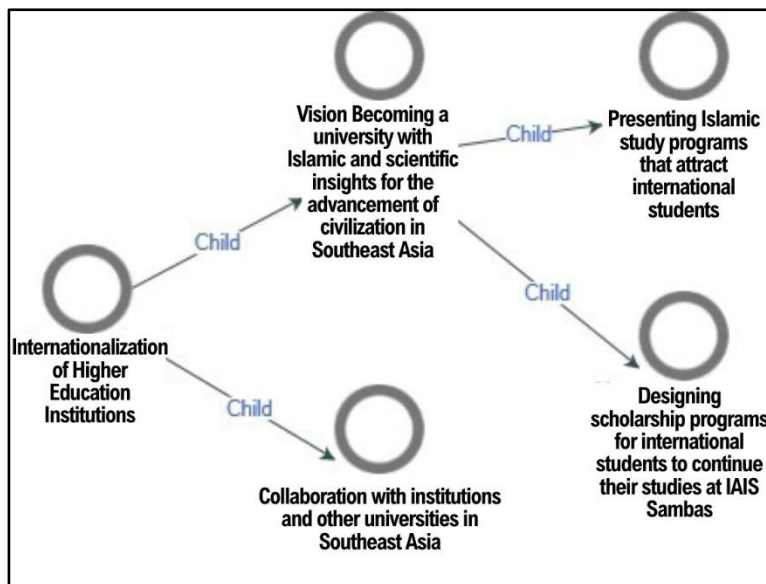


Figure 2. *Project Map* of Higher Education Internationalization at IAIS Sambas  
 Source: Data processed, NVivo 14, 2024

IAIS Sambas has a vision to become a leading Islamic and scientific university for the advancement of civilisation in Southeast Asia. To achieve this vision, IAIS Sambas implements various efforts and strategies to ensure that its plans, including its master plan, strategic plan, and annual work programme, are realised as expected.

As an example of how this vision can be realised in the academic field, it can be through collaboration with other universities in Southeast Asia, such as lecture mobility programmes or visiting professors, or adjunct professors. Then there is collaboration in technical activities that are carried out every year, particularly at the postgraduate level, namely colloquiums and cross-border lectures for Master's programme students. These activities are organised as a requirement for thesis writing. The colloquium partners that have been established include University Teknologi Mara, Institut Pendidikan Guru Samarahan, University Islam Selangor, and Prince of Songkhla University in Thailand.

These activities are one of the efforts to realise IAIS Sambas' vision as a leading university for the development of Islamic science and Islamic studies with an environmental perspective for the advancement of civilisation in the Southeast Asian region. Additionally, IAIS Sambas has established collaborations with other universities and institutions in the ASEAN region, including for *student mobility* or exchange programmes, academic exchanges, and activities such as community service (KKN) internships or internships, which are currently being implemented in Malaysia. Some of the KKN partners include Hikmah or Harakah Islamiyah Serawak Malaysia and the Indonesian Consulate General (KJRI Kuching).

Other efforts to realise this vision include IAIS Sambas' current plan to establish a scholarship programme for international students to continue their studies at IAIS Sambas. This is because there are no Islamic higher education institutions in the state of Serawak, whereas IAIS offers Islamic studies programmes that are of interest to them. IAIS Sambas has developed into a competitive and innovative private Islamic higher education institution, particularly within the Kopertais Region XI, Kalimantan. This can be seen from several indicators as follows:

- a) The rapid development of IAIS Sambas through its status change programme
- b) from the Higher Institute of Islamic Education (STIT) in 2006 to the Higher Institute of Islamic Studies (STAI) in 2010, and subsequently becoming IAIS in 2014.
- c) In line with the change in status of higher education institutions, IAIS Sambas, which since 2006 has only had one study programme, now has 18 (eighteen) study programmes, namely 1 (one) diploma programme, 15 (fifteen) undergraduate programmes, and 2 (two) postgraduate programmes.
- d) The only private Islamic higher education institution in the Kopertais Region XI, Kalimantan area offering postgraduate programmes.
- e) The institution has the highest number of faculty members with doctoral qualifications compared to other private Islamic religious higher education institutions within the Kopertais Region XI of Kalimantan.
- f) The university has the highest number of faculty members receiving professional allowances or teaching certificates compared to other private Islamic religious universities in the Kopertais Region XI, Kalimantan area.
- g) Located in a highly strategic position, namely on the border between Indonesia and Malaysia, IAIS Sambas has a unique advantage and opportunity to carry out its national roles, particularly in improving the quality of education for the community in the border region to maintain the authority of the Unitary State of the Republic of Indonesia (NKRI).

