

Superior Accreditation Management Strategy Plan with International Reputation

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ABSTRACT. Accreditation is a crucial indicator of quality assurance in educational institutions, ensuring compliance with national and international academic standards. It serves as formal recognition of an institution's commitment to excellence, providing credibility and fostering continuous improvement. UIN Maulana Malik Ibrahim Malang has consistently pursued the highest accreditation standards, as evidenced by several study programs achieving superior ratings and the institution's continuous efforts toward international certification. However, achieving and maintaining superior accreditation requires a well-structured and strategic approach. This study aims to develop and analyze a strategic planning model to optimize the accreditation process and strengthen the institution's global reputation. Employing a qualitative research method with a bibliographic review approach, the study adopts the strategic management model by David F.R., which comprises five key stages: initial assessment, situational analysis, strategy formulation, implementation, and monitoring. This comprehensive model ensures a systematic and structured approach to accreditation, enabling institutions to align their strategies with accreditation requirements effectively. The findings indicate that this integrated model significantly enhances accreditation management by providing a clear roadmap for institutions to follow. Moreover, it introduces an innovative framework by combining established strategic planning principles with customized measurement tools, ensuring that accreditation processes are both efficient and sustainable. As a result, this approach not only facilitates the achievement of superior accreditation but also strengthens UIN Malang's position as a leading Islamic higher education institution with a vision of international excellence. This study offers valuable insights for higher education institutions striving for quality assurance, accreditation optimization, and global recognition.

Keywords: *Strategic Planning, International Reputation, Quality Assurance, Islamic Higher Education.*



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INTRODUCTION

Higher education accreditation is an evaluation process carried out by an authority body or independent institution to assess the quality and standard of education in an institution (Vykydal et al., 2020). With accreditation, universities can ensure that they provide education by the standards set. This helps ensure that students receive a quality education that is relevant to the demands of the world of work (Jjuuko et al., 2021). The accreditation process not only evaluates the current quality of the college but also encourages continuous improvement. Institutions must make changes and improvements based on feedback and recommendations from accreditation bodies

(Almuhaideb & Saeed, 2021; Alwi & Mumtahana, 2023; Amirudin et al., 2024; Anwar et al., 2023). Thus, universities are expected to continue to improve the quality of their education and services. Accreditation helps gain recognition and trust from the community, prospective students, and other stakeholders. Students and parents tend to prefer colleges that have been accredited because they have confidence that they provide high standards of education and are officially recognized (Aburizaizah, 2022; AL-Momani, 2024).

Universities that have been accredited have easier access to various resources, such as research grants, scholarships, and collaborations with other institutions (Achmad, 2022) (Haryanto et al., 2024; Setyaningsih et al., 2024). Government agencies and non-profit organizations often give priority funding and support to accredited institutions. Accreditation also plays an important role in the international recognition of degrees and academic achievements (Acevedo-De-los-Ríos et al., 2022). Students who graduate from an accredited college have an edge in facing global challenges and can easily pursue studies or work abroad (Knight & Motala-Timol, 2021). The accreditation process encourages universities to improve internal management systems and increase their accountability for teaching, research, and administrative processes (Aithal & Aithal, 2022). This can help improve the efficiency and effectiveness of institutions in achieving their educational goals. Accreditation helps prospective students and other stakeholders assess and compare different universities based on the same standards and criteria. It helps in informed and rational decision-making while choosing institutions that suit their needs and interests (Ajayan & Balasubramanian, 2022). Indonesian Case Study: University Graduates with Accreditation A report from the Indonesian Central Statistics Agency (BPS) in 2021 shows that the open unemployment rate in Indonesia includes many college graduates, even from well-accredited campuses. One of the main causes is the mismatch between education and job market needs. For example, many graduates from leading state universities in Indonesia (such as the University of Indonesia, Bandung Institute of Technology, and Gadjah Mada University), despite having high academic degrees, have difficulty finding suitable work. The reason is often that the technical skills or expertise they have do not match the demands of current industries, such as the digital industry, which demands mastery of new skills such as data science and programming (Welch & Aziz, 2022).

UIN Maulana Malik Ibrahim Malang has a vision of "The realization of an integrative university in combining science and Islam with an international reputation." In realizing this vision, UIN Maulana Malik Ibrahim Malang refers to the Development Master Plan (RIP) for 2020-2034, which is the development of the Development Master Plan (RIP) for 2004-2030, the direction of development of UIN Maulana Malik Ibrahim Malang is at the smart university stage (2020-2024) which emphasizes maturation and improvement of the quality of educational resources and higher education management supported by a strategic role information technology. Therefore, it is very important to realize this by maximizing and optimizing existing management at UIN Maulana Malik Ibrahim Malang.

The Urgency of FIBAA in Higher Education FIBAA plays an important role in improving the quality of higher education programs through the international accreditation process. The urgency can be seen from the following aspects (Nugraheni et al., 2021). Guarantee International Quality: FIBAA provides internationally recognized quality standards, helping study programs and higher education institutions prove that they meet global standards. Accreditation by FIBAA provides international recognition of the quality of the curriculum, teaching methods, and graduate outcomes. 2) Increasing Global Competitiveness: FIBAA accreditation provides added value to universities and the programs they offer, especially in the context of global competitiveness. Universities that have international accreditation are more trusted by prospective students, industry partners, and other educational institutions throughout the world. 3) Conformity to European and International Standards: As a member of the European Quality Assurance Register (EQAR) and following the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), FIBAA provides a guarantee that accredited programs have quality standards that comply with the principles of the European Higher Education Area (EHEA). 4) Encouraging

Sustainable Development: FIBAA not only focuses on evaluating existing programs but also provides recommendations for continuous improvement. This ensures that accredited educational institutions remain relevant to new developments in education and the world of work.

