

## Examining Accreditation Readiness of PTKIN Master's Programs in Arabic Language Education

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### Abstract

Program accreditation is a primary standard for assessing the quality and credibility of higher education. The Master's Program in Arabic Language Education (MPBA) at PTKIN demonstrates its commitment to academic excellence through rigorous accreditation preparations, encompassing curricula, human resources, infrastructure, and research performance. However, a significant research gap exists, as limited comparative research explores how internal and external factors influence accreditation outcomes across similar programs; most existing studies remain descriptive and context-specific rather than generalizable. This study analyzes the readiness of the MPBA Program at PTKIN for national accreditation by LAMDIK. The evaluation was conducted based on accreditation standards ranging from vision and governance to program outcomes and impact. Using a qualitative-descriptive method—incorporating interviews, document analysis, and observation—this study finds that the MPBA has met most standards, particularly in its globally oriented curriculum, international partnerships, and human resource development. Nevertheless, challenges persist in strengthening governance, increasing international publications, and enhancing learning facilities. These results offer strategic recommendations for program managers to improve accreditation readiness through

synergy, data-driven planning, and continuous innovation, while serving as a benchmark for other programs navigating accreditation in the era of educational globalization.

**Keywords:** Accreditation, Curriculum, Governance, Readiness, Strategy.

## Introduction

Program accreditation is a key indicator of a higher education program's quality and credibility. For the Master of Arabic Language Education Program, achieving excellent accreditation from the Independent Education Accreditation Agency (LAMDIK) is proof of its commitment to high educational standards. For example, the Master of Arabic Language Education Program at the Raden Intan State Islamic University in Lampung successfully achieved excellent accreditation based on LAMDIK Decree No. 1541/SK/LAMDIK/Ak/M/X/2024, which is valid from July 17, 2024, to July 16, 2029.<sup>1</sup>

The accreditation process involves a comprehensive field assessment. The Arabic Language Education Master's Program at UIN Sunan Kalijaga Yogyakarta, for example, has undergone a field assessment by LAMDIK and is awaiting the official accreditation results.<sup>2</sup> The program's readiness for accreditation covers various aspects, including curriculum, human resources, facilities, and research output. Active participation in national and international academic forums is also an indicator of the program's readiness. The Arabic Language Education Master's Program at UIN Raden Intan Lampung participated in the National Working Meeting and International Conference organized by the Association of Arabic Language Education Study Programs throughout Indonesia. This activity aims to strengthen cooperation between study programs in curriculum development, research, and innovation in Arabic language learning in the era of artificial intelligence.

Previous studies have confirmed that program readiness for accreditation requires an integrated institutional strategy. The journal *The Use of Digital Literacy in Higher Education* explains that achieving excellent accreditation requires aligning strategic planning with the university's vision and mission, supported by synergy among management, lecturers, students, and stakeholders. Thus, the Arabic Language Education Master's Program needs to make comprehensive and systematic preparations to meet the LAMDIK accreditation criteria.<sup>3</sup>

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<sup>1</sup>Tim Penyusun, (2024), "Laporan Akreditasi MPBA", *Laporan*, (Lampung: UIN Raden Intan Lampung).

<sup>2</sup>Tim Penyusun, (2024), "Laporan Akreditasi MPBA", *Laporan*, (Yogyakarta: UIN Sunan Kalijaga).

<sup>3</sup>Asriyani, Salim, dkk, (2020), "The Use of Digital Literacy in Higher Education", *Al-Islah: Jurnal Pendidikan*, 12(1), h. 29. DOI: 10.35445/alishlah.v12i1.197

The journal “Administration and Realization of School, College, and Non-Formal Education Accreditation Certification” explains that higher education accreditation is a mechanism for evaluating institutional quality by a team of experts based on established quality standards. This process is oriented towards comprehensive improvement of education quality, covering governance, learning, and human resources. Therefore, all elements of higher education institutions are required to have a strong understanding of accreditation documents and standards.<sup>4</sup>

In line with previous findings, a comprehensive understanding of accreditation standards is a crucial prerequisite in the accreditation process. Study programs are required to compile systematic accreditation reports that comply with national standards and BAN-PT formats. However, many study programs still encounter difficulties in interpreting assessment indicators, resulting in discrepancies between documents and actual conditions.<sup>5</sup> Therefore, intensive training and workshops on the preparation of accreditation documents are a strategic necessity. A structured and data-driven approach is believed to minimize weaknesses in the preparation stage.

This study shows that the dynamics of changes in accreditation standards in the field of engineering play a significant role in encouraging curriculum renewal, improving learning practices, and strengthening the academic culture of the faculty, which simultaneously has an impact on improving the quality of learning experiences and student performance across programs.<sup>6</sup> The success of accreditation is largely determined by human resource management, the availability of supporting infrastructure, and the optimization of technology utilization in learning and administration, especially in the digital era.

