

Leading World-Class Indonesian Islamic University: A Perspective of International Quality Assurance System

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ABSTRACT. This study aims to investigate the implementation of international quality assurance systems, AUN-QA and FIBAA, at Universitas Islam Indonesia (UII) Yogyakarta, and their impact on enhancing the institution's academic performance and global competitiveness. The research utilizes a qualitative case study approach, involving in-depth interviews with key university leaders, including the rector, vice rector, and heads of study programs. Data were analyzed using the Miles, Huberman, and Saldana interactive model, focusing on data collection, condensation, presentation, and verification. The findings reveal that the implementation of AUN-QA and FIBAA has significantly improved UII Yogyakarta's academic quality, strengthened its global partnerships, and elevated its international reputation. The integration of internal (SPMI) and external (SPME) quality policies, along with the use of the POAC (Planning, Organizing, Actuating, Controlling) model, has created a sustainable quality culture at the institution. Moreover, the adoption of these quality assurance systems has led to a notable increase in international publications, stable international student enrollment, and improved institutional governance. In conclusion, the study confirms that the adoption of AUN-QA and FIBAA is crucial for universities aiming to achieve world-class status, enhancing their competitiveness on the global stage. The research also highlights the need for further studies to explore the long-term impacts and adaptation of these systems across various universities with diverse characteristics.

Keywords: International Quality Assurance, AUN-QA, FIBAA, Higher Education, World-Class University.

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INTRODUCTION

Islamic higher Education in Indonesia (Indonesian Islamic Higher Education, IIHE) has a very important role in improving the quality of Education nationally and internationally. (Emisdep.kemenag, 2020). The existence of IIHE, which functions as a higher Education institution that prioritizes Islamic religious values, is increasingly needed in facing global competition in the Education sector (Alhbach, 2018; Stensaker, 2023). In this increasingly advanced era of globalization, higher Education in Indonesia, including IIHE, is required to be able to adapt to international Education standards to compete globally. In this context, the implementation of a strong and internationally standardized quality assurance system is one of the main aspects that IIHE must pay attention to in order to increase its competitiveness (Bjørn Stensaker; Peter Maassen,

2015; Nair, 2017). This quality assurance system is important because it can not only improve the quality of Education but also strengthen IIHE's position in the global Education arena (Stander & Herman, 2019; Zheng et al., 2017). Several challenges faced by IIHE, such as low institutional accreditation and the mismatch between graduate competencies and job market needs, show the importance of improvements in terms of Education quality and institutional management (Mohamed Hashim et al., 2022).

Although there has been much research on the quality of higher Education, especially about the implementation of quality assurance systems, there are still gaps that need to be addressed, especially in the context of Islamic higher Education in Indonesia. Existing research discusses more about the components of Education quality, such as facilities, teaching, and accreditation (Amirudin et al., 2024; Bakar et al., 2023). However, only a few specifically discuss how quality assurance systems can be implemented effectively and systematically in the context of IIHE. Several studies have shown that although the quality of facilities and teaching is important, holistic quality assurance that is integrated with all aspects of Education, including research and the relevance of graduates to the global job market, has not been discussed in sufficient depth in previous research (Nguyen, 2017). Research by (Emisdep.kemeng, 2020) Also noted that only 12.3% of state IIHEs have an A accreditation, indicating a significant gap in the quality assurance system in Indonesia (Alhbach, 2018; Efendi, 2022).

Previous studies have focused more on the quality of teaching and facilities. At the same time, very few have highlighted how IIHEs can strengthen their research capacity and how it relates to improving the quality of graduates in line with the needs of the labor market (Nguyen, 2017; Ormilla & Dupra, 2023). In the Global Competitiveness Index report (Damayanti et al., 2023; Fauzan, 2018; Hasanah et al., 2022; Mubi et al., 2024) Indonesia experienced a decline in its global competitiveness ranking, which was largely due to the low quality of human resources (Apologia et al., 2024; Sadler, 2019). This is increasingly relevant to the need to improve the quality of higher Education in Indonesia to be more competitive at the global level. (Velkoska & Nuredin, 2024). Therefore, it is imperative to conduct further research on the implementation of a quality assurance system that is appropriate to the local context of IIHEs and to understand how this system can support research development and graduate readiness in facing the needs of industry and the global market (Kartika et al., 2023).

The purpose of this study is to examine the implementation of an international quality assurance system adapted from frameworks such as AUN-QA and FIBAA in Indonesia, focusing on the Universitas Islam Indonesia (UII) Yogyakarta as a case study. UII, which has achieved an A accreditation from the Ministry of Research and Technology, has several study programs that are internationally accredited, making it a good example to explore the implementation of quality assurance systems in IIHE (Lathifah et al., 2025; Rabbani et al., 2024). This study aims to provide a new contribution in developing a more specific quality assurance framework for IIHE in Indonesia, by emphasizing the importance of a comprehensive quality system that focuses not only on teaching aspects, but also on research and the relevance of graduates to the job market. (Tanjung et al., 2022). In this context, studies by (Nur, 2020). Show that strong leadership in the implementation of quality assurance systems has a direct impact on improving academic and institutional performance. (Greere, 2022; Umar, 2019).