UIN Maulana Malik Ibrahim Malang strives to obtain optimal accreditation, which is realized with a superior predicate and international reputation. Concrete evidence of this hard effort is the accreditation of several study programs that have been predicated superior to LAMDIK, including the MPI Doctoral Study Program, MPI Masters Study Program, PAI Masters Study Program, PGMI Masters Study Program, PAI Study Program, and PIPS Study Program. Similarly, another concrete evidence, namely efforts to obtain international accreditation, is still in process, namely FIBAA. So, with the realization of certification from these various bodies, both nationally and internationally, it will truly realize the vision of UIN Maulana Malik Ibrahim Malang by realizing international recognition and reputation. Departing from that background, the basic research of this study program and institution is very important. Therefore, researchers focus on "Planning Management Strategy for Superior Accreditation with International Reputation at UIN Maulana Malik Ibrahim Malang."

METHOD

This study uses a qualitative approach with a literature review method to explore strategic planning models for achieving superior accreditation with an international reputation (Prasad & Shadnam, 2023; Tharaba & Wahyudin, 2024). This approach was chosen because the study aims to investigate strategic planning models for achieving superior accreditation with a global reputation. Using relevant and recent literature, the researcher can understand the context and previous findings that underlie strategic planning in various educational organizations and how these can be applied to achieve the desired accreditation.

The selection of documents is based on the relevance of the topic, the credibility of the publisher, and the most up-to-date information, with sources coming from reputable international journals, leading books, and official accreditation documents (Suprayitno et al., 2024; Syahrizal & Jailani, 2023). Literature published within the last five years is prioritized to ensure the data used is relevant and up-to-date. The selection of credible sources aims to ensure the quality and reliability of the data used in the research.

Triangulation is used to ensure data validity by comparing information from different sources (Judijanto et al., 2024; Salmona & Kaczynski, 2024). This process helps identify consistency across sources and reduces bias, thereby increasing the credibility of the research findings. This triangulation technique also enriches the understanding of the proposed strategic planning model. The data obtained are presented through stages of document analysis, including data reduction, data presentation, and conclusion drawing. Data validity is maintained through validity strategies such as credibility, transferability, and dependability, supported by an audit trail. The final results provide a comprehensive overview of the strategic planning model for achieving superior accreditation with an international reputation.

RESULT

Isaac L. Kandel is an education expert who is famous for his comparative approach to assessing education systems in various countries. The theory emphasizes the importance of understanding education within a country's social, economic, and political context, as well as the importance of learning from best practices in other countries to improve national education systems. In the context of FIBAA, we can apply Kandel's perspective to understand the urgency of international accreditation as a way to compare a country's educational standards with global standards. Here are some points that are by Kandel's theory: Global Standards and International Comparisons:

Kandel believes that understanding and adopting international education standards is the key to improving the quality of education in a country. FIBAA, as an international accreditation body, enables universities in various countries to align themselves with global best practices. This is in keeping with Kandel's view that a country's education system should be assessed based on comparative standards.

Aspects of instrument accreditation developed by LAMDIK include four dimensions as follows. 1) Quality leadership and governance performance: integrity vision and mission, leadership, governance, system management resources, partnerships strategic (*strategic partnership*), and system guarantee internal quality; 2) Quality and productivity outputs and outcomes: quality graduates, products science and innovation, as well expediency for society; 3) quality: learning process, research, service to society, and atmosphere academic; And 4) quality: source Power humans (lecturers and staff education), students, curriculum, facilities infrastructure, finance (financing and funding).

Referring to the four dimensions assessment above, LAMDIK determines focus evaluation to in criteria referring to SN DIKTI and regulations relevant regulations. The process carried out in planning This First is to identify the must criteria fulfilled according to existing standards determined by the Accreditation Agency related:

Table 1 Criteria Evaluation Accreditation

No	Criteria	Content
1	Criterion 1	Vision, Mission, Goals, and Strategy
2	Criterion 2	Civil Service, Governance, and Cooperation
3	Criterion 3	Student
4	Criterion 4	Source Power Man
5	Criterion 5	Finance, Facilities, and Infrastructure
6	Criterion 6	Education
7	Criterion 7	Study
8	Criterion 8	Devotion to Society
9	Criterion 9	Outcomes and Achievements Tridharma

Meanwhile, FIBAA laid down a foundation judgment on confidence that the success of a program or institution education can be measured through two critical elements: decisiveness and relevance of objective education. Perspective This reflects FIBAA's determination to ensure that every program and institution contributes maximum to the development of knowledge, students, and society overall.

Whatever the process carried out in planning, This First step is to identify the must criteria _ fulfilled according to existing standards determined by FIBAA, namely:

Table 2 Criteria Evaluation FIBAA Accreditation

No	Criteria	Content
1	Criterion 1	Goals (Objective)
2	Criterion 2	Receive new students (Admission)
4	Criterion 3	Curriculum and Learning Process (Content, Structure, and Didactical Concept of the Program)
5	Criterion 4	Environment Academics and Conditions Framework (Academic Environment and Framework Conditions)
6	Criterion 5	Guarantee Quality and Documentation (Quality Assurance and Documentation)

Initial Assessment

The planning process consists of five stages: The first stage is Initial Assessment, where the tools used include the creation of vision and mission statements. The second stage is Situation Analysis, utilizing tools such as PEST, SWOT, Core Competencies, Critical Success Factors, Unique Selling Proposition, Porter's 5 Forces, Competitor Profile Matrix, External Factors Evaluation Matrix, Internal Factors Evaluation Matrix, Benchmarking, Financial Ratios, Scenario Forecasting, Market Segmentation, Value Chain Analysis, and the VRIO Framework.

The third stage is Strategy Formulation, where tools include Planning Scenarios, the SPACE Matrix, the GE-McKinsey Matrix, Porter's Generic Strategies, Bowman's Strategy Clock, Porter's Diamond, Game Theory, and the QSP Matrix. In the fourth stage, Strategy Implementation, the tools used are Policy, Motivation, Management Resistance, Leadership, Stakeholder Interests Impact Analysis, Organizational Structure Changes, and Performance Management. Finally, the fifth stage is Strategy Monitoring, using tools like the Strategy Evaluation Framework, the Balanced Scorecard, and Benchmarking.