The development strategy of IAIS Sambas can also be seen from the strategic policy direction of IAIS Sambas in realising its vision and mission in line with the direction and policies as outlined in the Statutes of IAIS Sambas and the Master Development Plan (RIP) of IAIS Sambas for the period 2018-2038, namely:

- a) That IAIS Sambas, as a private Islamic higher education institution, in developing knowledge and Islamic studies, integrates the rational aspect with the religious (Islamic) aspect. The integration of these two aspects is understood as the integration of rational and religious elements, where knowledge derived from the rational aspect is primarily believed to be imperfect. Therefore, it is necessary to integrate it with religious elements (Islamic teachings) derived from the revelation of Allah SWT (revealed knowledge). This integration of rational and revealed knowledge is a crucial policy in establishing IAIS Sambas as a reference point for the development of knowledge and Islamic studies in Southeast Asia.
- b) That IAIS Sambas, located in the ASEAN border region, which since 31 December 2015 has been designated as an ASEAN Economic Community (AEC) zone with a focus on a single production-based market adhering to the principles of liberalisation, the leadership of IAIS Sambas has agreed to establish IAIS Sambas as *an Islamic Entrepreneurship University*. This policy is intended as a platform for learning and innovation for all members of the IAIS Sambas academic community to integrate into the current economic liberalisation taking place in the ASEAN region. With this policy, it is hoped that IAIS Sambas will be able to compete in the

AEC era and the Industry 4.0 revolution.

Therefore, based on the IAIS Sambas Master Development Plan (RIP), which outlines the policy direction of the IAIS Sambas Master Development Plan (RIP) 2018-2038, as explained in *the IAIS Sambas roadmap* towards its 2038 vision. The IAIS Sambas roadmap towards its 2038 vision as a *Southeast Asia Class Islamic University* can be described as follows:

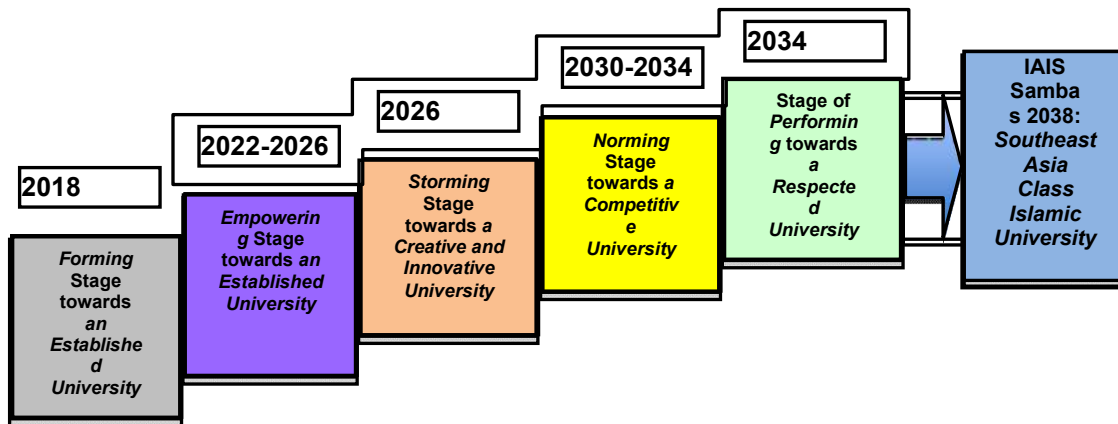


Figure 3. Milestones in achieving the vision of IAIS Sambas  
Source: IAIS Sambas Strategic Plan, 2024

In the next phase of institutional development, IAIS Sambas has decided to strengthen its human resources as one of its institutional development strategies. Currently, IAIS Sambas has 133 permanent lecturers. Of these, 57 lecturers have been certified. The details are as follows:

