Transformation of State Islamic Higher Education Institutions in Small District Cities

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ABSTRACT: *The purpose of this study is to analyze the economic value of land conversion into educational investment land, as well as a driver of increasing the income of the surrounding community because the main factor is the Higher Education Institution of the State Islamic University (UIN) Tulungagung which also includes an educational investment program for the long-term state. Because the growth of education also affects economic growth, and vice versa. This study uses an interpretive paradigm through a qualitative approach, the type of case study uses logistic regression analysis. The source of research data is the land owner's reason for selling his land to be used as an educational institution. The results of the study [1] there are four factors that affect the opportunity for land conversion, namely (a) the educational background of the land owner will be aware of and the importance of Islamic education, (b) the area of land owned, (c) financial income and (d) the location that refers to on the distance to UIN Tulungagung; [2] Investment in land transfer for education because Indonesia's demographics are dominated by young people whose thinking paradigm is far ahead for the future of Islamic education for the nation's children, the focus of the Indonesian government is to invest in human resources in preparing superior Islamic Human Resources through education; [3] The use of logistic regression analysis limits generalizability, as the sample design cannot be considered to characterize all landowners in turning it into an educational investment.*

Tujuan dari penelitian ini adalah untuk menganalisis nilai ekonomi alih fungsi lahan menjadi lahan investasi pendidikan, sekaligus sebagai pendorong peningkatan pendapatan masyarakat sekitar karena faktor utamanya yaitu Lembaga Pendidikan Tinggi Universitas Islam Negeri (UIN) Tulungagung yang juga meliputi program investasi pendidikan untuk negara jangka panjang. Karena pertumbuhan pendidikan juga mempengaruhi pertumbuhan ekonomi, begitu juga sebaliknya. Penelitian ini menggunakan paradigma interpretif melalui pendekatan kualitatif, jenis studi kasus menggunakan analisis regresi logistik. Sumber data penelitian adalah pemilik lahan alasan mau menjual lahannya untuk dijadikan lembaga pendidikan. Hasil penelitian [1] terdapat empat faktor yang mempengaruhi peluang konversi lahan, yaitu (a) latar belakang pendidikan pemilik lahan akan sadar dan pentingnya pendidikan Islam, (b) luas lahan yang dimiliki, (c) pendapatan finansial dan (d) lokasi yang mengacu pada jarak tempuh ke UIN Tulungagung; [2] Investasi pengalihan lahan untuk pendidikan karena

jumlah demografi Indonesia didominasi oleh kaum muda yang paradigma berfikirnya jauh ke depan demi masa depan pendidikan Islam anak bangsa, fokus pemerintah Indonesia adalah berinvestasi pada sumber daya manusia dalam mempersiapkan Sumber Daya Manusia yang unggul islami melalui pendidikan; [3] Penggunaan analisis regresi logistik membatasi generalisasi, karena desain sampel tidak dapat dianggap mencirikan semua pemilik tanah dalam mengubahnya menjadi investasi pendidikan.

I. INTRODUCTION

Educational growth affects economic growth, and vice versa, economic growth affects the growth of education. In developed countries, the government's attention to the development of the education sector is considerable, for example, the political commitment of the education sector budget is not inferior to other industries, so the success of education investment is correlated with the progress of macro development (Saripudin, 2008).

The importance of investment in education for the future of a country, especially for young people to create quality human resources. All levels of the Indonesian government currently focus on investment in human resources, where education is an important part (Cindyara, 2017). Connections between human beings are essential in the current 4.0 industrial revolution era, thus the importance of creating a generation of workers committed to humanity who hold values and principles as fellow human beings themselves.

The development of an area is also determined by the mainstay and superior potential that can be used as a source of income (Elisabeth Ante et al., 2016). Development as a means to improve the standard of living and quality of the society is not only limited to one sector. Still, it includes all aspects of life, including the need for education.

Education also includes good investment and the morals of students who live it, if knowledge is only limited to capitalize on a high school in following this era, often misappropriation of intelligence in a wrong direction, especially if brought closer to power. So it takes morals and morals as a guardian of balance (Ahmad Rifai & Mahpudz, 2015).

In this case, the conversion or transfer function of land to be made a more critical place, namely an educational institution. So, it is a necessity and will be the answer to the importance of investment in human resources in the long run.

Conversion or changing the use of a thing into something different and new is the process of an activity (Yunianto, 2011). Agricultural land conversion is a process of changing a farming land, which was originally used as land for farming, into non-agricultural uses. Changing the use of land, primarily agricultural land, is usually associated with an activity that requires a vast additional land because of increased activity (Suadnyani & Darsana, 2018).