Figure 1 Strategic Planning Model in Accreditation Management

Assessment of each criterion The assessment was at UIN Maulana Malik Ibrahim Malang. The initial work done was to determine the vision and mission of college higher education, faculty/postgraduate, and study program. The vision of UIN Maulana Malik Ibrahim Malang is the realization that college is integrative in combining reputable science and Islam International. Meanwhile, the mission is to print graduates with character ulul albab, produce relevant science, technology, and arts and culture competitive high.

One of the study programs at UIN Maulana Malik Ibrahim Malang is the Master of Islamic Education Management (MMPI). MMPI carries out a strategy to integrate science Management of Islamic Education with grove knowledge of others, like studying interdisciplinary as well as making many great teachers from other fields become lecturer guardians eye studying at MMPI, here are UIN Malang's efforts in favor of campus, as mark addition and difference so that become superiority separately. Also, with college tall other Of course own respective visions, missions and strategies that can be done favored. Following findings research on the sub "assessment" initial "in the strategic planning process of UIN Maulana Malik Ibrahim Malang in strive accreditation superior through LAMDIK, as well as the PGMI Masters, PBA Masters, PAI Masters, MPI Doctoral and PBA Doctoral Study Programs:

Table 3 Initial Assessment

No	Theory (David)	Implementation
1	Vision	The vision of Higher Education, Postgraduate/Faculty, Study Program
2	Mission	Mission of Higher Education, Postgraduate/Faculty, Study Program

From the description above, I understood that David's theory explains that the first stage in planning strategy is evaluation, beginning with the tool measuring vision-mission. There is also a good one at UIN Maulana Malik Ibrahim Malang, a higher, Postgraduate/Faculty Study Program. Of course, Postgraduate/Faculty and Study Programs create a vision and mission by the main *grand design* of higher education vision and mission. Likewise, other universities certainly also have a

vision and mission, as is the case at UIN Sunan Kalijaga Yogyakarta with the vision of "Excellent and leading in integration and development Islam and science for civilization.". The thing emphasized at UIN Sunan Kalijaga Yogyakarta 2019 is only excellence. This is different from UIN Sunan Gunung Djati Bandung, which has a vision of "Becoming a superior and competitive state Islamic university." based revelation guide knowledge in frame morals karimah in Southeast Asia in 2025". UIN Sunan Gunung Djati Bandung has planned to excel, but its reputation is still limited by Southeast Asia. UIN Maulana Malik Ibrahim has a strong determination to become a superior PTKIN with an international reputation by participating in FIBAA accreditation carried out by Germany (Europe). This means that UIN Maulana Malik Ibrahim Malang is more global in internationalizing without limiting it.

An initial assessment to strive for excellence with an international reputation at UIN Maulana Malik Ibrahim Malang was carried out with submission accreditation of the institution International, namely FIBAA. This is done in the Master of Islamic Education Management study program, which has reached the predicate "excellent" by LAMDIK and is currently accredited internationally. This thing is done Because Internationalization is an institution. It's not a coincidental thing, but it is a mandatory activity _ intentional or "di- *nawaitu* - kan," intended. No one can suddenly process internationalization. So, that's what he intended to make the vision and mission of UIN Maulana Malik Ibrahim Malang as evaluation beginning from all strategic planning. Temporary This is a college high reputation International from PTU groups, both PTN/PTS. Meanwhile, it has not yet been found. So, UIN Maulana Malik Ibrahim Malang is trying to make it happen to become a reputable PTKIN International.

Analysis Situation

The tools used in the analysis process include PEST, SWOT, Core Competencies, Critical Success Factors, Unique Selling Proposition, Porter's 5 Forces, Competitor Profile Matrix, External and Internal Factors Evaluation Matrices, Benchmarking, Financial Ratios, Scenario Forecasting, Market Segmentation, Value Chain Analysis, and the VRIO Framework. Identifying the vision and mission of institutions is essential for evaluating the situation on the ground, including assessing the external and internal organizational environment and analyzing competitors. One key method of analysis used is SWOT (Strengths, Weaknesses, Opportunities, Threats). In the context of planning a Management Strategy for Superior International Accreditation, analyzing the internal environment is crucial for understanding the strengths, weaknesses, opportunities, and challenges faced by UIN Maulana Malik Ibrahim Malang (Azhar et al., 2024; Nasrah et al., 2024) The internal environment analysis reveals the following:

Strengths: UIN Maulana Malik Ibrahim Malang has faculty members with master's and doctoral qualifications, equipped with the necessary competencies in their respective fields (Abdullah, 2018). The curriculum is regularly updated to reflect advancements in knowledge and technology. Laboratories, libraries, and other facilities adequately support teaching activities. On-campus activities, such as traditional research, scientific discussions, and academic events, contribute to a rich learning experience that aligns with the expected educational outcomes. Additionally, the university has established collaborations with international institutions to expand its network through partnerships with universities and authorized entities.

Weaknesses: The collaboration with universities and institutions is still in the early stages and has not yet reached its full potential. Some facilities and infrastructure do not yet meet international standards. Furthermore, certain aspects of management and administration are not fully optimized.

With the analysis of the results above, UIN Maulana Malik Ibrahim Malang has several powers that can be utilized in efforts to reach accreditation internationally, such as LAMDIK and FIBAA. The existence of qualified educators and an updated curriculum is the main capital in reaching internationally. However, some weaknesses are also necessary to become attention. Limitations in cooperation international need For Keep going improved with Keep going build

more network wide with universities and institutions international others. Besides that, an increase in quality infrastructure and systems Internal management is also necessary to suit international.

With an understanding of these internal strengths and weaknesses, UIN Maulana Malik Ibrahim Malang can devise the right strategy for facing the accreditation process and improving quality education to get it to compete in the international arena.

