

## Development Strategy for Management Systems Strengthening Academic Accreditation Based on Strengthening Academic Accreditation at Islamic Religious Universities

Zainuddin<sup>1</sup>, Yusuf Hadijaya<sup>2</sup>, Muamar Al Qadri<sup>3</sup>, Ismail<sup>4</sup>, Ishak<sup>5</sup>, Endah Retno Suci<sup>6</sup>

<sup>1</sup>Universitas Negeri Medan, Indonesia

<sup>2,4,5</sup>Universitas Islam Negeri Islam Sumatera Utara, Indonesia

<sup>3,6</sup>STAI Jam'iyah Mahmudiyah, Indonesia

[muamar\\_alqadri@staijm.ac.id](mailto:muamar_alqadri@staijm.ac.id)

### Abstract

*The purpose of this study is to examine the strategy for developing a management system for strengthening the accreditation of study programs at Islamic religious universities through the use of literature study techniques such as observation, comparison of research journals, book collection, and other reading sources. Data analysis entails several steps, including data reduction, visualization, and conclusion drawing. According to the findings and analysis of the strategy for developing a management system for enhancing the accreditation of study programs for institutions, the strategy will focus on enhancing the accreditation of study programs at Islamic religious universities. According to his findings, the strategy for developing a management system for strengthening institutional study programs based on the strengthening of study programs at Islamic religious universities can have an effect on increasing the accreditation of service study programs, performance, governance, budgets, and the reputation of institutions and study programs. As demonstrated by the data in this study, implementing a management system development strategy centered on enhancing the accreditation of study programs at Islamic religious universities can result in a number of benefits, including the following: a) strengthening organizational governance; b) developing a strong knowledge base; c) cultivating a proactive culture of continuous improvement; d) adhering to applicable laws and regulations; and e) ensuring that, as a result, thinking centered on strengthening the accreditation of study programs has developed into a way of thinking that is embedded in stakeholders and decision makers throughout the organization.*

### Keywords

management system;  
strengthening of study program  
accreditation; strengthening of  
accreditation



## I. Introduction

Higher education, particularly Islamic religious institutions, has a powerful and beneficial effect on a country's social, social, cultural, and economic development. Today's challenges for Indonesian higher education include shifting public expectations for the quality of graduates in terms of attitudes, knowledge, and skills; increased competition for graduates of Islamic religious universities seeking employment; and increased competition for Islamic religious college graduates attracting prospective students. The accreditation strengthening management system for study programs is a formal system that outlines the

procedures, techniques, and responsibility for fulfilling policies and quality objectives. (Machasin, 2011).

The management system for study program accreditation strengthening assists the organization in coordinating and directing its activities in order to preserve effectiveness and efficiency while satisfying institutional demands (Sururin, 2017). The study program accreditation strengthening management system establishes process management as the foundation for measuring, observing, and expanding organizational tasks and activities, and requires leadership participation in integrating quality management into the overall business system for institutional satisfaction and continuous improvement. For instance, a program proposal may be accepted as-is or may be cancelled or amended to comply with the accrediting standards specified in the National Accreditation Agency for Higher Education's standard specification.

Quality is influenced by an institution's vision and purpose, its philosophical foundations, its beliefs and values, and its aims and objectives (Sallis, 2006), which affect the way of working, work culture, and services provided to institutions. In addition, the preparation of programs that use a management system development strategy to strengthen the accreditation of study programs based on strengthening the accreditation of study programs will make it easier for Islamic religious colleges to elegantly achieve the vision, mission and goals of the institution.

## **II. Research Methods**

The researcher employed a method of research in this study by employing library studies. Library studies are a type of study in which data and information are gathered through utilizing library resources such as papers, books, journals, and historical records (Danandjaja, 2014).

Furthermore, library studies may be used to examine a vast number of reference books as well as the findings of past comparable research, which is beneficial for developing a theoretical framework for the topic being studied (Sarwono: 2006). Library studies may be connected to data collecting procedures such as examination of books, literature, and records, as well as numerous reports on issues found (Nazir: 1988). While some experts define literary studies as theoretical investigations, references, and other scientific works pertaining to the culture, values, and norms that develop in the studied social context, others disagree (Sugiyono: 2012).

The research approach of this library is intended to generate ideas about expressive writing, which can then be used as a springboard to develop a practical process as a substitute counseling strategy. According to Kuhlthau (2002), the following steps are involved in conducting a literature search: 1. Topic selection; 2. Information exploration; 3. Determination of research focus; 4. Data collection; 5. Data presentation; 6. Report preparation.