Educational institutions, as a strategic part of the national education system, are required to continuously improve the quality of academic services to produce graduates who are excellent, competitive, and adaptable to the dynamics of the times. In line with the policy of improving the quality of national education, each educational unit is encouraged to meet and exceed the established quality standards.<sup>7</sup> In the context of accreditation, the integration of academic standards

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<sup>4</sup>Badaruddin, K., dkk, (2023). “Administration and Realization of School, College, and Non-Formal Education Accreditation Certification”, *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*. 5(3), h.40. DOI: 10.47006/ijierm.v.5i3.279

<sup>5</sup>Nur, Nenden Annisa, dkk, (2022). “Quality Work of Life, Job Satisfaction dan Social Support terhadap Employee Engagement Dosen Perguruan Tinggi Swasta di Surakarta”, *Benefit: Jurnal Manajemen dan Bisnis*. 7(1), h. 18. [10.23917/benefit.v7i1.16230](https://doi.org/10.23917/benefit.v7i1.16230)

<sup>6</sup>Rika Evania Muslimatun, Zainal Arifin, Nora Saiva Jannana, & Sedyta Santosa. (2023). Manajemen UIN Sunan Kalijaga Yogyakarta Dalam Akreditasi FIBAA Tahun 2022. *Al-Fahim: Jurnal Manajemen Pendidikan Islam*, 5(1), 83–99. <https://doi.org/10.54396/alfahim.v5i1.519>

<sup>7</sup>Sumarto, S., & Sahib, A. (2024). Manajemen Mutu Program Studi Manajemen Pendidikan Islam Berbasis Akreditasi Unggul. *Jurnal Literasiologi*, 10(2). 102-125 <https://doi.org/10.47783/literasiologi.v10i2.636>

with the needs of the job market is crucial, where high-quality study programs are those that can align the curriculum with industry demands. Therefore, the Arabic Language Education Master's Program is required to integrate theoretical mastery and practical Arabic pedagogical practices in an applicable manner in order to equip graduates with competencies that are relevant to the world of work.

The accreditation process plays a strategic role not only in ensuring the quality of education, but also in strengthening the global competitiveness of Indonesian education. Therefore, it is necessary to transform accreditation practices by strengthening the capacity of assessors so that implementation is more effective and efficient.<sup>8</sup> In addition, the application of a participatory approach is a key element in the accreditation process. Andriani emphasized that the involvement of the academic community, including students, lecturers, and alumni, significantly improves the quality of study programs. Student feedback on learning and facilities, as well as alumni input on the relevance of the curriculum the world of work, are valuable sources of evaluation. This approach can be adopted by the Arabic Language Education Master's Program to foster collective responsibility in achieving excellent accreditation. Continuous internal audits, based on institutional academic plans and involving the university level, enable study programs to map their strengths and weaknesses comprehensively.<sup>9</sup> Through evaluations covering learning quality, student satisfaction, facilities and infrastructure, and the effectiveness of administrative management, the Master's Program in Arabic Language Education can make early improvements to ensure compliance with LAMDIK accreditation standards.

In general, these studies emphasize the importance of program readiness in facing accreditation. The Master of Arabic Language Education program can utilize these findings to strengthen academic quality and administrative management through strategic planning, comprehensive understanding of accreditation standards, resource optimization, and the application of a participatory approach. Accompanied by continuous internal evaluation and market-driven curriculum adjustments, the study program will not only meet accreditation requirements, but also produce graduates who are excellent and professionally competitive.

Achieving excellent accreditation not only enhances study program's reputation but also positively impacts graduates in the competitive job market.

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<sup>8</sup>Rika Evania Muslimatun, Zainal Arifin, Nora Saiva Jannana, & Sedy Santosa. (2023). Manajemen UIN Sunan Kalijaga Yogyakarta Dalam Akreditasi FIBAA Tahun 2022. *Al-Fabim: Jurnal Manajemen Pendidikan Islam*, 5(1), h. 89. <https://doi.org/10.54396/alfahim.v5i1.519>

<sup>9</sup>Utari, S, Anawati, S, & Demartoto, A (2024). Identifikasi kesiapan unit pelaksana teknis perpustakaan Universitas Sebelas Maret dalam mendukung akreditasi internasional program studi. *UNILIB: Jurnal Perpustakaan*, Vol. 15. No. 1, h. 52 <https://doi.org/10.20885/unilib.Vol15.iss1.art5>

Therefore, study programs must continue to strive to improve quality through evaluation and continuous improvement. This includes enhancing the competence of lecturers, developing a curriculum that is relevant to the needs of the times, and providing adequate supporting facilities.<sup>10</sup>

Challenges in the accreditation process include meeting the standards set by LAMDIK, such as lecturer qualifications and competencies, research and publication quality, and student involvement in academic and non-academic activities. Study programs need to make thorough and continuous preparations to meet these standards. For example, increasing the number and quality of scientific publications by lecturers and students, as well as collaborating with other institutions in the fields of research and community service.<sup>11</sup>

Although accreditation is widely recognized as a key mechanism for ensuring quality in higher education, there is still a lack of research examining the actual readiness of Arabic Language Education Master's Programs (MPBA) in Islamic universities, particularly in meeting LAMDIK standards. Previous studies mainly emphasize theoretical frameworks and general strategies, but often neglect the gap between ideal accreditation criteria, such as integrated management, data-based reporting, and stakeholder collaboration and field realities, where institutions face issues like incomplete documentation, limited understanding of assessment indicators, and inconsistencies between reports and practice. This study is important because it addresses these gaps through an in-depth and context-based analysis of accreditation readiness. Using a qualitative multi-site approach, it explores real experiences, institutional conditions, and key supporting and inhibiting factors across several PTKINs. The study aims to evaluate how far MPBA programs comply with LAMDIK standards and identify discrepancies between expectations and actual conditions. Its novelty lies in combining narrative analysis with institutional evaluation to provide a more comprehensive and practical understanding of accreditation readiness, and to offer relevant strategies for sustainable quality improvement.

Overall, the readiness of the PTKIN Arabic Language Education Master's Program in facing national accreditation by LAMDIK requires commitment and cooperation from all components of the study program. Through strategic planning, continuous evaluation, and adaptation to current developments, study programs can achieve excellent accreditation that reflects high-quality education relevant to the times.