Analyzing the external environment is crucial in management strategy planning for accreditation, as it helps to understand the external factors and institutions that can influence the accreditation process (Hernandez-Diaz et al., 2020; Saurbier, 2021). The results of the external environment analysis regarding UIN Maulana Malik Ibrahim Malang's internal efforts to achieve accreditation from LAMDIK show several opportunities and threats. Opportunities include the positive international image of education in Indonesia, which UIN Maulana Malik Ibrahim can leverage to enhance its reputation. Additionally, several international institutions offer support and assistance programs for universities in developing countries to improve the quality of education, and many international universities are interested in establishing cooperation, student exchange programs, and lecturer exchanges with universities in Indonesia. Furthermore, graduates with international competencies are in greater demand in the global job market. On the other hand, threats include the fluctuating global situation, which can impact cooperation and the international accreditation process. Moreover, many universities in Indonesia and other countries are competing for international accreditation, increasing the level of competition. International accreditation agencies frequently update their criteria, requiring universities to quickly adapt to new standards. Lastly, the rapid advancements in technology and innovations in education necessitate investment and adaptation by universities to stay competitive.

From the results of the analysis above, it is visible that UIN Maulana Malik Ibrahim Malang has an opportunity to increase its reputation on the international scene. There is an opportunity for cooperation between universities, aid programs, and global market demand for graduates of competent international is several possible factors. However, UIN Maulana Malik Ibrahim Malang must also be ready to face various threats. Tight competition between universities requires the right strategy to reach accreditation (Faizin et al., 2024; Rizkiyah et al., 2020). Besides that, changes in standard accreditation and challenges in technology are things that must be anticipated.

With an understanding of the existing opportunities and threats, UIN Maulana Malik Ibrahim Malang can formulate more effective strategies to achieve accreditation from LAMDIK and FIBAA and enhance its reputation on the international level. Analysis Situation Competitor Competitor analysis is a critical component in strategic management planning, especially when the goal is to obtain reputable national or international accreditations such as LAMDIK and FIBAA. By understanding the strengths, weaknesses, strategies, and movements of competitors, UIN Maulana Malik Ibrahim Malang can develop more competitive strategies. Several higher education institutions have already been accredited internationally or are in the process of obtaining accreditation. Many private universities in Indonesia are taking swift actions to secure international accreditation. Additionally, with the ASEAN Economic Community (AEC), universities in other ASEAN countries have become direct competitors in the quest for international recognition.

The first Competitors: Some universities have established strong financial resources for the accreditation process. Others have built strong collaborations with well-known institutions abroad and have advanced their infrastructure and educational technology. The second is Strengths of Competitors: Some universities benefit from robust financial support for their accreditation processes. They also enjoy strong partnerships with reputable international institutions and have made significant advancements in infrastructure and technology. The third Weaknesses of Competitors: On the other hand, larger universities are often slow to adapt to change. Some rely heavily on their long-established reputation and are less innovative. Additionally, some universities face internal management challenges that hinder their ability to progress effectively.

The analysis above shows that UIN Maulana Malik Ibrahim Malang faced Tough competition and fines from domestic universities as well as abroad. However, every competitor

has strengths and weaknesses. UIN Maulana Malik Ibrahim Malang utilizes the weaknesses of competitors, like a lack of flexibility or dependency on big names, and becomes more adaptive, innovative, and focused on improvement quality. Keep going continuously. Besides that, with an understanding of the strength of competitors, like source Power financial or international cooperation already _ established, UIN Maulana Malik Ibrahim Malang determined which areas are necessary to improve and where the agency can own superiority competitively.

In context accreditation internationally, one strategy can be focused on the improvement of the quality of the curriculum, facilities, lecturers, and research. UIN Maulana Malik Ibrahim Malang must ensure that they fulfill or even surpass standards set by LAMDIK and FIBAA, as well as its competitors. With an understanding of the landscape and its position, UIN Maulana Malik Ibrahim Malang can formulate effective strategies for reaching superior and reputable internationally.

Following results findings in the section analysis situation :

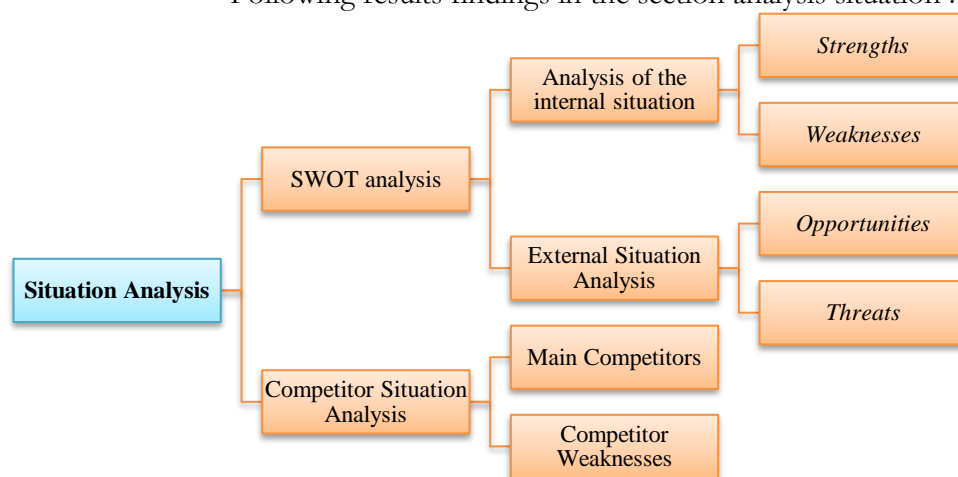


Figure 2 Analysis Situation

Analysis The situation at UIN Maulana Malik Ibrahim Malang is wearing method SWOT analysis, fine all LAMDIK and FIBAA accreditations use analysis this. SWOT analysis is an analysis of many situations also carried out by institutions and others. This is the case at UIN Sunan Mountain Djati Bandung, which has a pouring analysis. The SWOT is in the strategic plan for 2020-2024. However, if compared to David's theory on analysis situations, This is necessary for UIN Maulana Malik Ibrahim Malang more in Again with use tool ugh other, i.e., Core Competencies, Factors Success Critical, Proposition Sale Unique, Matrix Profile Competitors, Matrix Evaluation Factor, Matrix Evaluation, Ratios Finance, Forecasting Scenarios, Market Segmentation, Analysis, Temporary This is UIN Maulana Malik Ibrahim Malang, still using SWOT analysis and Analysis of Competitors (not yet on the matrix profile).