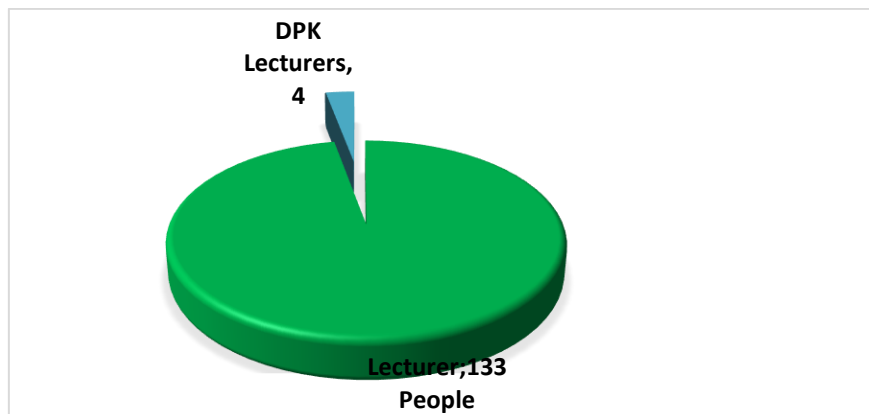


Figure 4. Graph of IAIS Sambas Lecturers  
Source: Processed data, 2024

Of the 133 lecturers at IAIS Sambas, 93 hold a Master's degree (S-2) and 40 hold a Doctorate (S-3). Additionally, among those with a Master's degree (S-2), 20 are currently pursuing a Doctorate (S-3) at domestic universities. The following is the data on the educational level of lecturers:

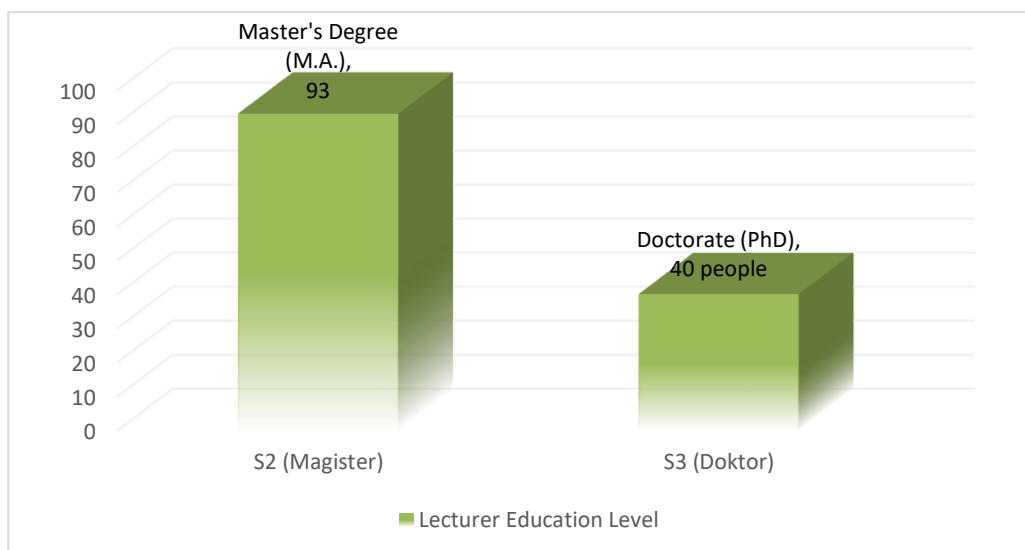


Figure 5. Graph of Faculty Educational Levels at IAIS Sambas  
Source: Processed Data, 2024

IAIS Sambas recognises that significant human resource development is part of efforts to address challenges and seize opportunities for Islamic educational institutions, especially in border areas where geographical boundaries no longer seem to be a barrier to continued innovation. The same point was also raised by Aminuddin (2019) in "Institutional Status Changes in Islamic Higher Education Institutions in Responding to Challenges and Opportunities in Islamic Education in Indonesia," where it was emphasized that institutional changes in Islamic institutions require strong efforts from stakeholders, including the readiness of human resources, which plays a crucial role in developing Islamic education.