This study adopts a qualitative research approach to gain an in-depth and contextual understanding of the MPBA's readiness to address national accreditation requirements. The qualitative design is considered appropriate as it enables a comprehensive exploration of experiences, perceptions, and

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<sup>10</sup>Al-Mubarak, 2015, *Manajemen Pendidikan Bahasa Arab*, (Jakarta: PT. Raja Grafindo Persada)

<sup>11</sup>Tim Penyusun, (2020), *Panduan Akreditasi Program Studi Pendidikan Tinggi Lembaga Akreditasi Mandiri Pendidikan Tinggi*, (LAMDIK), h. 124.

perspectives of key stakeholders involved in the accreditation process. Emphasis is placed on narrative analysis to examine institutional readiness and the critical factors influencing accreditation outcomes. The research focuses on four PTKIN institutions: UIN Syarif Hidayatullah Jakarta, UIN Sayyid Ali Rahmatullah Tulungagung, UIN Jurai Siwo Lampung, and UIN Sunan Gunung Djati Bandung.

Data were collected from both primary and secondary sources. Primary data were obtained through interviews and observations to capture firsthand insights into program readiness for LAMDIK accreditation. In contrast, secondary data were derived from institutional documents, including accreditation reports, curriculum records, faculty qualifications, and infrastructure data. To ensure data credibility and reliability, triangulation was employed by cross-verifying information from multiple sources and methods. In addition, member checking was conducted by confirming interview findings with informants. This study aims to assess the extent of MPBA readiness in meeting LAMDIK accreditation standards and to identify both supporting and inhibiting factors influencing accreditation achievement.

## Findings and Discussion

### Elements of Preparation for Accreditation

The MPBA's in facing readiness to face LAMDIK accreditation is reflected in several key elements, namely curriculum design, human resources and faculty qualifications, learning facilities and infrastructure, and program management and administration. The research focuses on four PTKIN institutions: UIN Syarif Hidayatullah Jakarta, UIN Sayyid Ali Rahmatullah Tulungagung, UIN Jurai Siwo Lampung, and UIN Sunan Gunung Djati Bandung. A curriculum aligned with national higher education standards and outcome-based education principles serves as the foundation for academic quality.<sup>12</sup> Qualified and competent lecturers, supported by relevant academic credentials and professional experience, play a crucial role in ensuring effective learning and research activities. In addition, adequate learning facilities and infrastructure, including classrooms, libraries, and digital learning resources, contribute to an enabling academic environment. These elements are further strengthened by systematic and accountable program management, and administrative practices, that ensure consistency, documentation, and continuous quality improvement in meeting LAMDIK accreditation requirements.

#### *First.* Curriculum Design

For example, curriculum design in MPBA UIN Syarif Hidayatullah Jakarta, since the 2004/2005 academic year, UIN Syarif Hidayatullah Jakarta has implemented a Competency-Based Curriculum (CBC), operationalized through

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<sup>12</sup>M. Heyde von der, (2023). "Automatic and Interactive Validation of Study Regulations in Accreditation Processes of Higher Education Institutions". *Epic Series in Computing*, 95, h. 320-331, ISSN 2398-7340, <https://doi.org/10.29007/wc93>

the school-based curriculum (KTSP) model. Subsequently, beginning in the 2014/2015 academic year, the Indonesian National Qualifications Framework (KKNI)-based curriculum was adopted across all study programs, including the MPBA. This curricular transformation was mandated by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning the National Standards for Higher Education, which emphasizes outcome-oriented learning and standardized graduate competencies.<sup>13</sup>

The KKNI framework is systematically articulated at the course level through syllabi and Semester Learning Plans (RPS), which are collaboratively discussed and refined within academic consortium forums of the Faculty of Education and Teacher Training (FITK).<sup>14</sup> These forums involve external experts and professional associations, including the Indonesian Association of Arabic Language Teachers (IMLA) and the Association of Master's Programs in Arabic Language Education (AP-MPBA). Course organization is aligned with expected learning outcomes aimed at developing graduates' attitudes, knowledge, skills, and lifelong learning capacities, in accordance with KKNI principles.<sup>15</sup>

The MPBA UIN Jakarta program requires students to complete 54 credit units, comprising compulsory courses, elective courses, and a thesis component. Students must complete 32 credits of compulsory courses, 6 credits selected from 18 elective credits offered, and 8 credits for the thesis. Compulsory courses are designed to strengthen students' professional competence in Arabic linguistics and education, while elective courses allow students to deepen their expertise in Arabic linguistics, research, or instructional evaluation. The thesis serves as a capstone requirement, enabling students to identify and analyze real-world issues in Arabic language education and to propose evidence-based academically accountable solutions.

Required courses are to equip students with broader professional insights in Arabic language and education, in line with the main competency targets that MPBA graduates must possess. Elective courses are intended to provide MPBA students with the opportunity to develop their skills in Arabic linguistics, and in Arabic language learning research or evaluation. The Thesis course, which is part of the graduation requirements for MPBA students, is intended to enable students to identify problems in Arabic language education, teaching, and development in the field, and to propose alternative solutions based on

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<sup>13</sup> Tim Penyusun, (2024). *Kurikulum MPBA*. Jakarta: UIN Jakarta. 95.