The main focus of this study is to examine the extent to which the implementation of international quality assurance systems in UII can improve the overall quality of Education, especially in terms of strengthening research capacity and developing graduate competencies that are relevant to the needs of the labor market. In this study, the authors argue that good quality Education depends not only on an effective curriculum, but also on strong integration between Education and research that is relevant to the needs of the industrial world.

METHOD

This study adopts a descriptive qualitative approach with a case study design to investigate the implementation of international quality assurance systems, namely AUN-QA and FIBAA, at the Islamic University of Indonesia (UII) Yogyakarta. This approach allows for an in-depth understanding of how UII implements these two quality systems in its academic and administrative processes. This study involved 9 participants, consisting of 6 university leaders, including the Rector, Vice Rector, Head and Secretary of the Quality Assurance Agency (BPM), as well as Heads of Study Programs based on AUN-QA and FIBAA, and three relevant lecturers and students. Sampling was carried out through purposive sampling and snowball sampling to ensure that the data obtained were representative and relevant (Ulfatin, 2013). Data were collected through in-depth interviews, participant observation, and documentation. This study was conducted at UII Yogyakarta for 2 months, from January to March 2024, to explore the challenges and solutions implemented by UII in implementing international quality assurance systems (Bogdan et al., 1998; C. W. Creswell, 2014).

Data analysis was conducted using thematic analysis that follows four main steps: data collection, data condensation, data display, and verification. (Matthew et al., 2014). Data triangulation was used to increase the validity and reliability of the findings by involving various data sources such as interviews, observations, and documentation. In addition, to verify the accuracy of the findings, the researcher conducted member checking by sending interview transcripts to participants. This study complies with applicable ethical standards, including providing informed consent to all participants and maintaining data confidentiality. By using this approach, this study aims to provide comprehensive insights into the implementation of the quality assurance system at UII, as well as to contribute to the development of a quality assurance implementation model in Islamic higher Education in Indonesia. (Creswell, 2018).

Table 1. Informant Description

| No | Informant Code | Position | Description |
|----|----------------|---|---|
| 1 | IN1 | Rector | Supreme leader in university management |
| 2 | IN2 | Vice Chancellor I | Leading academic and institutional |
| 3 | IN3 | Head of the Quality Assurance Agency (BPM) | Responsible for quality assurance policies |
| 4 | IN4 | Secretary of the Quality Assurance Agency (BPM) | Supporting the implementation and management of quality assurance |
| 5 | IN5 | Head of AUN-QA Study Program | Lead an AUN-QA-based study program |
| 6 | IN6 | Secretary of the AUN-QA Study Program | In charge of managing the administration of AUN-QA-based study programs |
| 7 | IN7 | Lecturer | Teaching in AUN-QA-based study programs |
| 8 | IN8 | Lecturer | Teaching in FIBAA-based study programs |
| 9 | IN9 | Student | As an active student in AUN-QA-based study programs |

RESULT AND DISCUSSION

Result

The Policy of International Standard Quality Assurance of AUN-QA and FIBAA in Developing World-Class Indonesian Islamic University

The existence of policies ensures and strengthens the management of existing work programs in each educational institution. A policy is like a foundation that can ensure the sturdiness of various supporting poles and the house's roof. In the context of international standard quality assurance policies, especially AUN-QA and FIBAA for universities, including UII Yogyakarta, it is a prerequisite as well as a condition for how solid and steady the efforts to develop the university to become a world-class Islamic university in the future. Indirectly, the dynamics of AUN-QA and FIBAA international standard quality assurance policies at the UII Yogyakarta can be described through Figure 1 as follows:

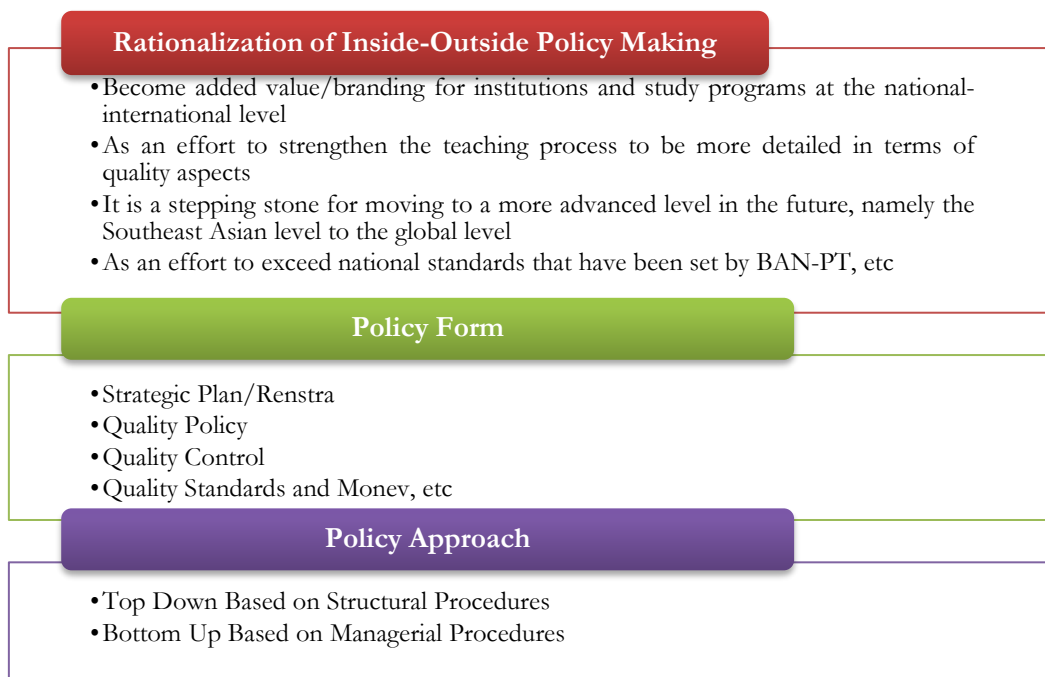


Figure 1. The Policy of International Standard Quality Assurance of AUN-QA and FIBAA at UII Yogyakarta

From above figure 1, technically, the AUN-QA and FIBAA international standard quality assurance policy in the development of World Class University at UII Yogyakarta, can be more comprehensively analyzed based on the findings of previous research as follows; first, in terms of policy making considerations in implementing international standard quality assurance which are inside-outside institutional values at the university include, among others: (1). Being a branding institution and study program at the national-international levels; (2) efforts to strengthen the teaching process to be more detailed in quality aspects; (3). It is a stepping stone for the future to move to a more advanced level, namely the Southeast Asian level, and move to the global level; and (4). Exceeding the national standards set by the National Accreditation Agency of Higher Education (BAN-PT), and so on. The analysis of policy-making considerations is in line with what is confirmed by the Head of the Quality Assurance Agency of UII Yogyakarta, as follows:

"The step of implementing international standard quality assurance at UII, through ISO certification since 2015, AUN-QA 2018-2021, and FIBAA accreditation in 2022, is a strategic policy that we must take, considering: (a). Competition in the world of Education is currently getting faster. Besides that, (b). Become an added value and branding of institutions and study programs; (c). The guarantee of the teaching process becomes more detailed in the quality aspect of international

standards; and (d). Being a stepping stone for the future can move to a more advanced level, namely from the national level, to the Southeast Asian level, then to the global level." (Results of Interview)

The data above states that UII Yogyakarta has measurable rationalizations in determining the decision-making steps that underlie the importance of AUN-QA and FIBAA for the institution's existence, both at the national and international levels. Therefore, UII Yogyakarta strongly considers all its internal and external potentials that are developing at this time, especially the importance of recognition and international partnerships.

Second, the form of international standard quality assurance policy at UII Yogyakarta integrates policies between internal quality assurance (SPMI) and external quality assurance (SPME), where internal policies include, among others: (1) Quality policy; (2) Quality control; (3) Quality standards; (4) Strategic plan; and (5) Move through monitoring program implementation and quality audits. Based on an interview with the Head of PAI Program Study of UII Yogyakarta emphasized that the integration of internal and external quality assurance policies is an absolute requirement that must be carried out by higher Education institutions, when they want to implement international standard quality assurance such as AUN-QA and FIBAA which are currently increasingly applied by universities. More depth is shown in this interview data from the Head of the PAI Program Study.

"SPMI and SPME are like two sides of a coin, which cannot be separated. Moreover, the importance of international standard quality assurance systems such as AUN-QA and FIBAA for us is the demand to get recognition at the global level. AUN-QA was previously used as a stepping stone to move from the Asian to the global level. Moreover, FIBAA is at the global level." (Results of Interview).

The data above shows that integrating internal and external quality assurance systems is like two sides of a coin that complement each other and strengthen the governance of a higher Education institution. Without an internal quality assurance system, it is almost impossible to get international accreditation. Considering that international certification and accreditation agencies such as AUN-QA and FIBAA require the existence of organizational health owned by the university. Secretary of Quality Assurance Agency of UII Yogyakarta has stated it: "And that can only be realized by the existence of SPMI through the implementation of several quality assurance tools such as quality policy, quality control, quality standards, strategic plan, monitoring and evaluation, and so on." (Results of Interview). In that context, internal quality assurance system tools are mandatory in the governance of every higher Education quality assurance system. There is no exception for UII Yogyakarta, which, of course, in terms of the needs of these devices, has its characteristics tailored to the capacity and uniqueness of its institutional structure as a local wisdom of structural organization that has been determined based on an agreement.