Based on the IAIS Sambas Roadmap towards its 2038 vision as a *Southeast Asia Class Islamic University*, as outlined in the IAIS Sambas RIP 2018-2038, the IAIS Sambas Strategic Plan for 2018-2022 is currently in the *Forming* stage, which is aimed at becoming an *Established University* with good governance. Campus governance at this stage focuses on strengthening human resources, fulfilling facilities and infrastructure, preparing and improving institutional devices, and developing campus management oriented towards the quality of National Higher Education Standards (SNPT) and BAN-PT accreditation, which is a process of achievement measured based on several criteria, concerning 9 (nine) national quality standards, namely: 1) Achievement of vision, mission, objectives, and goals; 2) Governance; 3) Students and alumni; 4) Human resources; 5) Learning and academic atmosphere; 6) Research; 7) Community service; 8) Facilities and infrastructure; and 9) Finance.

Referring to the vision, mission, and objectives of IAIS Sambas as stated in the IAIS Sambas statute, the strategic objectives and targets of IAIS Sambas are as follows:

Table 1  
Strategic Objectives and Targets Matrix of IAIS Sambas

Objectives	Strategic Objectives
Producing intellectually capable graduates with good moral character and global competitiveness	<ul style="list-style-type: none"> <li>• Producing graduates with intellectual, emotional, spiritual, moral, and social intelligence</li> <li>• Producing graduates with high competitiveness, depth and breadth of knowledge, methodological skills, entrepreneurial spirit, acceptability, and resilience in the workplace</li> <li>• Producing graduates who can apply their knowledge in their respective fields of expertise</li> </ul>
Producing research works in the field of Islamic religious studies with a cross-national perspective in Southeast Asia	<ul style="list-style-type: none"> <li>• Increasing number of research in scientific and Islamic studies with a cross-national perspective involving various fields of expertise, both domestic and international</li> </ul>

Objectives	Strategic Objectives
	<ul style="list-style-type: none"> <li>• The increasing number of reputable national and international scientific publications that can benefit the community in the region Southeast Asia</li> </ul>
Producing works of community service and disseminating knowledge, technology, and art in the field of Islamic religious studies with a cross-national perspective in Southeast Asia	<ul style="list-style-type: none"> <li>• Increasing the number of community service works in the fields of science and Islam with an international perspective</li> <li>• Increasing efforts to disseminate knowledge, technology, and art from community service works in the fields of science and Islamic studies with a cross-national perspective that are beneficial to communities in Southeast Asia</li> </ul>
Fostering domestic and international cooperation to strengthen the development of IAIS Sambas as a leading institution of higher education in the advancement of interdisciplinary knowledge and Islamic studies with a cross-border perspective in Southeast Asia	<ul style="list-style-type: none"> <li>• The realisation of national cooperation and the initiation of international cooperation in the field of education and teaching, both domestically and internationally</li> <li>• The realisation of national cooperation and the initiation of international cooperation in the field of research and scientific publication, both domestically and internationally</li> <li>• The realisation of national cooperation and the initiation of international cooperation in the field of community service, both domestically and internationally</li> <li>• Establishing sustainable institutional cooperation at the local level</li> <li>• Establishing sustainable institutional cooperation at the national level</li> <li>• Establishing sustainable international institutional cooperation</li> </ul>

As an Islamic higher education institution, IAIS Sambas is dedicated to all fields of study or science that are closely related to *core* Islamic studies and applied or practical sciences. IAIS Sambas must position itself firmly and creatively so that it can produce and discover spectacular fields of study. Therefore, IAIS Sambas must also be able to demonstrate academic excellence in *Islamic studies* and Islamic sciences (*academic excellence in Islamic studies*) with a global perspective and serve as a benchmark for the development of Islamic education, research, and community service aimed at enhancing the well-being and intelligence of society.