<sup>14</sup> Ulin Nuha, M. A., & Musyafaâah, N. (2022). "Implementation of Quality Management Curriculum in Arabic Learning". *Arabiyatuna: Jurnal Bahasa Arab*, 6(2 November), 417–438. <https://doi.org/10.29240/jba.v6i2.5137>

<sup>15</sup> Muhammad Ismail, Safrina Aini, (2023) "Kurikulum KKNI, dan Pola Pengembangannya Pada Program S1 Pendidikan Bahasa Arab di Indonesia (Penelitian Pada Program Studi S1 Bahasa Arab Yang Berakreditasi Unggul)", h. 19.

accurate, accountable data. The number of credits that must be completed by students of the MPBA Program at UIN Jakarta is 48 credits.<sup>16</sup>

In addition, the MPBA curriculum at UIN Lampung is developed in accordance with the National Higher Education Standards (SN-Dikti) and the Indonesian National Qualifications Framework (KKNI), integrating Islamic values and local wisdom in line with the university's vision. Since its establishment in 2017, the program has undergone periodic curriculum reviews, particularly during the accreditation process, through several mechanisms: evaluating curriculum relevance, conducting workshops with experts and stakeholders, revising outdated components, and aligning with national postgraduate standards. This review process involves multiple parties, including university leaders, quality assurance units, lecturers, stakeholders, alumni, and students. The stages include translating institutional vision into program objectives, defining and detailing graduate profiles, setting learning outcomes at level 8 qualifications, structuring course matrices and credit units, and organizing semester distributions. Overall, students are required to complete 48 credit units (SKS). While, the total study load required for students in the MPBA Program at UIN Tulungagung is 56 credits, the MPBA Program at UIN Sunan Gunung Djati requires a higher load of 64 credits.<sup>17</sup>

#### *Second*, Human Resources and Faculty Qualifications

The teaching performance quality of Permanent Lecturers in Study Programs (DTPS) is essential benchmarks for ensuring the quality of the learning process in higher education. The role of lecturers is not merely to convey material, but facilitate an interactive and constructive learning environment. Through professional pedagogical performance, lecturers contribute significantly to transmitting knowledge, honing critical and analytical thinking skills, and fostering a scientific attitude that will shape students' academic character. Thus, the performance of DTPS not only determines the success of learning but also becomes the foundation for producing competent, adaptive, and competitive graduates.

The DTPS MPBA UIN Jurai Siwo Lampung qualification align with the competencies set by PS This is evident in the results of a study conducted by the lecturers, which show significant integration. The results of the 2024 MPBA research suitability evaluation report indicate significant alignment with the MPBA research roadmap. The focus of this research roadmap is reflected in various themes such as the development of Arabic speaking skills, the use of learning technology, independent learning strategies, and digital media innovations that support student engagement and motivation. In addition, the

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<sup>16</sup> Tim Penyusun, (2024). *Kurikulum MPBA*. Jakarta: UIN Jakarta, h. 97

<sup>17</sup> Zainal, dkk. (2025). *Analisis Kesiapan Program MPBA PTKIN dalam Menghadapi Akreditasi Nasional (LAMDIK)*. Jakarta: MPBA UIN Jakarta, h. 49

contextual approach and Quranic literacy also indicate a strengthening of pedagogical aspects and psychological understanding of student characteristics.<sup>18</sup>

In addition, the results of the DTSPS teaching performance survey report for 2023-2024 (Compilation Team, 2024) show that the quality of teaching by lecturers is in the “very good” category, with details showing that in the odd semester, the average score was 80.14% and increased in the even semester to 87.79%. This improvement indicates an improvement in lecturer performance, across of material delivery, students interaction, and the effectiveness of learning methods. In addition, students received positive feedback on the lecturers’ teaching style and guidance, which was enjoyable and used communicative, interactive, and modern teaching methods. Thus, the DTSPS MPBA UIN Lampung qualifications are in line with and qualified by the competencies possessed by lecturers and those set by the PS.

The permanent lecturers (DTSPS) of the MPBA at UIN Jakarta comprise nine qualified academics, two professors, five associate professors, and two lecturers, all of whom have expertise aligned with the program’s core competencies. Their research outputs demonstrate coherence with the program’s research roadmap, as indicated in the 2025 self-evaluation report. Additionally, the 2024 Student Evaluation of Teaching (EDOM) shows a strong average score of 3.5 out of 4 across pedagogical, professional, personal, and social competencies, reflecting consistent performance. Supporting survey data also reveal improvements in teaching quality, particularly in content delivery, student engagement, and instructional effectiveness. Overall, these findings indicate that lecturer qualifications and competencies adequately support the program’s academic standards. However, the DTSPS data for the MPBA programs at UIN Tulungagung and UIN Bandung were not included due to limitations in obtaining more in-depth information.<sup>19</sup>

#### *Thirth*, Learning Facilities and Infrastructure

Educational facilities and infrastructure constitute strategic components that not only determine the smooth implementation of the accreditation process but also reflect the overall quality of academic delivery.<sup>20</sup> The availability of ergonomic classrooms, well-resourced libraries with adequate digital collections, language laboratories, and learning-support technologies—such as LCD projectors, reliable Wi-Fi access, and learning management systems (LMS)—is essential for fostering an effective and innovative learning ecosystem. In four the

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<sup>18</sup>T. Penyusun, (2024). *Laporan Evaluasi Kesesuaian Roadmap Penelitian dengan Tema Penelitian*. Lampung: UIN Jurai Siwo Lampung, h. 31

<sup>19</sup> Zainal, dkk. (2025). *Analisis Kesiapan Program MPBA PTKIN dalam Menghadapi Akreditasi Nasional (LAMDIK)*. Jakarta: MPBA UIN Jakarta, h. 31

<sup>20</sup>Miranda, F.J. (2025). “Accreditation and Quality Assurance in Higher Education Institutions: A Systematic Literature Review and A Research Agenda”. *Quality in Higher Education*, 31(3), 304-320, ISSN 1353-8322, <https://doi.org/10.1080/13538322.2025.2553983>

MPBAs have systematically managed these facilities to ensure both the effectiveness and quality of the teaching and learning process.

