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Development strategy to improve accreditation at the Faculty of Administrative University of Jakarta

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ABSTRACT

This study aims to analyze study program development strategies to improve accreditation at the Faculty of Administrative, University of Jakarta. This research used a qualitative descriptive approach, including interviews, observations, and documentation with various relevant parties such as deans, heads of study programs, lecturers, administrative staff, and students. The study concluded that the study program development strategy to improve accreditation includes, first, strengthening the study program's vision and mission. Second, planning and implementing quality assurance in accordance with standards is required. Third, monitoring and evaluating quality control to ensure measurability is required. This strategy can ensure the quality of national education through a sustainable, internal quality assurance system. In the implementation of Tridharma, teaching, research, and community service activities have been actively carried out. Lecturers routinely conduct research and community service and encourage student involvement through theses and social activities. However, instances of manual documentation practices still exist, which slow down the evidence collection process during accreditation. Therefore, accelerating digitalization, both by optimizing SIAKAD and developing a cloud-based storage system, has become a key priority for the university.

Keywords: Accreditation, Study Program, Development, Strategy

1. INTRODUCTION

Higher education plays a crucial role in producing competent human resources ready to compete in the global arena. As institutions responsible for producing quality graduates, universities must ensure that each study program they offer meets the established quality standards. One way to ensure this quality is through the accreditation process. Accreditation is an evaluation and assessment process conducted by an independent institution to ensure that study programs meet national and international educational quality standards.

The accreditation of higher education institutions and the scores obtained through this process are now crucial factors in determining the student community's choice of institution. The role of administration in the accreditation process is often overlooked because it is primarily perceived as an academic activity. However, administration plays a crucial role in the process, as it is the backbone of any educational institution. Higher education administration seeks to identify ways to improve accreditation outcomes.

Academic administration is responsible for storing and managing data, such as curriculum, student transcripts, lecturers, and academic activities. These data are a crucial part of the accreditation form and must be reported accurately and completely. Academic administration plays a role in supporting the quality assurance system by monitoring timely graduation rates, faculty workloads, and the faculty-student ratios. Academic administration ensures that these processes are documented in accordance with the standards. This accreditation assesses how institutions conduct self-evaluations and prepare periodic reports to support the documentation of the implementation of academic policies.

However, in practice, the role of academic administration often faces various challenges, such as a lack of coordination with teaching staff, limited human resources, and an incompletely integrated data management system. This can hinder the smooth accreditation process and affect the results. Therefore, an effective synergy between academic administration and teaching staff is necessary to ensure that all accreditation requirements are optimally met.

Accreditation is a part of quality assurance. The standardization of a higher education institution can be said to have a good or bad value, whether it is high-quality or not, one way is by measuring its level of accreditation, both institutional (institutional) and study program accreditation. The success or failure of education at each institution can be observed through measurable quality assurance processes. One way to assess this is through its graduates and the management of administration. Administration and management are strategic development efforts to improve the quality of education and graduates of a study program or higher education institution.

2. METHOD

This study adopted a qualitative research approach. Qualitative research seeks the meaning and understanding of a phenomenon, event, or human life by being involved or not. It is contextual and comprehensive. Researchers do not collect data and then process it during the process from the beginning to the end of the activity, which is narrative and holistic (Anggito & Setiawan, 2018). This study was descriptive in nature. Descriptive research systematically, factually, and accurately explains the facts and nature of a particular population or object (Koyan, 2022). The data collection techniques used in this study were observation, documentation, and literature reviews (Sugiyono, 2010).

The sample in this study includes lecturers, administrative staff, heads of study programs, and structural officials in the Faculty of Administrative who are directly involved in accreditation activities. The data collection technique in this study is in the form of interviews conducted with stakeholders in the university who have direct experience related to the accreditation process. These interviews aimed to explore the perceptions, experiences, and challenges faced in the implementation of accreditation and its relationship with accreditation success. In addition to interviews, there is also direct observation of the implementation of administrative processes in the Faculty of Administrative Sciences, which is the object off the research, both in the aspects of administration, curriculum management, and the interaction

between lecturers and students. The instrument used in this study is an interview guide that includes open-ended questions that allow informants to provide in-depth answers regarding the process and challenges in the accreditation process, as well as the development strategies carried out in the accreditation process. The data analysis used is data reduction, data display, and conclusion drawing or verification.

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3. RESULT AND DISCUSSION

Based on the research findings obtained from interviews with the Dean, Head of the Study Program, Administration Staff, Lecturers, and Students in the Business Administration Study Program, this study acquired various information related to the implementation of the LAMSPAK accreditation standards within the study programme. In relation to the 2025 – 2029 accreditation process, the study program has undertaken various strategic efforts to meet the standards set by LAMSPAK, including strengthening institutional governance, improving the quality of the Tridarma (Three Pillars) of higher education, and sustainable resource management.