Strategy Formulation

One tool in formulating a strategy is Porter's Generic Strategy. This strategy is a concept developed by Michael Porter to help organizations determine positions that are competitive in the market. There are three generic strategies. The main principles advocated by Porter are differentiation, Leadership Costs, and Focus (Islami et al., 2020).

The following is a strategy formulation using Porter's Generic Strategy: the first is differentiation. This strategy focuses on creating products or services that are unique within the industry or market. In the context of higher education, institutions aim to offer educational programs that stand out for their quality compared to competitors. At UIN Maulana Malik Ibrahim Malang, the implementation of this strategy includes the development of a curriculum that meets international standards and is relevant to global labor market needs. Additionally, the recruitment

of lecturers with international qualifications and/or those with a strong reputation in research and education is a key part of this approach. The enhancement of infrastructure and facilities that support high-quality learning and research processes is also a significant focus to ensure that the institution offers a distinct and competitive educational experience.

The second Leadership Cost is that organizations strive to become the lowest-cost producer in their industry or market. In the context of education, this can mean offering high-quality education at more affordable costs compared to other institutions (Adeusi et al., 2024). At UIN Maulana Malik Ibrahim Malang, this strategy can be implemented through the optimization of existing resources to reduce operational costs without compromising the quality of education. Additionally, alternative funding sources, such as collaborations with agencies or research grants, can help reduce dependency on tuition fees. Enhancing the efficiency of fund usage in the accreditation process is also a key approach to managing costs effectively.

The third Focus: This strategy involves focusing on specific market segments or niches. In the context of education, this means targeting certain student groups or offering specialized study programs. UIN Maulana Malik Ibrahim Malang can implement this strategy by developing study programs or training that cater to the specific needs of agencies or communities. The university can also provide educational programs tailored to the needs of special student groups, such as international students. Furthermore, focusing on research in specific areas that align with the university's strengths and competencies will help to solidify its reputation in those fields.

In the context of international accreditation, UIN Maulana Malik Ibrahim Malang can combine Porter's three generic strategies to create strong value propositions. Firstly, through differentiation, the university can stand out in competition with other educational institutions, attracting students, lecturers, and other stakeholders. Secondly, with a leadership cost strategy, the university can appeal to more students by offering high-quality education at competitive costs. Lastly, the focus strategy allows the university to meet the specific needs of particular groups, thereby enhancing its reputation and position in the education market.

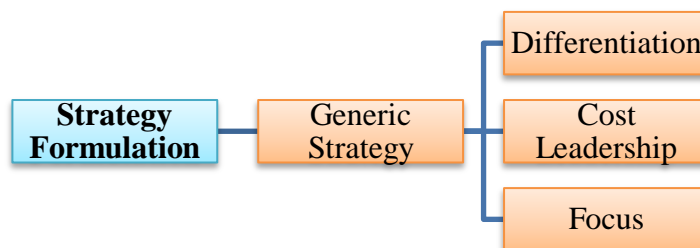


Figure 3 Strategy Formulation

Apart from generic strategies, according to David, strategy formulation can be done using Other tools, including Planning Scenario, SPACE Matrix, Matrix, GE-McKinsey Matrix, Porter's Generic Strategy, Bowman's Strategy Hour, Porter's Diamond Theory Games, and QSP Matrix. UIN Maulana Malik Ibrahim Malang uses a Generic Strategy with Differentiation, Leadership Cost, and Focus. However, with a combination of this strategy, UIN Maulana Malik Ibrahim Malang can prepare himself well for the accreditation process by LAMDIK and FIBAA and improve its reputation at the national and international levels.

Implementation of Strategic

The tools used for implementing the strategy include Policy, Motivation, Management Resistance, Leadership, Analysis of Impact on Stakeholder Interests, Organizational Structure Change, and Performance Management. Policy refers to regulations and/or guidelines set by the highest leadership in the institution, governing civil service, management, work relationships, and ensuring quality. This includes socialization and the implementation of the policy. Key components of the policy are: (1) written policies, (2) a system for guaranteeing quality, and (3) cooperation policies. In the context of collaboration, data related to the Tridharma of higher education (research, education, and community service) at UPPS is crucial. This data includes details about the institution partner, the level, title, scope, benefits/outputs, duration, and timeline over three years. The cooperation data highlights the information on postgraduate cooperation at UIN Maulana Malik Ibrahim Malang as follows:

Table 4 Collaboration

No	Field of Collaboration	Level of Cooperation	Number of Collaborations
1	Education	International	6
		National	8
		Region	1
2	Study	International	8
		National	8
		Region	0
3	PkM	International	4
		National	9
		Region	1
4	Development Institutional	International	8
		National	8
		Region	0

Next, The socialization policy of The Vision, Mission, Goals, and Strategy (VMTS) at the Postgraduate Program at UIN Maulana Malik Ibrahim Malang is a mechanism for delivering information and guiding attitudes and actions taken by policyholders to address issues in civil service and governance within the Postgraduate Program. This socialization of the VMTS is carried out to the academic community, educational staff, graduate users, partner institutions, and society, and is conducted through both activities and non-activities.

For activities, socialization with lecturers and educational staff includes meetings such as chairman meetings, coordination meetings, work meetings, and management review meetings. Coordination at the start of lectures by A-level postgraduate programs or study programs, workshops, educational training, and outbound activities are also part of the process. Additionally, comparative studies and orientation for new postgraduate officials and study programs are conducted.