Third, the approach to international standard quality assurance policy at UII Yogyakarta tends to be bottom-up based on managerial procedures. In this case, policy makers are in the rectorate's authority area coordinated by the Quality Assurance Institute (BPM), with a more dynamic approach to accommodate ideas, changes, demands, and global competition. In practice, the bottom-up managerial approach at both universities provides great opportunities at the lower level to participate in creating according to their needs as part of the institution's big idea through a proposal scheme from below, represented by each representative with various scientific backgrounds, social statuses, and fields of work. There is a weakness in this approach: operationally, not all information related to international standard quality assurance is known by top managers, so control of quality policies from the center is slightly reduced.

The Stages of International Standard Quality Assurance of AUN-QA and FIBAA in a Developing World-Class Indonesian Islamic University

In the context of an international standard assurance system, the stages become strategic keys to the success of the quality assurance system itself. Given that the stages reflect a structured and systemized work pattern in such a way. In that context, the stages of International Standard Quality Assurance of AUN-QA and FIBAA in developing a world-class university at UII Yogyakarta have several key findings that are substantive, as described in Figure 2, as follows:

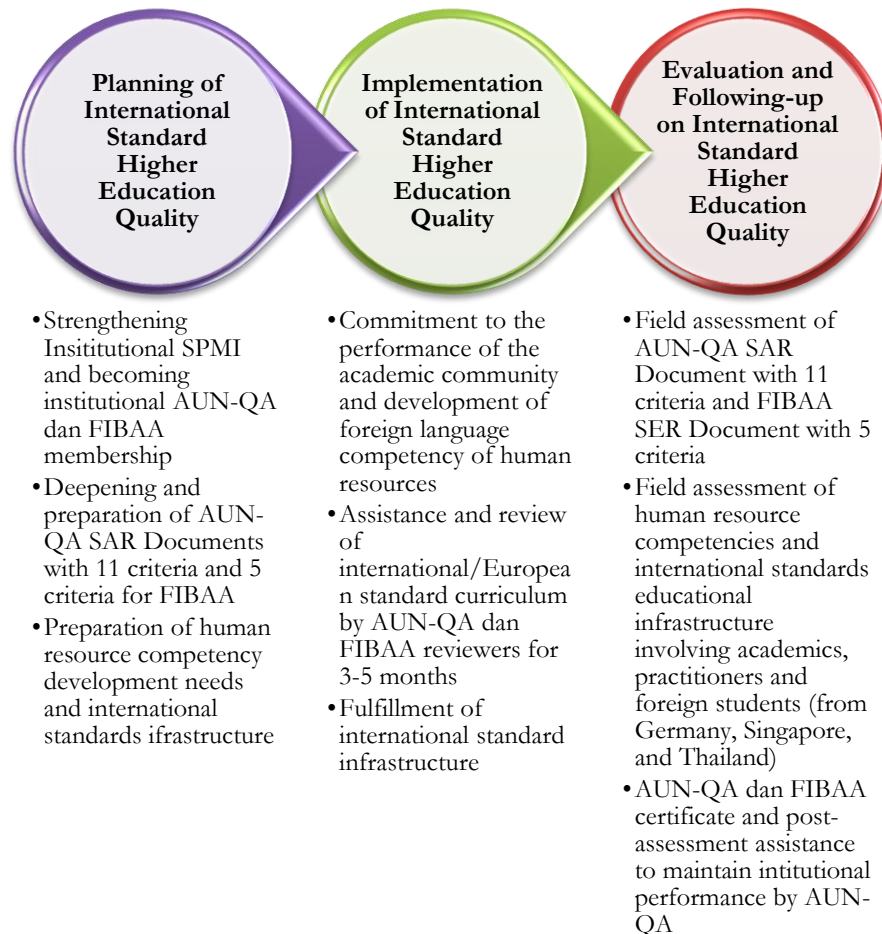


Figure 2. The Stages and Model of the International Standard Quality Assurance System of AUN-QA and FIBAA at UII Yogyakarta

From above figure 2, it can explain related some key points namely: First, the stages of international standard quality assurance include quality planning, quality implementation and evaluation and following-up of higher Education quality improvement integrating the Internal Quality Assurance System (SPMI) as well as the External Quality Assurance System (SPME) as a integrated method. More depth, the Head of Quality Assurance Agency of UII Yogyakarta explained it as follows:

“Of course, to follow the international standard quality assurance system, which is part of the SPME, such as ISO, AUN-QA, and FIBAA, we must first finalize internally what needs we must prepare to ensure that we can later undergo the process well. So here, the internal quality assurance system by the Quality Assurance Agency for institutes and study programs becomes our starting point to ensure that various quality assurance documents are available to meet the standards required in the external quality assurance system. The presence of SPMI is the initial tool that institutes and study programs use to prepare for SPME needs, including the preparation of quality policies, quality standards, curriculum documents, profile documents of teaching and Education

personnel, and so on. Moreover, the first step is to guide the understanding of ISO, AUN-QA, and FIBAA Guideline.”