LAMSPAK sets 11 accreditation standard criteria as a reference for assessing the quality of the study programs. This study examines the extent of implementation of each standard in the Business Administration Study Program. The 11 accreditation standards are divided into 72 items, which are as follows: (1) Standard for Graduate Competencies, (2) Standard for Learning Process, (3) Standard for Learning Assessment, (4) Standard for Management, (5) Standard for Content, (6) Standard for Lecturers and Educational Staff, (7) Standard for Facilities and Infrastructure, (8) Standard for Costs (Funding), (9) Standard for Research, (10) Standard for Community Service, and (11) Standard for Quality Assurance.

The Accreditation Strategy for the Business Administration Study Program for 2025 – 2029 is prepared in accordance with the LAMSPAK standards (72 indicators). This starts with understanding the regulations, forming a team according to the Decree (SK), preparing templates, and retrieving historical data from 2020 to 2024. Mandatory documents must be completed H-6 months before accreditation expires to receive priority service. Delays up to H-3 months will still be served but risk non-activation (of the study program status). The key to success in the study program development strategy during the accreditation process is teamwork, commitment, and timeliness.

3.1 Accreditation Support and Challenges

Accreditation support involves faculty, lecturers, students, and alumni. This support is manifested through lecturer questionnaires, alumni tracer studies and student evaluations of the quality system. The program's main challenge is the increasing number of similar universities in East Jakarta, which fuels competition. The program responds by strengthening its vision and producing graduates who are quickly absorbed into the job market. The high absorption rate of graduates is a positive indicator and is utilized as a strategic opportunity to reinforce the self-assessment report and meet accreditation indicators.

3.2 Implementation and Documentation of Tridharma

The concrete steps taken by the faculty to ensure that the Tridharma (Three Pillars of Higher Education) documents are well-accessible and auditable in the accreditation process include actively implementing the Tridharma every semester at the Faculty of Administrative, which covers teaching, research, and community service. Lecturers routinely research and publish a minimum of two articles per semester, and students are involved through their theses, with some published in the faculty journal. Tridharma is a key indicator of academic performance and influences both accreditation and reporting to LLDIKTI (Regional Higher Education Service Institution).

The accreditation process at the faculty involves all campus elements (lecturers, students, and alumni) and focuses on three main aspects: teaching, research, and community service. Teaching evidence includes the RPS (Semester Learning Plan), KRS (Study Plan Card), KHS (Study Results Card/Transcript), attendance, and academic activity documentation. The research covers proposals, implementation, and

lecturer-student publications. Community service is documented through relevant social activity. Data is collected digitally via special links, SIAKAD (Academic Information System), PDDIKTI (National Database of Higher Education), and Administration Office (TU) archives. Alumni are involved in tracer studies to assess graduate competitiveness. This process is systematic, evidence-based, and reflects a commitment to continuous quality.

3.3 Strategy for Academic Administration Improvement

The strategic development steps taken by the study program for improvement or innovation to enhance the quality of academic administration towards better accreditation involve utilizing SIAKAD for academic recording, forming a small archiving team, strengthening interdepartmental coordination, and involving students and alumni in documentation. The program is also starting to merge manual and digital archives to support accreditation. The suggested improvements include forming a special archive unit, establishing SOPs for lecturer reporting, increasing participation from the academic community, optimizing the role of structural officials, supporting research funds, and developing integrated SIAKAD features.

3.4 The Role of the Administration Office (Tata Usaha/TU) and Information Systems

The Administration Office (TU) plays a crucial role in accreditation through the preparation and management of supporting data such as DTPS (Lecturers with Teaching Status), students, finances, and facilities. The TU assists with report preparation, coordinates activities, provides technical facilities, and accompanies assessors during the visitation. Furthermore, the TU is responsible for documenting the entire accreditation process as an institutional record.

The Administration Office (TU) plays a strategic role in the systematic storage and management of academic documents in accordance with Standard Operating Procedures (SOPs). Documents are classified by type and year and stored both physically and digitally via SIAKAD/Cloud. Access is restricted to maintain data confidentiality. This system supports the SPMI (Internal Quality Assurance System), transparency, and accountability, in accordance with LAMSPAK standards.

Information systems such as SIAKAD, SINTA, and BIMA support academic activities and the preparation of accreditation documents. However, limitations in tools and infrastructure remain an obstacle, as their procurement is under the university authority. Facility improvements are needed for the optimal use of these systems at the faculty and program levels.

To improve the quality of academic administration and be better prepared for the next accreditation process, the following are necessary: (1) optimizing top-down and bottom-up policies to create effective two-way communication; (2) transforming manual work systems to digital for efficiency and data accuracy; and (3) routine monitoring and evaluation (Monev) every 3-6 months to ensure accreditation documents are collected gradually and continuously. These three points are key to an institution's readiness to support accreditation.