Evaluation results indicate that the majority of students perceive the existing facilities as having met their academic needs, particularly in terms of lighting, classroom comfort, and the availability of supporting amenities such as audio-visual equipment, parking areas, prayer rooms, and canteens. These findings suggest that the institutional commitment to providing a conducive learning environment has been largely realized and contributes positively to students' academic experiences.<sup>21</sup>

Nevertheless, certain aspects still require improvement, especially librarian services and the comfort of reading spaces. Strategic measures that may be undertaken include strengthening librarian competencies through continuous professional development, enhancing the spatial design and ambiance of library facilities, and optimizing the use of digital library technologies. Such initiatives are expected to maintain consistent academic service standards while also supporting the realization of a high-quality, and competitive educational vision.

#### *Fourth*, Program Management and Administration

Overall, the management and administrative aspects of academic activities at the four MPBAs have been implemented at a satisfactorily. Management processes are carried out systematically, encompassing planning, implementation, and evaluation stages, with clearly defined roles and responsibilities that enable structured monitoring of workflows. Administrative activities are well documented through organized financial records, attendance lists, and systematically prepared activity reports, ensuring accountability and transparency.<sup>22</sup>

Nevertheless, several limitations remain, particularly in cross-unit coordination. Information dissemination is not always timely, which may hinder the smooth execution of certain stages of academic activities. In addition, the digital archiving system has not been fully integrated, resulting in the continued use of manual document management. This condition affects both accessibility and operational efficiency in administrative practices.

Although these shortcomings do not significantly disrupt the continuity of academic activities, evaluative and innovative measures are necessary to enhance management quality further. Strengthening inter-unit communication mechanisms, implementing an integrated digital-based administrative system, and institutionalizing modern documentation practices are expected to foster more effective, efficient, and adaptive management and administrative processes in response to future institutional demands.

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<sup>21</sup> M. Faizun, (2025, September 11). Wawancara Sekprodi MPBA UIN Tulungagung. (S. Jannah, Interviewer)

<sup>22</sup> Eva Fauzia, (2025, Agustus 28). Wawancara Sekprodi MPBA UIN Bandung. (Z. Muttaqin, Interviewer)

### LAMDIK Accreditation Preparation Strategy

The MPBA UIN Jakarta study program development strategy to ensure LAMDIK accreditation success focuses on three mutually reinforcing pillars. First, internal quality improvement is carried out through the implementation of academic audits and a continuous internal quality assurance system. This step aims to ensure that all academic processes run according to standards, while also forming a culture of quality that is embedded in every aspect of education.<sup>23</sup>

Second, academic reputation is enhanced through intensified publication in reputable international journals, participation in global academic forums such as seminars and conferences, and the development of learning innovations relevant to current developments. These efforts not only place the study program on the international academic map but also strengthen the capacity of lecturers and students to produce quality scientific work.<sup>24</sup>

Third, strategic networks with alumni and stakeholders are systematically built so that graduates have competencies that meet the needs of society and the world of work. Thus, the orientation of study program management does not stop at achieving accreditation scores alone, but focuses on creating real quality that is useful for the advancement of the nation and global civilization.<sup>25</sup>

According to the head of the MPBA study program at UIN Jakarta, for accreditation to run well and successfully, there should be three stages, namely strengthening internal quality through academic audits and internal quality assurance, promoting academic reputation through international publications, seminars, and learning innovations, and building networks with alumni and stakeholders, so that graduate outcomes are in line with the needs of society and the world of work.<sup>26</sup>

Overall, the study program development strategy is designed comprehensively around three main pillars. First, internal quality enhancement is achieved through continuous academic audits and the implementation of a sustainable internal quality assurance system to ensure that educational processes meet established standards. Second, academic reputation is strengthened by promoting international publications, organizing scholarly forums, and fostering innovation in teaching and learning, thereby increasing global academic visibility and contribution. Third, building strong networks with alumni and stakeholders is prioritized to align graduate outcomes with societal and labor market needs.

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<sup>23</sup>Tim Penyusun, (2025). *Laporan Evaluasi Diri Akreditasi MPBA*. Jakarta: UIN Jakarta, h. 43.

<sup>24</sup>Musta'in, M., & Husnan, U. (2026). Implementasi Kurikulum Berbasis KKNi pada Program Studi Pendidikan Bahasa Arab: Studi Evaluatif. *Jurnal Multidisiplin Ibrahimy*, 3(2), h. 284. <https://doi.org/10.35316/jummy.v3i2.8675>

<sup>25</sup>Khairiah, (2025). "Challenges in Institutional Accreditation Management (AIPT) and Its Ineffectiveness in Improving the Quality of Islamic Higher Education in Indonesia". *Asian Journal of Human Services*, 29, 338-352, ISSN 2188-059X, <https://doi.org/10.14391/ajhs.29.338>

<sup>26</sup>Z. Muttaqin, (2025, September 12). Hasil wawancara dengan Kaprodi MPBA UIN Jakarta. (Muhammad, Interviewer)

Overall, this strategy goes beyond merely achieving accreditation scores, aiming instead to ensure meaningful, relevant, and competitive educational quality.

One of the strategies used by MPBA UIN Jurai Siwo Lampung is team solidarity, namely by forming an internal team **comprising** the head of the study program, the study program **secretary**, and students, as well as an external team **comprising** alumni. The teams that formed must work together and synergize to ensure the success of LAMDIK accreditation.