The above data shows that the quality planning of international standard higher Education in developing a world-class university includes several aspects: (a). Maturation of SPMI for institutions and study programs; (b). Review the required AUN-QA and FIBAA Guidline, including its preparation in English; (c). Preparation of OBE (Outcome-Based Education) based educational tools which include aspects: curriculum, learning outcome, and semester learning plan (RPS) with international standards; and (d). Preparation of a plan for human resources needs and supporting infrastructure with international standards. The four crucial aspects of planning are entirely oriented towards efforts to meet graduates' competency standards to align with the demands and needs of the national and international market. In other words, without international standard quality assurance, universities will undoubtedly be marginalized by global competition. The Head of Quality Assurance Agency emphasizes that: "*UII Yogyakarta, with the application of AUN-QA and FIBAA, has a spirit of global competitive value which reflects commitment and maturity in world competition.*" (Results of Interview).

At the implementation stage, international standard higher education quality in developing a world-class university begins with strengthening stakeholder commitment. Commitment is needed to reinforce and motivate stakeholders to perform their best until the end. The Vice Rector I of UII Yogyakarta explained it as follows:

"Commitment is the most important thing in international standard quality assurance, such as AUN-QA and FIBAA, especially in its implementation. Because the most difficult thing is maintaining it. Well, one of the ways leaders from the rectorate level to the faculty do this is by giving awards and organizing collective work. This means that a person acts as an amplifier at every certain level. For example, to maintain the running of the quality plan in the study program, an auditor whose competence is in line with the study program is placed there." (Results of Interview).

Some important aspects of the implementation stage are: (a). Strengthening stakeholder commitment; (b). Curriculum stabilization through assistance from AUN-QA and FIBAA reviewers; (c). Fulfillment of international standard infrastructure; and (d). Development of English language competence of managers, lecturers, staff, and students to fulfill AUN-QA and FIBAA requirements. In this context, Senior Lecturer in Law Faculty of UII Yogyakarta said: "What is pursued by UII Yogyakarta, specifically in the aspect of strengthening the commitment to implement the quality of higher education as the shifted role beyond assurance that will provide certainty for the success of higher education quality assurance implemented." (Result of Interview)

The stage of evaluation and following-up of UII Yogyakarta includes: (a). Assessment of SAR (Self-Assessment Report) and SER (Self-Evaluation Report) documents; and (b). Field assessment of all evidence and assistance in improving these two aspects by the agency that oversees AUN-QA in Thailand and Singapore, and FIBAA in Germany, through their representatives in Indonesia; (c). Waiting for the assessment results in the form of AUN-QA and FIBAA certificates; and (d). Assistance from AUN-QA and FIBAA is a form of continuous improvement that maintains the quality of higher education performance.

In a further context, especially in the dimension of assessment of the FIBAA SER document from UII Yogyakarta, it has also fulfilled five criteria that emphasize the FIBAA assessment with coverage of several substantive aspects: (1) Program study objectives. This emphasizes how the university and study program have clear objectives, learning outcomes, and graduate profiles that meet national and international standards set by FIBAA; (2). The curriculum plays an important role and plays a large part in the FIBAA assessment. In this context, the study program curriculum is designed with internationality in mind, and so on. (3). In a cyclical manner at the stages implemented by UII Yogyakarta using the POAC approach model (Planning-Organizing-Actuating-Controlling) developed by George R. Kelly, also known as the improvement

development circle. This POAC model, as a whole, also emphasizes several strategic efforts, including: (1) Establishment of a university quality policy based on the strategic plan of the Waqf Board Foundation; (2). The establishment of a quality manual, quality standards, and quality objectives; (3). The process of implementing quality assurance that emphasized efforts to control the implementation of quality that has been determined; (2). Self-evaluation was oriented towards efforts to see the overall quality achievement of the unit; (3). Internal audit was oriented towards checking the level of conformity between the planned quality and its implementation; and (4). Corrective action was the final stage, which would lead to improvement efforts towards achieving the quality obtained by each unit. It was relevant as what Vice Rector I for Academic and Institutional Affairs stated: In this case, the POAC model emphasizes the importance of authority delegation, which provides more freedom and opportunity for subordinates (middle and lower management) to create and innovate in the success of the quality assurance system itself.

The Implications of the International Standard Quality Assurance System of AUN-QA and FIBAA in Developing World-Class Indonesian Islamic University

Implications are the impact caused by implementing a policy and program that is felt by an educational institution where it is carried out, whether it leads to positive or negative resistance, and material or non-material implications. In the context of implementing international standard quality assurance systems of AUN-QA and FIBAA in developing a world-class university at UII Yogyakarta, there were tremendous implications for the academic community, both institutionally and personally. Specifically, the implications of AUN-QA and FIBAA as felt by UII Yogyakarta were in line with the interview result with the Head of Quality Assurance Agency of UII Yogyakarta, who confirmed as follows:

"The impacts of AUN-QA and FIBAA certification include: The Semester learning plan (RPS) of existing courses in the study program must be measured and structured more systematically, more international publication articles, and the number of foreign students becomes more stable." (Results of Interview).