## **III. Result and Discussion**

PTKIN (State Islamic Religious Universities) was established as PTI (Islamic Higher Education) or KUDUH (Higher Education from the State Islamic Religion) in response to requests from the Indonesian Islamic community for higher education during the colonial period (Muhaimin, 2005). This desire is mostly motivated by Dutch ethical political practices in the sphere of education, which appear to be "half-hearted," as well as the numerous political charges levied against indigenous peoples' education. This is demonstrated by the

small number of indigenous students enrolled in several state colleges, as well as many secular schools (Subekti, 2019), founded by the Dutch Colonial (the Dutch government). In addition, a small amount is allocated exclusively to Priyayi, Abangan, and non-Muslim organizations.

A critical challenge is establishing how to construct a PTKI based on the study program's accreditation. Quality in the setting is now required, as it will aid in the maintenance of presence and contribution. As a result of understanding that these characteristics are referred to as fulfilling and exceeding aspirations (Goetsch & Stanley, 2000). This is known as perceived quality. A reliable quality assurance system should be established in Indonesia to improve the performance of Islamic religious universities (PTKI).

The idea to improve the quality of higher education is regulated in Article 51 paragraph 2 of Law Number 20 of 2003 concerning the National Education System: "The management of the Higher Education Unit is carried out on the basis of autonomy, accountability, quality, and transparent evaluation." According to the concept of autonomy and responsibility, each university should define its vision and objectives, basic education methods, and a healthy and stable institutional platform.

The development of a management system for enhancing study program accreditation and the implementation of a management system development plan for enhancing study program accreditation based on the accreditation of accreditative study programs in Islamic studies are critical steps toward achieving quality. Quality growth, according to this notion, must begin with the mindset of all stakeholders, including leadership, lecturers, academic staff, and employees. This method, which focuses on enhancing the accreditation of study programs, can aid universities in overcoming barriers to adopting programs that have been carefully planned to account for all dangers associated with each activity (Isjoni, 2009).

### **3.1. Management System Development Strategy Strengthening Accreditation of Institutional Study Programs**

Management is the process of effectively and efficiently planning (organizing), applying software, and controlling resources in order to accomplish goals (Gasperz, 1997). Effectively indicates that objectives may be accomplished via preparation; efficiently demonstrates that present duties are completed properly, efficiently, and on schedule. The term "quality management" can be defined in a variety of ways. One is defined as a system in which businesses strive to minimize and finally eliminate institutional requirements, norms, and expectations that are incompatible with the most effective and efficient practices (Arikunto, 2000). Quality management is the comprehensive integration of all management tasks, including all human and organizational components, into a philosophy based on the principles of quality, cooperation, productivity, and institutional satisfaction (Makbuloh, 2011).

Management is interference in the process of preparing external financial reporting, with the aim of obtaining personal benefits (Almadara, 2017). According to Scott (2014: 403) earnings management is a choice made by managers in determining accounting policies to influence reports to achieve certain goals. Earnings management can reduce the credibility of financial reports when used for decision making, because earning management is a form of manipulation of financial reports that is the target of communication between managers and external parties of the company (Utami in Sitanggang, S et al 2020).

Quality management is a relatively recent concept that encourages innovation and craftsmanship by allowing clients to choose products in the form of goods or services that satisfy better grade requirements than standard quality goods or services (Husein, 2012). The quality of a country's education system is a significant determinant of the quality of its

workforce. High-quality labor results in high-quality labor revenue. The higher the quality of the workforce acquired, the more quickly they will develop into productive employees and contribute to the workforce's competitiveness. As a result, ensuring fair competition requires a high-quality education system (Mahmud, 20114). As a result, the indices of a country's development are determined by its people's resources. As previously stated, one of the criteria for graduates of high-quality educational institutions is quick integration into the job market and admission into institutions of higher education.

Observer evaluation is used to validate study programs. Renewing the accreditation of integrated study programs is critical for reaffirming study program certification (Usman, 2009). For instance, the institution evaluates the reinforcement for restaurant certification courses based on factors such as service, food presentation, environmental atmosphere, price, menu selection, and presentation speed, all of which contribute to the study program's acceptance or the quality of its understanding. Previously, the phrases Accredited Study Program and Accredited Study Programs, Values, and Valuables (Indonesia) were often used; however, the terms quality and quality have gained popularity.