In addition, the MPBA study program has established three stages of preparation for accreditation, long-term, medium-term, and short-term. The long-term stage involves the collection of data and evidence that can be gathered periodically over a relatively long period of time prior to accreditation and field assessment, such as student scientific work data, tracer studies, and intellectual property rights. The data collected is calculated from TS-3. Meanwhile, the medium term involves collecting of data periodically over a relatively short period of time. The data or evidence in this period relates to lecturers, such as research, lecturer service, and lecturer recognition. Short-term data is collected within a relatively short period of time before the field assessment, such as data on student graduation, facilities and infrastructure, and funding. In this case, the MPBA program has been preparing for accreditation for three years. According to the head of the MPBA program, in preparing for accreditation, it is best to compile and collect data and evidence well in advance and in instalments so that the preparation does not become a burden.<sup>27</sup>

The MPBA study program conducted a LAMDIK accreditation field assessment on July 28-29, 2025. The assessors assigned included Prof. Dr. Moh. Ainin, M.Pd. from Malang State University, and Dr. Fatwa Arifah, MA.Pd. from Jakarta State University. The activity went well and was successful, which was certainly influenced by the solidarity of the team and the support from the PS management and UPPS. This was confirmed by the head of the MPBA program UIN Lampung, in an interview, said "The support and participation of the program management and director greatly influenced the success of this AL (Field Assesment). We worked together to prepare for the reception and hospitality of the assessors as best as possible so that they felt comfortable and impressed. We hope that the assessors not only fulfill their duty to evaluate but also enjoy and be impressed during the event."<sup>28</sup>

Then, MPBA UIN Tulungagung, in preparation for accreditation, took several planned strategic steps. The initial stage involved collecting all available evidence as the basis for preparing accreditation documents. Next, an accreditation team was formed to be responsible for systematically preparing the DKPS and (LED). To ensure the quality and completeness of the documents, PS

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<sup>27</sup>J. Sutarjo, (2025, Agustus 21), Hasil wawancara dengan Kaprodi MPBA UIN Lampung, (S. M. Hijjah, Interviewer)

<sup>28</sup>J. Sutarjo, (2025, Agustus 21), Hasil wawancara dengan Kaprodi MPBA UIN Lampung, (S. M. Hijjah, Interviewer)

(Departement of Study Program) also appointed reviewers or assessors from the LAMDIK environment of the UIN SATU Postgraduate Program. These reviewers were specifically assigned to examine and assess the readiness of the DKPS and LED before they were submitted.<sup>29</sup>

As a manifestation of its commitment to quality improvement, PS prepares research and community service activities (PkM) at the international level during the current academic year. In addition, efforts are also being made to develop international cooperation to expand academic collaboration networks and support the achievement of excellent accreditation standards.

Meanwhile, MPBA UIN Bandung aims to implement the Outcome-Based Education (OBE) curriculum as part of its strategy. The results of an interview with the MPBA study program coordinator indicated that the study program is actively striving to implement Outcome-Based Education (OBE) as the primary approach to learning process. Although its implementation is not yet fully optimal in all classes, the commitment to continuous improvement continues to be carried out through the alignment of learning objectives and improving the quality of student output.<sup>30</sup>

One of the prominent development focuses is increasing student scientific publications. The study program has set course learning outcomes to produce outputs in the form of scientific articles suitable for publication, with a focus on reputable national journals indexed by SINTA. These efforts have begun to show positive results, with student publications reaching SINTA 2 to SINTA 5. This reflects the program's great potential scientific work, though strategic steps are still needed to maintain and improve the publication quality.

In addition, academic guidance and thesis aspects are also a concern. It was found that the documentation of guidance activities was not yet fully organized. To address this issue, continuous socialization **conducted on** accreditation requirements and the importance of academic activity evidence. The study program formed a small coordination team tasked with monitoring the progress of evidence compilation, identifying document deficiencies, and establishing effective communication between lecturers, students, and the study program management unit (UPPS).<sup>31</sup>

This communication-based and intensive collaboration approach has proven effective in raising awareness among the academic community of the importance of documentation, publication, and academic accountability. In

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<sup>29</sup>M. Faizun, (2025, September 11). Wawancara Sekprodi MPBA UIN Tulungagung. (S. Jannah, Interviewer)

<sup>30</sup> Eva Fauzia, (2025, Agustus 28). Wawancara Sekprodi MPBA UIN Bandung. (Z. Muttaqin, Interviewer)

<sup>31</sup>Sumarto, S., & Sahib, A. (2024). Manajemen Mutu Program Studi Manajemen Pendidikan Islam Berbasis Akreditasi Unggul. *Jurnal Literasiologi*, 10(2). h. 115. <https://doi.org/10.47783/literasiologi.v10i2.636>

general, the interview results indicated that the study program has a strong level of enthusiasm for realizing its vision of excellence and competitiveness through the integration of OBE, strengthening scientific publications, and transparent academic governance.

In conclusion, the development strategies of the MPBA study programs in preparation for LAMDIK accreditation demonstrate a comprehensive and systematic approach centered on internal quality assurance, academic reputation enhancement, and stakeholder network strengthening. These strategies are operationalized through continuous academic audits, increased international publications and academic engagement, and alignment of graduate competencies with societal and labor market demands. Additionally, the success of accreditation is strongly supported by team solidarity, structured and phased preparation (long-, medium-, and short-term), and effective coordination among academic stakeholders. Each institution also demonstrated contextual innovations, such as implementing Outcome-Based Education (OBE), strengthening student publications, and improving documentation systems. Overall, these findings indicate that accreditation success is not solely determined by administrative compliance, but by sustained collaboration, strategic planning, and a commitment to continuous quality improvement that ensured relevant and competitive educational outcomes.

Several factors influence the success of LAMDIK accreditation preparation strategies, including both internal and external dimensions, as well as supporting and inhibiting elements.