The above data shows that the implications of AUN-QA and FIBAA implementation can be analyzed in more detail: The increasing commitment and culture of quality among the academic community. UII Yogyakarta has confirmed that its commitment and quality culture have increased significantly, which was explicitly shown by the attitudes and behavior of the academic community, especially leaders and policy implementers ranging from foundation, rectorate, unit, faculty, study programs, lecturers and employees who complied with agreed quality commitments such as practicing work ethics by their fields, providing academic and non-academic services to students, and so on. While implicitly, it was shown through portfolio documents that the achievement of good performance indexes of lecturers and staff, and so on.

Second, there is increasing scientific work by lecturers and students at the national and international levels. The importance of scientific work products for lecturers and students through research activities improves personal analysis and synthesis skills and becomes a prestigious value for higher Education institutions. The Vice Rector stated, "The research conducted is expected to be an effort to strengthen knowledge production and expand the exploration of new knowledge *to benefit higher Education institutions.*" In general, UII Yogyakarta emphasized an increase in the quality of scientific work. The result of an interview with the Secretary of the Quality Assurance Agency of UII Yogyakarta confirmed it as follows:

"The scientific work of lecturers/students and the number of foreign students are in UII's quality targets, and we measure and evaluate their achievements every year. It is not always linear or as expected. However, the progress is improving, including the increasing number of scientific works by lecturers in international publications. Moreover, we give awards to continue strengthening our commitment towards global excellence." (Results of Interview).

Third, the number of international students was stable. This university, on average, experienced this condition. However, there was a decline in the 2020/2021 academic year due to the COVID-19 pandemic. However, in general, accepting the number of international students is not linear in the interest of implementing AUN-QA and FIBAA at UII Yogyakarta. Many variables affect the number of international students entering the university, including the performance of the international office as one of the leading sectors of the promotion unit of study programs that have been internationally certified and accredited. However, in the context of foreign student recruitment, the university has not fully explored the existence of AUN-QA and FIBAA as partners in promoting its university. That is why the affirmation system for international student recruitment is highly dependent on the diversity of online and offline strategies and the strength of its foreign partnerships.

Fourth, the development of international classes and an increasingly solid network of international partnerships. In that context, it can be seen that the implications of the AUN-QA and FIBAA on UII Yogyakarta were significant. Considering that after the implementation of AUN-QA and FIBAA, the university has opened many international classes as well as strengthened its existing international classes in order to ensure that the quality of Education at the international level can be realized as a whole while accelerating the achievement of wider recognition at the international level, such as the international classes of UII with universities in Malaysia, Singapore, Australia, and so on, such as through the semester credit system. The partnership of higher Education institutions on a global scale is linear with fellow universities and various global companies that can utilize the results of their higher Education research.

Table 2. Research Findings

| No | Aspects | Findings |
|----|---|--|
| 1 | International Quality Assurance System (AUN-QA and FIBAA) | Implementation of AUN-QA and FIBAA standards helped UII Yogyakarta to improve the quality of Education and gain international recognition. A bottom-up policy approach guided the process. |
| 2 | Policy Integration (Internal and External) | UII Yogyakarta integrated internal (SPMI) and external (SPME) quality assurance policies to enhance governance and meet international standards. |
| 3 | Stages of Implementation (POAC Model) | The implementation followed the POAC model (Planning, Organizing, Actuating, Controlling), ensuring thorough planning, execution, and continuous quality improvement. |
| 4 | Commitment of Stakeholders | The success of the international quality system at UII Yogyakarta is largely due to strong stakeholder commitment and involvement at all levels. |
| 5 | Scientific Work and International Collaboration | There was a significant increase in scientific publications and international student enrollment post-implementation. UII strengthened international partnerships. |
| 6 | Impact on Educational Quality and Competitiveness | The university's performance improved, with a 15% increase in international scientific publications and a rise in global competitiveness, as reflected in the university's national ranking. |
| 7 | Curriculum and Teaching Improvement | A focus on improving Outcome-Based Education (OBE) and aligning the curriculum with international standards helped in the quality assurance process. |
| 8 | Evaluation and Monitoring | Continuous evaluation through self-assessment reports (SAR) and external audits from AUN-QA and FIBAA |

ensured the sustained quality of education at UII Yogyakarta.