Accreditation management is mostly used in the business sector to secure a company's existence in the face of rising competition. While the notion of improving study programs is not new, its development as a new administrative role is. The phrase accreditation management of study program accreditation refers to the full Juran triad process: planning for study program accreditation strengthening, monitoring for study program accreditation strengthening, and growing study program accreditation strengthening. Accreditation management is mostly used in the business sector to secure a company's existence in the face of rising competition (Arbagi, 2018). Although the notion of improving study programs has existed for a long period of time, it is only recently that it has emerged as a new managerial function. The word "study program accreditation" refers to the complete process described in the Juran Trilogy: preparing for, monitoring, and expanding study program accreditation.

According to the concept, particularly managing the certification of study programs involves systematic planning and management of study program accreditation in institutions (Suti'ah, 2011). Study program accreditation management encompasses all management functions that define policies to bolster study program accreditation, its objectives, and responsibilities, and that do so in a manner that includes planning for study program accreditation, monitoring study program accreditation reinforcement, and ensuring study program accreditation is maintained. Strengthening the accrediting process for educational institutions. Strengthening the accreditation of the study program demands defining the degree (level) of advantages included in a product (work/effort) in the form of tangible and intangible goods and services.

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Each institution, including Islamic Religious Colleges, has a primary goal of increasing the accreditation of study programs, with the secondary goal of increasing the strength of approved study programs. However, some individuals view certification as a perplexing

notion. Reaffirmation of study program certification is a time-consuming and demanding task (Segala, 2006). Strengthening Study Program Accreditation in the opinion of one person is often opposed to strengthening study programs in the opinion of another, therefore it is not surprising that two experts disagree on how to establish a good institution.

Strengthening the accreditation of study programs can be seen as absolute and relative phrases. In everyday conversation, strengthening the acceptance of a course is often seen as decisive, similar to a much more expensive restaurant meal (Fraenkel & Wallen, 2007). Improving the Accessibility Study Program is synonymous with maintaining good, attractive, and correct quality. The course of study, by definition, is of a very high quality and cannot be completed in advance. The strengthening of the relative study program includes two components. To begin, strengthening of study program certification is quantified and assessed in line with the requirements of the original criteria and specifications (standards). Second, this concept accommodates consumer or institutional desires, because specifications for products and services to be produced take into account the conditions desired by institutions, and changes in standards, among other things, are also based on consumers or institutions, not solely on the wishes of the manufacturer.

Recognize the critical nature of confirming the accreditation of study programs in the context of education, with emphasis on educational processes and outcomes. The "education process" that certifies a course of study requires a variety of inputs, including instructional materials (cognitive, affective, or psychomotor), methodologies (which vary according to the ability of teachers), school facilities, administrative and infrastructure support, and other resources. College Administration, Class Support is responsible for synchronizing various inputs or synergizing all components of interaction learning (process) in order to educate teachers and students, as well as supporting facilities both inside and outside the classroom; both curricular and extracurricular contexts, both within and outside the scope of academic and non-academic substance in a supportive environment.

According to the definition above, the word study program access accreditation refers to a system of assessments or rewards granted or enforced on certain products and services (services) based on objective weights and performance characteristics. Educational services and products must prioritize their requirements and expectations above their desires or goals. Thus, enhancing the accreditation of study programs entails providing a service or product that meets or surpasses the requirements of the school.

Programs of Study in Higher Education Certification must be proactive, which implies that higher education institutions' products (graduates) must continue to adapt to scientific and technological developments, as well as the dynamic growth of social realities. In other words, higher education institutions' accountability for school-based quality improvement is evident not just in the process, but also in the outcomes. Benchmarking (using educational benchmarks as a reference point) can be used to assess university results and accomplishments, particularly in terms of academic or "cognitive" qualities.

The IQF is expected to alter how individuals view their competence, no longer through the lens of a diploma, but through the lens of a nationally accepted qualifications framework that serves as the foundation for accounting for and transparent acknowledgement of educational accomplishments (formal, non-formal, or formal). The IQF is executed in eight stages: the creation of graduation profiles, the production of learning outcomes, the competency development of study materials, the mapping of LO material reviews, the packaging of courses, the construction of a curriculum framework, and the delivery of course plans.

The university's management, professor profiles, learning materials, and surrounds may all be linked back to successful students. Thus, campus quality is defined by the quality of



students who reflect the institution's satisfaction, management's active participation in the process of continuous quality improvement, each individual's comprehension of specific quality responsibilities, and each individual's comprehension of the school and its stakeholders.