*First*, Internal and External Factors

One of the internal factors that greatly determine PS's readiness to face LAMDIK accreditation rests on four main pillars that are intertwined, namely the quality of lecturers, research curriculum, academic culture, and student character. First, the existence of qualified lecturers is a fundamental asset in maintaining the quality of learning while encouraging scientific innovation. Lecturers serve not only as teachers, but also as researchers, mentors, and drivers of an academic ecosystem oriented towards excellence. The competence of lecturers in their respective fields reflects the institution's commitment to improving human resource capacity, which in turn has a direct impact on the academic reputation of the institution.<sup>32</sup>

Second, this strength is reinforced by a research-oriented curriculum. The curriculum is designed not only to provide theoretical knowledge, but also to give students ample space to engage in critical, creative research relevant to society's need. This research-based approach allows students to gain empirical experience

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<sup>32</sup>R. Oktaviani, (2021). *Evaluasi Program Pendidikan Bahasa Arab dalam Persiapan Akreditasi*. Jakarta: LP3M UIN Jakarta, h. 56.

while developing analytical thinking skills, problem solving, and scientific publication skills in line with global standards.<sup>33</sup>

Third, a strong academic culture is the spirit of the entire learning process. This culture is reflected in the traditions of scientific discussion, study forums, regular seminars, and the active involvement of the academic community in research and community service activities. A conducive academic atmosphere fosters a healthy intellectual climate, where critical ideas can flourish and innovation can arise through cross-disciplinary, and cross-generational collaboration.<sup>34</sup>

Fourth, active and high-achieving students are the driving force behind campus dynamics. Students are not only placed as objects of learning, but also as subjects who contribute to strengthening academic reputation through academic achievements, student activities, and national and international achievements. The activeness and achievements of these students show that the educational process has succeeded in producing graduates who are competitive, adaptive, and relevant to the demands of the times.

In sum, these four aspects form a strong synergy that strengthens the foundation of educational institutions. The quality of excellent lecturers supports a visionary research curriculum, while a conducive academic culture provides space for active and high-achieving students to develop optimally. These internal strengths are not only a hallmark of the institution, but also a strategic asset in facing the challenges of increasingly competitive globalization in higher education.

From an external perspective, the parent institution's support for study programs is one of the determining factors in improving readiness for accreditation. The university provides tangible attention through continuous facilitation, both in the form of policies and technical assistance, so that the quality assurance process can run more systematically.<sup>35</sup> One concrete manifestation of this support is reflected in the active role of the Quality Assurance Institute (LPM), which continuously assists in the preparation of accreditation documents. The LPM not only functions as an administrative support unit, but also as a strategic partner that ensure every document complies with the accreditation agency's quality standards.

Furthermore, the existence of regulations issued by LAMDIK provides clear direction and measurable guidelines in the preparation of forms and

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<sup>33</sup>H. Taufik, (2017). *Pendidikan Bahasa Arab: Teori dan Pengembangan Kurikulum*. Jakarta: Prenadamedia Group, h. 78

<sup>34</sup>W. Rihlasyita, (2025). *Strategi Tracer Study Dalam Menyongsong Sistem Penjaminan Mutu Eksternal Pada Program Studi Pendidikan Bahasa Arab Zona Tapal Kuda Jawa Timur*. Fashohah: *Jurnal Ilmiah Pendidikan Bahasa Arab*. Vol. 5 No. 1. H. 76. <https://doi.org/10.33474/fsh.v5i1.23108>

<sup>35</sup>E. Mulyasa, (2017). *Manajemen Pendidikan (Edisi Revisi)*. Bandung: Remaja Rosdakarya, h. 87.

assessment instruments. These regulations serve as normative references and quality control instruments, providing study programs with a definite framework for navigating every aspect of accreditation assessment. With these regulations in place, quality improvement efforts are no longer sporadic, but more structured and consistent.<sup>36</sup>

Involvement in global networks, whether through academic exchanges, joint research, or international publications, not only increases the exposure of study programs on the international stage but also strengthens the graduates' competitiveness of graduates. Thus, the dimension of internationalization becomes a strategic element that strengthens the position of study programs in meeting accreditation standards while responding to the demands of education globalization.

All of these external factors form an ecosystem that is conducive to improving the quality of study programs. University support, targeted regulations, and international cooperation are the three main pillars that work together to improve accreditation readiness. This synergy not only has an impact on the smooth running of the accreditation process, but also creates a strong foundation for the sustainability of higher education quality in the future.

#### *Second, Supporting and Inhibiting Factors*

The interview results show that there are several of supporting factors that are key strengths in the development of study programs and improvement of academic quality in higher education. First, full support from faculty and university leaders is a crucial foundation that ensures that every strategic policy and program can be implemented effectively. The commitment of the leadership is reflected in the adoption of adaptive regulations, targeted resource allocation, and a focus on innovation that drives improvements in the quality of education. This support creates a conducive academic climate, so that the entire academic community has the same direction and motivation to realize the institution's vision.<sup>37</sup>

Second, the presence high-quality lecturers also strengthens the competitiveness of study programs. Lecturers with strong academic qualifications, reputable publications, and extensive research experience are the driving force behind research-based learning while ensuring the transfer of knowledge relevant to scientific developments. In addition, the active participation of lecturers in national and international academic forums makes the learning process not only theoretical but also contextual to the needs of global society.

Third, an extensive network of partnerships with educational, research business, and other stakeholders expands opportunities for collaboration education, research, and community service. This network not only serves as a

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<sup>36</sup>A. Fata, (2021). Kurikulum Pendidikan Bahasa Arab di Indonesia. Jakarta: Kencana, h. 67.