Source: Data Collection 2025

DISCUSSION

The Policy of International Standard Quality Assurance of AUN-QA and FIBAA in Developing World-Class Indonesian Islamic University

In the era of globalization, the competition within the higher Education sector is becoming increasingly intense, compelling universities to not only raise their academic standards but also ensure that their educational offerings align with international benchmarks. As a result, universities worldwide are under pressure to develop robust academic quality standards that will enable them to compete effectively on a global stage. According to (Fuadi et al., 2021) The implementation of international quality assurance systems, particularly those based on frameworks like AUN-QA and FIBAA, has become essential for maintaining relevance in an increasingly globalized Education market. These systems are designed to ensure that educational institutions meet rigorous standards of quality, fostering continuous improvement and academic excellence.

In the case of UII Yogyakarta, this approach has been crucial in pushing the institution towards its goal of becoming a world-class university. (Beerkens, 2018). By adopting such international frameworks, UII Yogyakarta positions itself as a competitive player in the global higher Education landscape. This aligns with the perspective offered by (Beerkens, 2018). Who argues that the right quality assurance policy can effectively accelerate the achievement of an institution's goals, moving them closer to becoming a world leader in higher Education. Similarly (Schmidt, 2017) Refers to the integrated nature of quality tools such as AUN-QA and FIBAA, where each component supports and reinforces the other, creating a comprehensive and cohesive quality assurance system that is more than the sum of its parts.

From the findings derived through in-depth interviews with six university leaders using purposive and snowball sampling methods, several critical stages were identified as pivotal in realizing the university's aspirations to win in the global competition for educational excellence. The evidence from these interviews indicates that the formulation of policies is the foundational step required to achieve these ambitious objectives. (Salmi & D'addio, 2021) Highlight, policies serve as the fundamental framework upon which the entire structure of quality assurance is built. They function much like the foundation of a house, ensuring that the supporting pillars representing the various academic and administrative functions of the institution remain strong and aligned. In this sense, the implementation of quality standards is not an isolated effort but a coordinated and strategic action aimed at achieving specific institutional goals. These policies are not only essential for establishing a pathway to global recognition but also for fostering a culture of continuous improvement within the institution. (Pina Stranger Et Al., 2023).

In operational terms, the policy-making process at UII Yogyakarta incorporates both internal (SPMI) and external (SPME) quality assurance policies, reflecting a sophisticated and integrated approach to educational governance. The integration of these internal and external policies can be likened to two sides of the same coin, each side supporting and reinforcing the other in ensuring that the institution adheres to internationally recognized standards. This dual approach strengthens the governance framework of UII Yogyakarta by establishing clear guidelines for quality assurance while maintaining flexibility to adapt to changing global educational demands. Furthermore, the bottom-up approach to policy development, as outlined by Pina Stranger Et Al. Ensures that policies are not imposed top-down but are instead shaped by the needs and contributions of all stakeholders within the university. This inclusive approach not only enhances the relevance and effectiveness of the policies but also fosters a sense of ownership and accountability among faculty, staff, and students. The participation of all parties in the policy-

making process enhances the overall quality of the institution. It empowers its members to take an active role in the achievement of its global objectives (Beerrens, 2018).

Moreover, the emphasis on a bottom-up approach in the development of Education policies underscores the importance of empirical data in driving decision-making processes. By grounding educational policies in evidence-based practices, universities are more likely to achieve optimal results and improve their overall performance in line with the Theory of evidence-based policy. (Beerrens, 2018). This critical alignment between data-driven policy development and educational outcomes helps ensure that the university's goals are not only ambitious but also grounded in practical, actionable strategies that lead to measurable improvements in academic quality. Ultimately, the integration of internal and external policies, supported by a collaborative and evidence-based policy-making process, provides a solid foundation for UII Yogyakarta's continued success in becoming a world-class institution. (Tanjung Et Al., 2022).

The Stages of International Standard Quality Assurance of AUN-QA and FIBAA in a Developing World-Class Indonesian Islamic University.

Following the establishment of relevant policies, the implementation stage becomes a strategic key to the success of the international standard quality assurance system at UII Yogyakarta. The university applies the POAC (Planning, Organizing, Actuating, Controlling) model as a comprehensive framework to manage quality improvement systematically. In the planning phase, UII conducts thorough assessments to identify areas for improvement, such as enhancing the quality of teaching and upgrading campus facilities. This includes setting clear objectives, developing action plans, and allocating resources to ensure readiness for accreditation standards. (Narindro Et Al., 2020).

During the organizing phase, middle and lower management actively design and coordinate quality assurance activities. For instance, department heads and quality assurance officers collaborate to develop procedures and guidelines tailored to academic programs, fostering effective communication and responsibility sharing across units. The actuating phase involves executing planned activities, where delegated authority enables staff at various levels to innovate and respond flexibly to challenges. (Syarifah & Sirojuddin, 2024). Examples include faculty members adopting new teaching methodologies aligned with international benchmarks and administrative units improving service delivery processes. Finally, in the controlling phase, UII implements continuous monitoring and evaluation mechanisms, such as regular internal audits and feedback systems, to ensure that quality standards are maintained and any deviations are promptly addressed. This cyclical process supports ongoing refinement of the quality assurance system and strengthens UII's commitment to becoming a world-class Islamic university. (Maduretno & Fajri, 2019).