As happened in Plosokandang Village, which is located within a radius of 0 km from UIN Tulungagung, 70% of agricultural land area within a radius of 0 km from UIN

Tulungagung has converted into non-agricultural functions. The increasing number of the needs for land use to increase the size of settlements and other facilities has triggered agricultural land around UIN Tulungagung to be converted into concrete buildings (Azizah, 2018).

The main driving factor triggering this land conversion is the increasing interest of students studying at UIN Tulungagung. The number of students continues to grow in line with the growing needs for temporary housing (boarding houses), restaurants, grocery stalls, printing shops, bookstores and others. The increase of those needs has resulted in the dynamics of the socio-economic conditions of the community around UIN Tulungagung. This is evidenced by the increasing number of new buildings that must be built to meet those needs. The needs for land to build those buildings drives up the price of land around UIN Tulungagung since the demands for land are not proportional to the number of lands sold (Amalia et al., 2019).

Many experts believe that conversion has negative implications, as Elisabeth Ante's opinion sees it in terms of culture, there is a negative impact on the community because there is often a commotion at the conversion site due to the erosion of community norms with the existence of an external culture that conflicts with the local culture of the community (Elisabeth Ante et al., 2016). Likewise, according to Ahya Kamilah, who saw the impact of conversion in terms of agriculture, the results of his study entitled Economic Analysis of the Function of Agricultural Land Use resulted in a significant decrease in income between before and after conversion with an impairment in the percentage of almost half by 46 per cent. There are many more research results from experts, and from various points of view have negative implications. Thus, here as an educator, I will give an explanation of the study from an educational perspective (Darwati & Suryanto, 2015).

The results showed a steady and positive relationship between the degree of education and economic life, in the sense that the higher the degree of knowledge, the higher the degree of economic life. However, it is not clear which factors emerged first, whether the development of education caused economic growth or vice versa. Concerning this problem, there is a lot of evidence that shows that there is an interplay between the two, namely that the development of education affects economic growth and vice versa, economic growth affects the growth of schooling (Saripudin, 2005); (Bowles & Gintis, 1976). In development policy, we use the assumption that economic development can be used for construction in other fields, including education (Ikhwan, 2014).

Furthermore, adherents of consensus theory and conflict theory adherents agree that the primary function of educational institutions about economic life is to prepare young women to fill productive employment (Arofah, 2015). In the case of adult education, the goal to be achieved is undoubtedly no longer preparing the ability, but increasing it so that students can be able to face the problems that exist at the time (Suwarno Kezia, 2011). For this reason, they received proper mental education, attitudes, knowledge and skills. The process occurs in all societies ranging from the most traditional to the most modern.

The three educational institutions, namely family, school and community, each perform different but complementary roles. The function of each of these institutions in traditional societies is undoubtedly other for those in advanced nations because the demands of the communities they serve are different.

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e-ISSN: 2599-3046 (online) | Volume 6, Issue 2 | July - December 2022
p-ISSN: 2657-1781 (print)

In traditional society, the family plays a significant role in preparing young people to become independent human beings. Older adults and other adults in traditional families function to take care of various skills and various traditions. In modern society, the family gives up several functions in education to other institutions that are specifically tasked with handling this task. Parents and families limit their activities to primary care and collaboration with schools in encouraging children and supervising their education.

Meanwhile, in modern society, schools play a role in preparing workers who have specialized knowledge and expertise to answer the increasingly broad and sharp challenges of specialization (González-Pernía et al., 2018). Schools become open to the broader community. The principle of "equal opportunity" in education is increasingly becoming a reality, although it still contains many hot issues (de Avila Baptista et al., 2014). Elitist schools have turned into "populists" through compulsory education programs. By itself, teaching materials and teaching methods that are held in modern society will be different from those contained in communities with traditional economic systems. In the meantime, selective and allocative functions also certainly have differences (Dastjerdi et al., 2017). School and family's role is to prepare children and youth to assume various positions and jobs.

Finally, it is necessary to reaffirm education between the economic system and the two-way relationship. In a society that has a good standard of economic life, the potential for developing knowledge is more significant because people are better prepared, and more funds are available. Education, employment and income are the main components of the operational resolution of social class status or socio-economic and related status.

II. METHOD

This research used a quantitative approach with a specific, systematic and planned type of activities. The scope of this research focused on the conversion of agricultural land to non-agricultural land in Plosokandang Village and the increasing amount of income of communities around UIN Tulungagung. This research used survey method, as well as primary and secondary data. Preliminary data included the decision of farmers to convert their land, and secondary data covered the area of land obtained from the Central Bureau of Statistics.