<sup>37</sup> Z. Muttaqin, (2025, September 12). Hasil wawancara dengan Kaprodi MPBA UIN Jakarta. (Muhammad, Interviewer)

means of knowledge exchange, but also as a forum for building synergy to improve graduates relevant graduates' relevance to the world of work. Thus, the cooperation network plays a strategic role in strengthening academic reputation while expanding the reach of the study program's contributions.<sup>38</sup>

Fourth, adequate digital learning facilities were also an important instrument in supporting the modern education process. The use of digital technology enables more flexible, interactive, and adaptive learning in response to the dynamics of the digital era. It also strengthens the implementation of blended learning and e-learning models, which have become increasingly relevant after the pandemic, while supporting students in accessing learning resources without space and time limitations (Suharto 2016).<sup>39</sup>

With the combination of these four factors—leadership support, lecturer quality, cooperation networks, and digital facilities—a competitive, innovative academic ecosystem that is responsive to global challenges has been formed. These supporting factors not only ensure the sustainability of higher education quality, but also serve as important capital in achieving excellent accreditation, enhancing institutional reputation, and producing graduates who are competent and adaptable to the times.

One of the obstacles often faced by study programs in preparing for LAMDIK accreditation is limited international publication and exposure. The obstacles to developing the quality of a study program are essentially inseparable from the internal and external dynamics of higher education institutions. One aspect that remains a serious concern is the relatively limited number of international publications.<sup>40</sup> International publications are an important indicator in measuring academic capacity, global competitiveness, and the contribution of institutions to the world of science. The lack of publications certainly affects low academic visibility globally. So efforts to increase the quantity and quality of internationally indexed scientific publications are a priority that cannot be delayed.

In addition, students' international exposure still faces limitations. Student involvement in international academic forums, whether including of student exchanges, conferences, or cross-border research collaborations, still needs to be expanded. In fact, such international experiences not only enrich students' global perspectives, but also foster self-confidence, academic networks, and cross-cultural understanding that are relevant to the demands of the times. Thus,

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<sup>38</sup>Hula, IRN, A. Mariana, (2024). “Peningkatan Status Akreditasi'Unggul'untuk Program Studi Bahasa: Analisis Dokumen Kinerja Program Studi (DKPS)”. *A Jamiy: Jurnal Bahasa dan Sastra Arab*. Vol. 3, No. 1, h. 312. <http://dx.doi.org/10.31314/ajamiy.13.1.308-329.2024>

<sup>39</sup>Kurniadi, MD (2025). Analisis SWOT Dalam Meningkatkan Daya Saing Perguruan Tinggi Keislaman. *Jurnal Al-Fawa'id: Jurnal Agama dan Bahasa*, 15(2), 285–302. <https://doi.org/10.54214/alfawaid.Vol15.Iss2.899>

<sup>40</sup>R. Sam, (2025). “Academic Accreditation and Evaluation in Cambodian Higher Education Institutions: Development, Challenges, and Opportunities”. *Academic Accreditation and Evaluation in Higher Education Practices Experiences and Quality Assurance*, 241-262, <https://doi.org/10.4018/979-8-3693-5608-1.ch010>

strengthening access and opportunities for students to interact in the global arena is an urgent strategic step.<sup>41</sup>

Another influential aspect is the limitation of physical facilities. Educational infrastructure, such as laboratories, libraries, digital facilities, and academic discussion rooms, plays an important role in supporting a productive academic atmosphere. The quality of facilities will greatly determine the effectiveness of the learning process, research, and innovation development. Therefore, improving physical facilities is not only a matter of meeting minimum standards, but also creating an academic ecosystem that is conducive to producing excellent work.<sup>42</sup>

However, these challenges are not seen as obstacles that weaken the institution's progress. On the contrary, challenges are interpreted as triggers for continuous improvement. This optimistic perspective emphasizes that limitations are not the end of efforts, but rather a starting point for strengthening strategies, expanding collaboration, and accelerating innovation. With this perspective, study programs do not only focus on existing weaknesses, but use them as positive energy to drive the acceleration of quality and competitiveness at the national and international levels

## Conclusion

Based on the results of the research and discussion, it can be concluded that the MPBA's readiness in across various PTKIN has demonstrated focused, comprehensive, and quality-oriented management. Improvement efforts have been made through the development of a curriculum align with the National Qualifications Framework (KKNI) and the National Higher Education Standards (SN-Dikti), strengthening lecturer's performances, providing representative academic facilities and services, and implementing systematic and accountable administrative management.

The Departement of MPBA development strategy is essentially based on three main pillars: (1) strengthening internal quality through academic audits and quality assurance systems, (2) enhancing academic reputation through publications, seminars, and learning innovations, and (3) building networks with alumni and stakeholders so that graduates are highly relevant to the needs of society and the world of work.

In addition, internal factors such as lecturer quality, research curriculum, academic culture, and student achievements are combined with external factors in the form of university support, LAMDIK regulations, and opportunities for national and international cooperation. The synergy between these two factors

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<sup>41</sup>Zainal, dkk. (2025). *Analisis Kesiapan Program MPBA PTKIN dalam Menghadapi Akreditasi Nasional (LAMDIK)*. Jakarta: MPBA UIN Jakarta, h. 58

<sup>42</sup>M. Daryanto, (2016). *Manajemen Pendidikan di Perguruan Tinggi*. Bandung: Alfabeta, h. 67-70

creates a conducive, adaptive, and solution-oriented academic ecosystem. Thus, MPBA's readiness for LAMDIK accreditation is not only focused on achieving a high ranking, but more importantly, on ensuring the sustainability of high-quality, relevant, and competitive higher education at the national and global levels.

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