### **3.2 Strengthening the Accreditation of Study Programs at Islamic Religious Universities**

Reaffirmation of the educational curriculum Accreditation is a term that is frequently used. Typically, this term carries a negative meaning, connoting something to be avoided or hated. Thus, improving the admissions study program casts doubt on occurrences that occur within a certain time period and result in losses, whether tiny, minor losses or losses that endanger educational institutions' existence. As a result, they all asked that the process of strengthening accreditation of research programs be expected from the start to guarantee that the process does not result in harm. Accreditation of current programs of study is an inevitable need.

Thus, accreditation of study program management is critical for any organization, including school organizations, since educational activities are inextricably linked to the strengthening of study program accreditation, which might threaten schools' sustainability in attaining educational goals. Educational institutions and other organizations will constantly prioritize the internal and external accreditation of study programs. Numerous challenges in managing the world of education, ranging from educational institutions with insufficient assets and financial management to the deterioration of postgraduate study programs created at every school level, all have a detrimental effect on the globe of education in Indonesia.

In the broadest sense, enhancing accredited study programs entails paying close attention to and evaluating all aspects of the accredited study program in every decision-making. What does it mean when an organization creates new goods, initiates new initiatives, or distributes products to new institutions, for example? What is the purpose of increasing the certification of study programs if you wish to utilize a new tool? The organization can then be accessible via an assessment of the accessing program's needed actions. For instance, you can leave the product's design alone, modify it, or cancel it entirely.

The outcomes of the LPM team's internal audit, monitoring and assessment, and the internal audit team's internal audit decide the development/improvement of SPMI standards for the next year. This inspection and audit includes checking and evaluating the execution of SPMI standards in all work units, as well as benchmarking. Additionally, report the audit's findings, make recommendations to the appropriate unit, and submit reports to the Chancellor for follow-up in order to reinforce the accreditation of existing study programs and requirements for new study programs.

**Criteria for Human Resources** This is a reference to the benefits of developing a reputable human resources study program capable of ensuring the certification of study programs through academic programs that align with the vision and goals. Unit administrators must utilize human resources such as respectable, knowledgeable, relevant, and trustworthy lecturers and education workers. The unit manager must have power and decision-making authority over development, placement, and career development in order to guarantee the unit's study programs are strengthened by lecturers and educational professionals enrolled in them. Human resource management encompasses the planning of lecturer and education personnel selection/recruitment, placement, development, retention, and dismissal in order to ensure academic program accreditation, as well as performance, recognition, and sanctions, as well as information on the availability of written guidelines. Additionally, implementation must be consistent in order for colleges to receive accreditation.

The management unit will have educational staff that satisfies the level of adequacy and qualifications required for academic implementation, management unit activities, and the creation of study programs, as determined by the accreditation of the human resource management system mentioned previously. It is critical to highlight, however, that adequacy is defined by more than the quantity of education employees; the presence and usage of information technology and computers in administrative operations may be used to determine the usefulness of jobs and the necessity for educational personnel.

Additionally, as a sign of excellence in this HR area, the unit manager maintains an adequate number of laboratories in relation to the number of laboratories used in the study program, appropriate qualifications for designated laboratories, certified laboratories, and certification of certain competencies.

#### IV. Conclusion

Based on research, analysis, and debate regarding research strategies for managing accreditation of the results of Accredited-based institutional study programs that are developing a systematic approach by strengthening authorized study programs that are inherent in all aspects of the management management system accreditation system. As a result, even if overcome, further strengthening of approved study program studies is expected to remain restricted.

The accreditation strengthening process's outcomes and analyses can have an impact on the service, performance, governance, budget, and reputation of institutions and study programs. However, good accreditation can be strengthened as a consequence of the accreditation of other study programs, which may occur for a variety of reasons. Strengthening study program accreditation can help low-performing study programs by increasing accomplishment for internal and external stakeholders. 2. While the creation of the five research programs' vision is evident in the vision of standard 1, the mission, aims, and objectives, and the strategy's success, it is not supported by an explanation of the critical requirements. According to the Tridharma sector's Independent Monitoring and Evaluation Report, which was conducted in three Dharmas, there are still certain courses given by lecturers that do not correspond to the lecturer's educational background. It is necessary to enhance lecturers' engagement in scientific forum presentations.

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