The determination of the samples was based on the opinion of Bailey (Rahi & Albayati, 2021) which stated that the minimum sample size for statistical data analysis is 30 respondents, in which the population is distributed normally. Samples are part of the community taken in specific ways that also represent certain characteristics, clear and complete that can be considered representing the population. Primary data collection was done through interview technique with the help of questionnaires to respondents. Respondents are parties who provide information and can describe in answering research problems (Mustaman et al., 2019).

The study was conducted using a non-probability sampling method because the number of each population to be studied was not known with certainty. Primary data collection was done through interview technique with the help of questionnaires to respondents. Respondents are parties who provide information and can represent in answering research problems. The data collected was data on the opportunities of land

conversion (1) and no land conversion (0), as well as factors that influence the decision of the farmers in converting their land in logistic regression analysis, namely: (1) Age Level (Years Old), (2) Length of Farmer Education Period (Years), (3) Land Area (Hectares), (4) Proportion of Income from Farming (Percent), (5) Number of Dependents for Farmers (Persons), (6) Farming Experience (Years), (7) Productivity (Tons/Ha).

In estimating the factors that influence farmers in converting paddy fields, logistic regression analysis was used. According to (Nurdiansyah & Widyastuti, 2015), the logit model is a non-linear model, both in terms of parameters and variables. The logit model was derived based on the opportunity function that can be specified so that the logistic regression model equation to find out the factors that affect land conversion is,

$$ln\frac{P_t}{1-P_t} = Z = Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \varepsilon$$

with,

The $P_t/(1-P_t)$ variable in the equation acts as the odds, which is popularly known as risk or likelihood, namely the ratio of the probability of the occurrence of choice 1 to the possibility of the occurrence of choice 0.

Z = The opportunities of land conversion (1) and no land conversion (0)

α = Interception

β_i = Regression Coefficient

X_i = Independent variabel / Factors influencing land conversion

ε = Error term

To obtain a good logit regression analysis result, a test should be done. The testing was done to see whether the resulting logit model as a whole can explain the choice of decision qualitatively or not. In this case, the options offered were doing land conversion or not doing the land conversion. Parameter testing was done by testing all the parameters as a whole and testing each parameter separately (Muhtar et al., 2015).

III. RESULT AND DISCUSSION

Data collected in this study included opportunities for land conversion and factors influencing the decision of the landowner converting their land. From the data collected, it is known that from the research samples, 60% of the people converted their lands based on age level, length of education period, land area, the proportion of income from farming, number of dependents for farmers, farming experience and productivity. Furthermore, the data collected will be analyzed. Data analysis performed was a logistical regression model compatibility test followed by the ROC (Receiver Operating Characteristic) test. The logistical test was carried out to determine the effect of the predictor variables together on the response variable. In contrast, the ROC test was carried out to determine the accuracy of the model from the results of the Logistic Regression on the data (Muwidha et al., 2019). The results of the full analysis are explained below:

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  e-ISSN: 2599-3046 (online) | Volume 6, Issue 2 | July - December 2022
  p-ISSN: 2657-1781 (print)

Table 1.
The Variables of Logistic Regression Analysis
Variables in the Equation

|	B	S.E.	Wald	df	Sig.	Exp(B)
Education			1.000	4	.001	
Education(1)	7.926	370.156	.983	1	.000	2766.998
Education(2)	-.534	326.441	.999	1	.000	.586
Education(3)	.971	395.402	.998	1	.000	2.641
Education(4)	2.087	390.164	.996	1	.000	8.059
Land_area	-.003	.021	.903	1	.015	.997
Income	.000	.000	.992	1	.000	1.000
Location	2.904	74.242	.969	1	.002	18.249
Constant	1.629	393.349	.997	1	.000	5.101
a. Variable(s) entered on step 1: Education, Land_area, Income, Location.						

By using SPSS 17.0, a logistic regression model analysis could be performed. Based on the results obtained in the questionnaires, it could be seen that out of the six predictor variables, there are four significant predictor variables. It shows that the value of variable X_1 is significant because the P-value = 0.001> 0.05, while the variable X_2 is significant because the P-value = 0.015 <0.05, then variable X_3 is significant because the P-value = 0.002 <0.05, likewise with variable X_4 which is also significant because the P-value = 0.000 <0.05. Then the best model analysis would be carried out by involving predictor variables $[\![X_1, X]\!]\_2, X_3, X_4$.