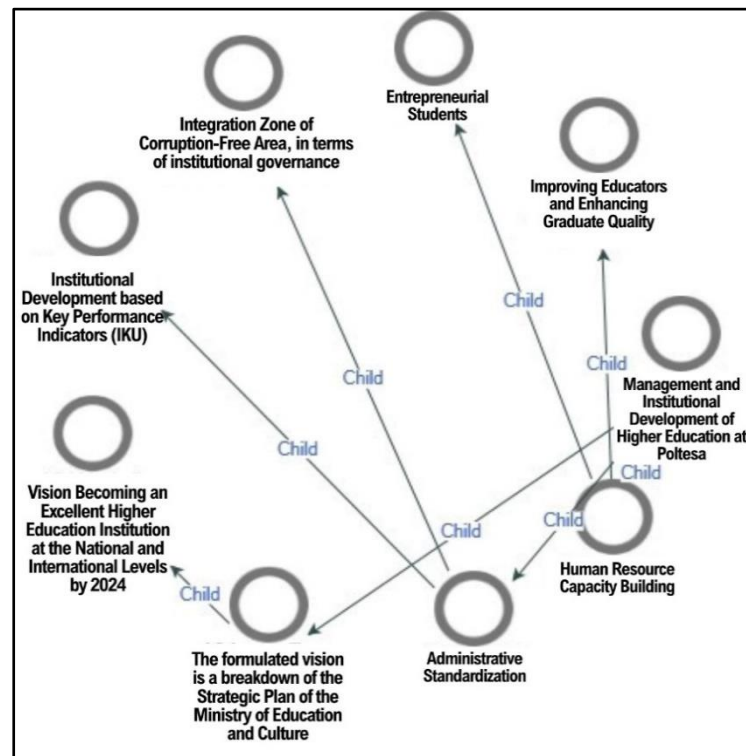


Figure 6. *Project Map* of Institutional Management and Development Strategies at Poltesa  
Source: Data processed, NVivo 14, 2024

One of the institutional management strategies implemented by the Sambas State Polytechnic is the achievement of its vision, mission, goals, and objectives. Poltesa's vision is to become a leading national and international higher education institution by 2034. This vision is in line with the strategic plan of the Ministry of Education and Culture, which is derived from the Ministry's long-term strategic plan (RPJP Kemdikbud Ristek and RPJM 5 tahun).

In strengthening human resource capacity at the State Polytechnic of Sambas, one of the strategic plan's components is entrepreneurial students. Therefore, one of the State Polytechnic of Sambas' strategic plans over the next five years is to increase the number of educators and improve the quality of graduates.

There are several obstacles in achieving IKU at Poltesa Sambas, including several IKUs that have been achieved but cannot be claimed because the administration is not standard. It is acknowledged that previously, many instruments could not be fulfilled due to administrative problems. Based on this experience, in the adaptation process, Sambas State Polytechnic has now systematised the allocation of budgets and the determination of work programmes. Therefore, the institutional development process at Sambas State Polytechnic is currently based on KPIs.

In its current institutional development, Sambas State Polytechnic is also pioneering a Corruption-Free Zone in terms of institutional management. Furthermore, to address global challenges, innovations have been implemented across various sectors. Among these, academic regulations and student affairs have been adapted to accommodate online learning, with a maximum percentage of 30%. This is because education is no longer geographically bound; even at national borders, there are no longer any barriers.

Sambas State Polytechnic is now PBL-based, with some *Project Best Learning*, *Product Best Learning*, and *Programme Best Learning* components, and a " " approach, enabling students from different programmes to work together on PBL projects. As a vocational institution, practical activities account for almost 70% of the learning process. Additionally, students participate in industrial internships both domestically and internationally. To support the achievement of these objectives, Sambas State Polytechnic organises various national and international higher education collaboration activities. Currently, Poltesa has collaborated with over 80 domestic companies and government agencies, as well as 8 educational institutions and companies abroad. Therefore, this activity is important to be conducted as one of the efforts to achieve Poltesa's vision of becoming an outstanding vocational education institution at the national and international levels by 2034.

Sambas State Polytechnic has its unique characteristics. Geographically, it is located at the tip of Kalimantan and directly borders Malaysia. Academically, the study programmes offered at Sambas Polytechnic are not available anywhere else in West Kalimantan to date. This is because Sambas State Polytechnic is a vocational higher education institution that implements the Merdeka Curriculum. Sambas State Polytechnic has already achieved various titles and accolades. These achievements have elevated the institution's performance to a national and international level. Despite its geographical location on the national border, geographical barriers do not act as obstacles but rather as opportunities for participation in both national and international activities.