Socialization to students involves introducing them to the academic campus culture, contract lectures, and academic advisory meetings with lecturers, with at least three meetings per semester. There are also inaugurations of postgraduate student administrators, coordination meetings for student affairs at university, postgraduate, and study program levels, and participation in international seminars, national seminars, educational seminars, symposiums, educational training (Diklat), and workshops at various levels. Judiciary activities and graduation events are also part of student socialization.

For graduate users, socialization includes coordination meetings to present activities, academic activities involving graduate users, and the review and preparation of curricula with input from graduate users. Non-activity forms of socialization include the distribution of books and guidelines for university and postgraduate education, the use of university and postgraduate websites, and engagement through social media platforms like Facebook and Instagram.

The implementation of the Postgraduate Vision, Mission, Goals, and Strategies (VMTS) at UIN Maulana Malik Ibrahim Malang is based on the following legal foundations: UPPS formulates the VMTS, which is then determined by the Chancellor. The VMTS formulated by UPPS refers to the university's VMTS, which is developed through a set of procedures and mechanisms for preparing the UPPS vision and mission. UPPS has a structured approach to the determination and achievement stages of its VMTS, which includes strategic planning in the form of long, Medium, and Short-Term Development Plans. The vision and mission of UPPS have been confirmed through the overarching vision of the scientific study program, as determined by the Director. Additionally, UPPS has established indicators, targets, and activity programs that guide the achievement of its vision and mission.

Next, Leadership, Characteristics of leadership operational, organizational, and public applied by Postgraduate To realize effective leadership, namely:

Operational leadership, realized in shape

The leadership pattern of the MPI Masters, PGMI Masters, PBA Masters, PAI Masters, MPI Doctoral, and PBA Doctoral Study Programs drive source Power people and facilities infrastructure optimally deep carry out Tridharma College headed achieved vision of the university, postgraduate and study programs. This thing showed that there is a structured work program in a systematic way referring to the strategic plan postgraduate and evaluated by targeted time. Preparation of work programs in frame reaches the vision and mission postgraduate held through meeting Work that meeting involving academics Head of Study Program, Secretary of Study Program, and Head of Subdivision carried out every the beginning of the odd (August 2020) and even (January 2021) semesters. Implementation learning is done postgraduate by calendar specified academic Kabiro University academics.

Management service, academic and non-academic, arranged with various service SOPs. The director and Head of the Study Program carry out agreement performance in a way individual Good lecturer nor power education done every beginning year. Guidelines and rules established reference in pattern leadership among them Plan Strategic, University Statutes, University and Postgraduate Education Guidelines, University Academic Community Ethics Guidelines, Standards Operational Procedures and Job Description Study Program Manager For reach University Vision, Mission, Goals and Objectives. Postgraduate facilitators, lecturers, and students follow conferences internationally and provide contribution funds for publishing articles. Implementation of various meetings held periodically and tentatively for coordination, operationalization, review, and evaluation of postgraduate programs.

Leadership organization The characteristics of the leadership organization at UPPS were realized as follows: Determination Structure organization is equipped with description task all organs. Study Program Management Unit organizes units accordingly with task principles and function (*best practice*). One example of leadership is operational in the learning process. Namely, the Deputy Director instructs the Head of Subdivision, lecturers, and staff education to prepare document administration, facilities, and infrastructure lectures.

By organization, the Study Program Manager is responsible for answering directly to the postgraduate director. Every semester, the Head of the Study Program gives a report evaluating the Study Program's performance, covering aspects of education and learning, student affairs, research, and service to society. Mechanism This can be done by periodically meeting the leader through E-smart and reporting systems evaluation Study Program performance. Preparation of work programs in frame reach the vision and mission postgraduate held through meeting Work that is meeting leadership, meeting review management and meetings involved work all leader

postgraduate studies carried out every year once. The meeting leader is done at the start of the year (January 2021), meeting review management is done at the end of the year (December 2020), and meeting Work is done twice a year (March and October 2020). Implementation meetings discuss academic activity by the academic calendar. Leadership organization realized with facilitating lecturers and staff For following training service IT-based for increase service academic and non-academic, as well as benchmarking to UPI.

Leadership Public The characteristics of leadership public at UPPS are realized with the ability to intertwine collaboration that creates a study program to become a reference for the community in the field of his knowledge. This thing showed the enhanced amount of cooperation domestically and abroad in 3 years, which includes academic and institutional.

Next, Structure organization and work procedures postgraduate according to the Director's Decree Postgraduate No. 1340/Ps/KP.01.1/08/2020 and Chancellor's Decree No. Chancellor's Decree Number 297 of 2020 Concerning SPMI Non-SN - DIKTI Standards UIN Maulana Malik Ibrahim Malang. The structure of the postgraduate organization is presented in the figure below. As for components structure, it is (a) compiler policy, (b) implementation academic, (c) supervisor and guarantees the quality, (d) supporting academic or source learning, and (e) implementing administration or administration and customized with PT/ postgraduate statutes.

The description above shows that the implementation of the strategy at UIN Maulana Malik Ibrahim Malang has been carrying out formulation policy, socialization policy, implementation, leadership, and improvement structure organization with good. Although I have not yet found the draft Management Resistance and Analysis Impact Stakeholder Interest in a way written, it is necessary To use anticipate possible challenge _ damage planning. Like the one in the challenge application curriculum learning independent from corner look student Not yet Lots done, though the student is holder interests most affected impact from application curriculum this. (Budhi et al., 2022). UIN Maulana Malik Ibrahim Malang is necessary to identify the impacts and challenges faced by stakeholders' interests so as not to feel no direction when there are policies that are not understood or even not facilitated. Following findings implementation strategy at UIN Maulana Malik Ibrahim Malang:

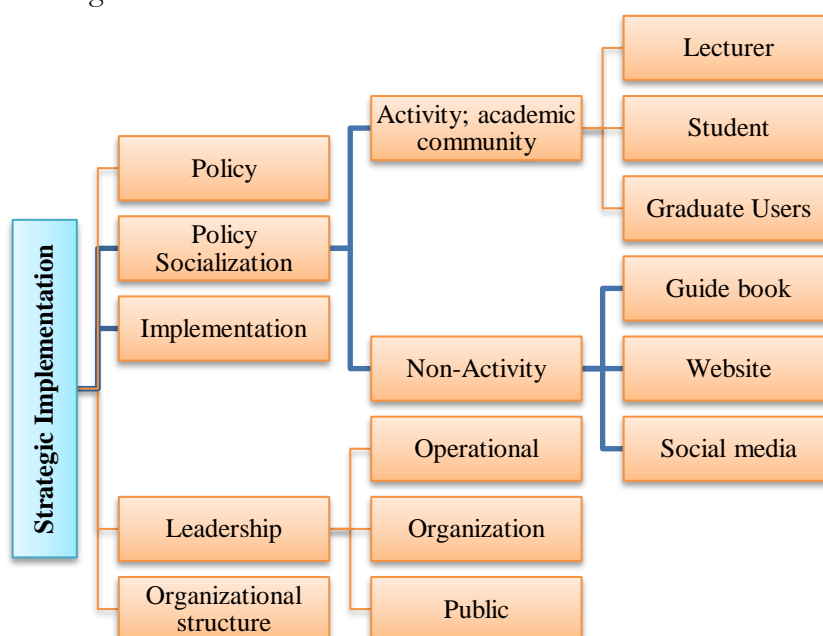


Figure 4 Implementation of Strategic

The next, Strategy Monitoring, Tools used: Framework Strategy Evaluation, *Balanced Scorecard*, *Benchmarking*. Strategy evaluation analysis that assumes internal and external conditions from several elements, as used by Putra Indonesia University YPTK Padang, experienced a big

change. With the existing change, there is a need for the formulation of new strategies for Putra Indonesia University YPTK Padang. The result of formulating strategies that use several tool analyses, like EFE Matrix, IFE Matrix, SWOT/TOWS, SPACE Matrix, IE Matrix, and QSPM. Framework Strategy evaluation at UIN Maulana Malik Ibrahim Malang was also obtained from SWOT analysis that has been done explained in the analysis situation in a matter This decision was taken by leadership so that own vision “Excellence Reputable International.” Monitoring and evaluation are also carried out to become evaluation strategic. Internal quality audits are also carried out on each study program by the Guarantee Agency Quality.

Balanced Score Card (BSC) that can be used as a method of measurement results Work College. This thing, according to (Bairizki, 2021) that Regular *Balanced scorecard* (BSC). Called with management strategy To improve, identify, and measure several internal functions of higher education and how external results from the College. UIN Maulana Malik Ibrahim Malang implemented it with satisfaction surveys (e.g., *tracer study*) and giving reprimands for students and employees who violate.

Benchmarking at UIN Maulana Malik Ibrahim Malang measurement done through activity ISO 21001 and AUNQA certification as well involvement party external through comparative studies conducted in institutions superior education in frame enhancement quality sustainable. Based on the above foundation, UIN Maulana Malik Ibrahim Malang organized activity enhancement system management ISO 21001:2018 quality through *Benchmarking* and *Diagnostic Assessment* Work, The same with PT. Decra Group Indonesia is one institution with ISO 21001:2018 certification.

Discussion results from activity *benchmarking* made reference implementation *workshops* update curriculum For ensure vision science, like This is the case in the MPI Masters, PGMI Masters, PBA Masters, PAI Masters, MPI Doctoral, and PBA Doctoral Study Programs. *in line* with the curriculum study program. Development and improvement standards through *benchmarking* in institutions reputable Superior / International. One of them is to do PkM and Research future collaboration results from both of them to be a possible output consumed by many people, good internal (like teaching materials in lectures and citations by many people). Mandatory PkM and Research made reference or study by students on each eye college already. There is a curriculum. Following is the results table findings monitoring strategies:

Table 5 Monitoring Strategic

NO	THEORY (David)	IMPLEMENTATION
1	Strategic Evaluation Framework	Monitoring and Evaluation
		Internal Quality Audit
2	<i>Balanced Score Card</i>	Satisfaction Survey
		Giving a Reprimand
3	<i>Benchmarking</i>	PkM and Research

DISCUSSION

The theory proposed by Isaac L. Kandel highlights the significance of understanding education within a country's social, economic, and political context. Kandel's comparative approach emphasizes the value of adopting international education standards to enhance a nation's education system. This perspective can be applied to the context of FIBAA accreditation, where universities can compare their educational standards with global practices to improve their educational quality. Kandel argues that understanding global standards and comparing them internationally can significantly raise the level of education in a country. In this context, FIBAA plays a crucial role in allowing institutions like UIN Maulana Malik Ibrahim Malang to align their educational practices with the best global standards, as suggested by Kandel's theory.

The four dimensions of accreditation set by LAMDIK leadership and governance, quality outputs, the learning process, and human resources directly support Kandel's viewpoint of improving education through international comparisons. LAMDIK's focus on ensuring that integrity, leadership, and resource management aligns with the global emphasis on quality leadership in educational institutions. FIBAA similarly emphasizes the importance of measurable education outcomes and relevance, with criteria focusing on goals, student reception, curriculum, and academic environment. These align with Kandel's notion of adopting international standards to measure an institution's effectiveness on a global scale.

Based on the analysis of accreditation instruments developed by the Independent Accreditation Institute for Education and the Foundation for International Business Administration Accreditation (FIBAA), this study shows that the strategic planning process at UIN Maulana Malik Ibrahim Malang has gone through several key stages, namely initial assessment, situation analysis, strategy formulation, strategy implementation, and strategy monitoring. At the initial assessment stage, the determination of the vision and mission at various levels from tertiary institutions and postgraduate programs to study programs has been carried out systematically so that it is in line with the university's main strategic design. A study by Alamy and Bajrami emphasized that a clear vision and mission are crucial foundations for uniting all strategic elements in educational institutions, thus facilitating the translation of strategy into operational policies (Alamy, 2022; Bajrami & Krstevska, 2023; Hasanudin et al., 2024).