The best estimation result of the logistic regression model based on the table is;

$$y = \frac{1}{1 + e^{(7.926*X_1)-(0.003*X_2)+(0.000*X_3)+(2.904*X_3)+1.629}}$$

The ROC test result is presented in the ROC curve of Figure 1 below. From the graph in Figure 1 below, it can be seen that the change in the standard deviation of the data does not significantly affect the probability prediction of the data. This means that the model is indeed valid. This graph also shows that the model, in general, can represent the data.
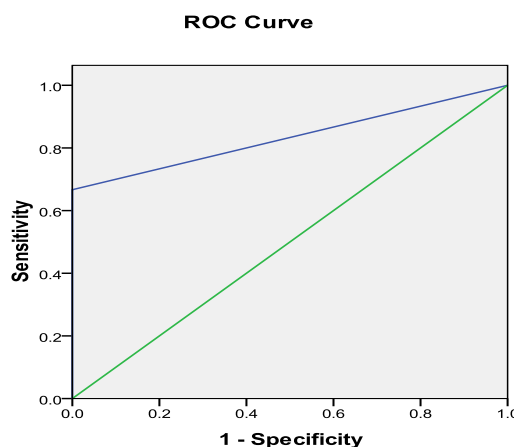
ROC Curve

Diagonal segments are produced by ties.

Figure 1. *ROC Curve*

From the ROC curve above, it is known that the area under the curve (AUC) = 0.721 (Very Good). AUC can be interpreted as the average sensitivity for all possible specific values. This AUC value is used to measure the accuracy of diagnostic tests in general. AUC values range from 0 to 1, the closer it is to 1, the better the diagnostic test. Based on the ROC Curve with that area under the curve, it can be concluded that the model is shown in equation (1) represents the data.

Logistic regression analysis shows that the four predictor variables, namely education, land area, income and location referring to the distance from UIN Tulungagung, in logistic regression test are significant to the high probability of farmers converting their agricultural land into more profitable economic activities, such as industrial and housing developments. The education of landowners is a significant factor influencing the decision of the farmers in converting their land. In this study, education is divided into four sub-variables according to the level of education in which all of the four sub-variables affect the decision on land conversion. Of the four sub-variables, it is known that farmers with the lowest education level have the most incredible opportunity to convert their land. The value of the odds ratio or exp (β) shows that the chance of land conversion is 2766.998 times greater. Farmers with the shortest education period have the most significant possibility of making decisions to convert the land because it is supposed that the higher the education, the wiser the findings and the more consideration. Farmers with the shortest education period are more likely to make decisions about land conversion by only considering the more significant benefits that might be obtained when converting the land. The land area has a significant effect with the value of odds ratio or exp (β) = 0.997, indicating that the opportunity of land conversion decisions is positively related to land area (Afma, 2016).

The more land you have, the greater the possibility of land conversion for the development of the UIN Tulungagung educational institution and all its equipment (for example, boarding houses). This is due to the designation of the land after conversion. Most of the post-conversion land uses are used as temporary housing for students (boarding houses) and shops for supporting student needs, which of course require a large area of land so that only farmers or landowners who own large areas of land allow it to support their land into other functions (Pramana et al., 2017).

Income has a positive effect on the decision of landowner to convert agricultural land into more profitable economic activities with an odds ratio or exp (β) = 1.000. The higher the income is, the more excellent the opportunity of farmers to convert their land. High income allows farmers to have sufficient capital to reclaim the land into areas for industrial and housing developments. Location is the fourth variable that significantly influences the decision of the landowner in converting their land. With the value of the odds ratio or exp (β) = 18.249 shows that the location of the land has a positive effect on the opportunity of the need for land conversion. The closer the land location is to the campus of UIN Tulungagung, the more excellent the chance of the landowner to convert their land into another form. The opportunity for a landowner whose land location is near to UIN Tulungagung is 18.249 times more significant compared to a landowner whose land location is far from the campus of UIN Tulungagung.

IV. CONCLUSION

Logistic regression analysis was used to determine the factors that influence land owners around the UIN Tulungagung campus in converting their land into areas for more profitable economic activities in education. Based on the results and discussion, there are four influencing factors, namely the owner's educational level, land area, income and location referring to the distance from UIN Tulungagung. Statistically these four variables have a positive effect on land conversion opportunities because of the stimulation of increasing income with the presence of the Islamic higher education institution UIN Tulungagung. In other words, the higher the payment, the larger the land area, the higher the income and the closer the location, the more likely it is that the land owner is willing to change the function of the land to be empowered in areas of economic activity that are considered more profitable and also awareness for the advancement of education in the area. small county town.

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