The accreditation strategy at the Faculty of Administrative Sciences involves all campus elements (lecturers, students, alumni) and focuses on three main aspects: teaching, research, and community service (Tridharma). Teaching evidence includes the RPS (Semester Learning Plan), KRS (Study Plan Card), KHS (Study Results Card/Transcript), attendance, and academic activity documentation. The research covers proposals, implementation, and lecturer-student publications. Community service is documented through relevant social activity. Data is collected digitally via special links, SIAKAD (Academic Information System), PDDIKTI (National Database of Higher Education), and the Administration Office (TU) archives. Alumni are involved through a tracer study to assess graduate competitiveness. This process is systematic, evidence-based, and reflects a commitment to continuous quality."

Accreditation support involves faculty, lecturers, students, and alumni. This takes the form of lecturer questionnaires, alumni tracer studies, and student evaluations of the quality of the system. Data is

analyzed using SWOT to identify strengths, weaknesses, opportunities, and challenges, in order to develop a sustainable strategy and approach accreditation objectively and structurally.

In the implementation of Tridharma, teaching, research, and community service activities have been actively carried out. Lecturers routinely conduct research and community service and encourage student involvement through theses and social activities. However, instances of manual documentation practices still exist, which slow down the evidence collection process during accreditation. Therefore, accelerating digitalization, both by optimizing SIAKAD and developing a cloud-based storage system, has become a key priority for the university.

Regarding the accreditation process, an informant also stated that "the main challenge for accreditation at the Faculty of Administrative Sciences is manual documentation and human resource involvement. The administrative process is still conventional, making accreditation difficult to achieve. From the HR side, only some are active in Tridharma, especially in utilizing facilities such as the internal journal. Increased participation and more structured documentation are required.

4. CONCLUSION

The importance of cross-unit coordination at the faculty level is emphasized. Coordination among the academic, finance, student affairs, and quality assurance divisions has begun to be structured through regular meetings. To support this, the Administration Office (TU) plays a crucial role in providing and managing academic documents and acting as a liaison between the accreditation team and external parties, such as assessors.

Overall, the accreditation process undertaken is not merely limited to fulfilling administrative documents but also reflects a work culture based on quality, transparency, and the collective involvement of the entire academic community. By strengthening aspects of policy, digital systems, archive management, and comprehensive HR involvement, the study program is on the right track towards excellent and sustainable accreditation in line with the LAMSPAK vision

Based on the research findings, the preparedness of the Faculty of Administrative Sciences at Jakarta University for the 2025 accreditation can be analyzed through the 11 LAMSPAK standards, as shown in Table 1:

Table 1. The preparedness of the Faculty of Administrative Sciences at Jakarta University for the 2025

LAMSPAK Standard	Status / Finding	Areas for Improvement
Graduate Competencies	Graduates possess relevant administrative and professional competencies.	Needs strengthening of additional skills like international communication, digital literacy, and entrepreneurship to boost graduate competitiveness.
Content (Curriculum)	The curriculum is aligned with industry and workforce needs.	Needs increased integration of digitalization, internationalization, and collaboration with the business/industrial world.
Learning Process	Already implements the Student-Centered Learning (SCL) approach.	Evaluation and learning outcome monitoring are often done manually, requiring the adoption of a technology-based learning system.
Learning Assessment	The assessment system is established and functioning.	Weaknesses in documentation (mostly manual) pose a risk of data loss; requires an immediate transition to a digital assessment system.
Lecturers and Educational Staff	Most lecturers hold an S2 (Master's) degree, with some holding a Doctoral degree.	Limited number of PhD holders; needs to increase educational staff to support academic administration and encourage lecturers to pursue S3 (Doctoral) studies.
Facilities and Infrastructure	Possesses adequate facilities (classrooms, computer labs, library).	Utilization of information technology in academic facilities and infrastructure is not yet optimal.
Management	Organizational structure and governance function well.	Coordination between study programs, lecturers, and educational staff is not yet maximized, often leading to delays in preparing accreditation reports.

Funding	Funding from the foundation and students is relatively stable.	Financial sustainability still depends on internal sources. Needs to seek alternative funding through research grants, industry partnerships, and alumni contributions.
Research	The number of lecturer research projects is increasing annually.	Limited publications in accredited national and reputable international journals. Needs to provide incentives and scientific writing training.
Community Service	Community service activities are well-executed and relevant to the needs of the surrounding community.	The reach is still local; needs to be expanded to the national level.
Quality Assurance	The faculty has an Internal Quality Assurance System (SPMI) with the PPEPP cycle (Determination, Implementation, Evaluation, Control, Improvement).	Implementation is not consistent across all study programs, and most quality documents are still manual. Requires digitalization of quality documents and enhancement of a quality culture across the entire academic community.

In general, the research results prove that educational administration theories remain relevant for explaining and guiding academic administration practices in the modern era. Nevertheless, this research also opens up space to expand the scope of theory, especially concerning the digitalization of administration and data-based quality management in the higher education environment.

Ethical approval
This research did not require ethical approval

Informed consent statement
This research did not require informed consent

Author's Contributions
Not applicable

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The authors declare no potential conflicts of interest was reported by the author(s).

Data availability statement
The data presented in this study are available on request from the corresponding author due to privacy reasons.

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Notes on Contributors

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