The transformation of higher education institutions in the Indonesia-Malaysia border region in Sambas District is an implication of competitive higher education management and development, as well as rapid environmental changes. Geographically, although these higher education institutions are located on the border, their achievements and performance have enabled them to gain national and international recognition. This means that being directly bordered by a neighbouring country is seen as an opportunity for international activities. This aligns with experts' opinions that, in addition to internal factors, the future of higher education institutions is also influenced by external environmental factors. The following is a *project map* of the development and management strategy for higher education institutions in Sambas District:

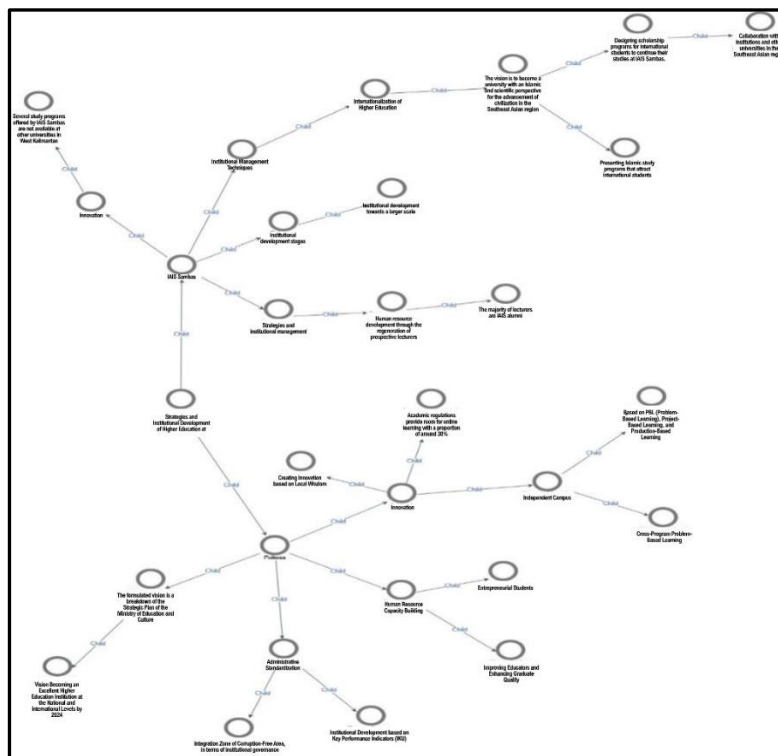


Figure 7. *Project Map* of Institutional Management and Development Strategy in Sambas  
 Source: Processed data, NVivo 14, 2024

Based on the research findings, it is evident that the management and development strategies of higher education institutions in Sambas have different focuses. IAIS Sambas focuses on human resource development. Since 2008, IAIS has collaborated extensively with domestic and international higher education institutions, particularly Islamic State Universities (UIN) in Indonesia, including those in Sumatra, Sulawesi, and Java. IAIS Sambas has sent many lecturers to pursue further education up to the doctoral level, resulting in 40 doctors currently holding doctoral degrees and 20 others pursuing their doctoral studies. The uniqueness of IAIS Sambas lies in the fact that it is the only higher education institution in West Kalimantan with the highest number of doctoral degree holders outside the provincial capital.

If IAIS Sambas focuses on human resources, then Sambas State Polytechnic focuses on infrastructure development. Sambas State Polytechnic has built many integrated lecture buildings, studio workshops, and even dormitories for students from outside Sambas. Currently, there are no doctoral degree holders at Sambas State Polytechnic.

## Conclusion

The strategy for managing and developing higher education institutions in the Indonesia-Malaysia border region in Sambas Regency is implemented through: 1) Transformation of higher education institutions, namely massive changes in the form of higher education institutions towards larger institutions. 2) Strategies, policy directions, performance, and curricula are directed towards meeting the needs of the border community and going international. 3) *Continuous* strengthening of human resources, with a focus on increasing the number of doctoral degree holders. The merger of Sambas State Polytechnic and IAIS Sambas into a large higher education institution capable of competing or being on par with state universities in the neighbouring country of Malaysia, namely Sambas State University.

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