Furthermore, the initial assessment process, as outlined by Fred R. David (2009), provides a structured approach for evaluating the vision, mission, and strategy of educational institutions. The process includes situation analysis tools like PEST, SWOT, and benchmarking, which are crucial for understanding both internal and external factors affecting an institution's performance. UIN Maulana Malik Ibrahim Malang's efforts to implement these strategies, particularly through SWOT analysis and competitor analysis, demonstrate an understanding of both internal strengths and external opportunities, such as international cooperation and global market demand for graduates with international competencies (Chalim et al., 2024; Fadha, 2024; Munawir et al., 2024). However, the institution must also address weaknesses, such as limited international cooperation and infrastructure shortcomings, which could hinder its competitive standing in the global education arena.

The situational analysis conducted using various tools such as SWOT, PEST, and competitor analysis successfully revealed internal strengths, such as highly qualified lecturers, an updated curriculum, adequate facilities, and an established tradition of research and collaboration. Research by Farrokhnia et al. and Spichak et al shows that the application of SWOT and PEST analysis can provide an in-depth understanding of the internal potential and external dynamics that affect the quality of education. However, some weaknesses need attention, including limitations in international cooperation, infrastructure that does not fully meet global standards, and internal management aspects that still need to be optimized (Farrokhnia et al., 2024; Spichak et al., n.d.). Utari et al. revealed that increasing international cooperation and adjusting infrastructure to global standards are key factors in supporting international accreditation efforts. On the external environment side, there are significant opportunities, such as the positive trend of Indonesia's education image in the global arena and support from various international aid programs, although institutions are also faced with threats in the form of increasingly tight competition and periodic changes in accreditation criteria (Utari et al., 2024). Polatov and Rusilowati et al. emphasized that optimal utilization of external opportunities can strengthen the institution's position in the global education market (Polatov, 2024; Rusilowati et al., 2023), while Fabrizio et al. stated that the ability to adapt to changes in accreditation standards is an important strategic step to maintain competitive advantage (Fabrizio et al., 2022).

Kandel's theory also ties in with the strategic formulation tools outlined by David, particularly in using Porter's Generic Strategies. Differentiation, leadership cost, and focus strategies are all applicable in the context of UIN Maulana Malik Ibrahim Malang's efforts to attain

superior accreditation. The university can stand out in a competitive market through its unique offerings (differentiation), offer high-quality education at competitive costs (leadership cost), and focus on specialized programs to meet specific market needs (focus strategy). By strategically integrating these approaches, UIN Maulana Malik Ibrahim Malang can improve its international reputation and align its programs with FIBAA's accreditation standards, further positioning itself as a leader in global education.

The monitoring of these strategies through frameworks such as the Balanced Scorecard (BSC) and benchmarking helps UIN Maulana Malik Ibrahim Malang track its progress. Satisfaction surveys and internal quality audits are methods used to ensure the effectiveness of the implemented strategies, while benchmarking with other top institutions helps refine the educational processes to meet or exceed international standards. These continuous evaluation and feedback loops are essential in ensuring that the university remains on track toward achieving its international accreditation goals and improving its global standing.

Several studies support the importance of implementing a strategic approach to improving the quality of higher education. For example, Zhang and Liang show that the implementation of an integrated evaluation system, such as the balanced scorecard, can strengthen the monitoring and evaluation process of accreditation in educational institutions. In addition, a study by Ramos et al. revealed that the use of a SWOT-based situation analysis framework combined with external analysis, such as PESTLE, significantly increased the effectiveness of educational quality management strategies (Zhang & Liang, 2023). Research by Ramos et al. that the implementation of innovative strategy models contributes to improving institutional performance through operational efficiency and resource management (Ramos et al., 2024), while Chung and Ho found that institutions that implement differentiation and cost leadership strategies have a higher competitive advantage in the global higher education market (Chung & Ho, 2021).

In line with these findings, UIN Maulana Malik Ibrahim Malang adopted Porter's generic strategy, including differentiation, cost leadership, and focus strategy to create a strong value proposition. The strategy implementation was carried out through the creation of comprehensive policies, intensive socialization to all stakeholders, and strengthening of operational and organizational leadership. The monitoring process, which includes the use of evaluation tools such as balanced scorecards, benchmarking, and internal quality audits, provides feedback for continuous adjustment and improvement of the strategy. A study by Hill et al. also emphasized the importance of continuous monitoring as part of the quality improvement cycle (Hill et al., 2020). With this integrated approach, UIN Maulana Malik Ibrahim Malang not only seeks to meet national and international accreditation standards (LAMDIK and FIBAA) but also opens up opportunities to improve its reputation on the global stage. The success of this strategy is highly dependent on the institution's ability to continue to innovate and overcome internal and external challenges through continuous adaptation.

In conclusion, by applying Kandel's comparative education theory to the strategic planning and accreditation processes of UIN Maulana Malik Ibrahim Malang, the university is well-positioned to enhance its educational quality and achieve superior international accreditation. Through continuous analysis, effective implementation of strategic tools, and constant monitoring, UIN Maulana Malik Ibrahim Malang can solidify its position as a globally recognized institution, ultimately fulfilling its vision of being a leading university with an international reputation.

CONCLUSION

UIN Maulana Malik Ibrahim Malang has implemented strategic planning very well to realize superior accreditation with an international reputation (through the application of the David F.R. model, which includes initial evaluation, situation analysis, strategy formulation, strategy implementation, and strategy monitoring, in line with the vision of "Excellence Reputable International" The findings of this study are a bombastic contribution to the development of theory and practice because they integrate analysis tools such as SWOT, PEST, and Porter's generic

strategies to produce an innovative and applicable strategic framework for higher education institutions in improving their quality and reputation on the global stage.

However, this study has limitations, especially related to the scope of data that is still limited to the available literature and documents and the lack of direct empirical testing in the field. Therefore, further research with an empirical approach and more in-depth case studies are needed to validate and refine this strategic model to provide a more comprehensive contribution to the development of higher education quality management.

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