Interpretation of the Research findings shows that the Success of the Implementation of Aun-Qa and Fibaa highly depends on university leaders' commitment and all academic elements' involvement in implementing the Established Quality Standards. This Is Evidenced By A 15% Increase In The Number Of International Scientific Publications Within Three Years After The Policy Implementation. (Arjianto, 2012; Damian Et Al., 2016). Additionally, the number of international students remained stable with a slight increase of 8%, which indicated the strength of the university's international appeal and partnership networks with global universities and industries. (Kristensen, 2019).

Furthermore, The Existence Of International Standards Encouraged Universities To improve the quality of lecturers, Outcome-Based Education (OBE), And Outcome-Based Curriculum, Supported By An Increase In The University's Ranking From 150th to 120th nationally within two years. (Muslimin & Kartiko, 2021). The Importance Of The Planning Stage In This Quality Assurance System Is Critical As It Significantly Influences The Institution's Quality Excellence, Contributing To Continuous Improvement Efforts (Manarbek & Kondybayeva, 2024).

At the implementation stage, international standards of higher Education quality in developing a world-class university at UII Yogyakarta begin with strengthening stakeholder

commitment. Commitment is needed to provide reinforcement and motivation so that stakeholders can give their best performance until the end. (Arum et al., 2024; C. Kurniawan et al., 2023; S. Kurniawan et al., 2024). For the assessment of the AUN-QA SAR document, the university has fulfilled 11 criteria, which are the emphasis of the assessment as summarized in the 2015 AUN-QA text, which includes, among others: expected learning outcome, program specification, program structure content, quality enhancement, and so on. (ASEAN University Networks-Quality Assurance, 2015). Overall, UII Yogyakarta has fulfilled these components well. So, after students graduate, they must have good skills and personality skills to compete in the global market. (Ivanova et al., 2022).

The Implications of the International Standard Quality Assurance System of AUN-QA and FIBAA in Developing World-Class Indonesian Islamic University

The findings of this study at UII Yogyakarta are highly relevant to the broader body of research examining the impact of international standard quality assurance systems, particularly those based on AUN-QA and FIBAA, on the overall performance of higher Education institutions. (Sadler, 2019) Emphasized the critical role these systems play in improving university performance across the globe, particularly for top-tier universities striving to enhance their academic standards and global recognition. By integrating both internal and external quality assurance mechanisms, universities can better align themselves with international standards, ultimately fostering improvements in academic outcomes, institutional governance, and public image. Similarly, (Paor, 2018) Suggested that the implementation of such professional accreditation systems promotes a comprehensive quality improvement cycle, offering institutions an opportunity to refine their academic processes continually. The adoption of these quality assurance systems has been particularly effective in European institutions, which have leveraged these frameworks to increase operational effectiveness and global competitiveness. (Vorobyova Et Al., 2022).

Building on this, the study confirms that the adoption of these international quality assurance frameworks at UII Yogyakarta has contributed significantly to enhancing both the institution's academic performance and its overall quality. As evidenced by the growing number of international partnerships, higher rankings, and improved academic standards, UII Yogyakarta has positioned itself as a competitive player in the global Education landscape. (Dakovic & Gover, 2019) The successful implementation of these systems has allowed the university to not only meet international standards but to continuously evolve by embedding a culture of excellence within its organizational structure. Moreover, this research highlights the importance of having a well-defined, comprehensive strategy for universities seeking world-class status. Developing and executing such a strategy requires a structured, holistic approach that integrates both AUN-QA and FIBAA accreditation requirements at all levels of the institution. This contributes to a continuous process of academic improvement and organizational development. (Utari Et Al., 2024).

It is also critical to acknowledge that the successful implementation of a quality assurance system, such as AUN-QA and FIBAA, has both material and non-material effects on the institution. Material impacts include tangible outcomes such as increased research output, higher rankings, and greater international visibility, all of which contribute to a university's academic and financial sustainability. On the other hand, non-material impacts such as enhanced institutional reputation, strengthened governance practices, and improved public perception are equally important in fostering long-term growth and sustainability. (Merrill, 2019). The implementation of quality assurance policies creates an environment conducive to human resource development, better teaching practices, and a more dynamic approach to curriculum development. Thus, it can be argued that the integrated strategy based on AUN-QA and FIBAA serves as an essential tool for universities aiming to achieve a world-class status, not only by enhancing their academic capabilities but also by ensuring their ongoing relevance and responsiveness in a rapidly evolving

global educational environment (Amrozi Et Al., 2024; Junaidah Et Al., 2025; Rekan & Mokhtar, 2025).

Looking ahead, this study also calls for further research to explore how the policies and strategies implemented by UII Yogyakarta can be adapted and applied in other universities with different institutional characteristics, contexts, and challenges. While UII Yogyakarta has successfully navigated the implementation of international quality assurance systems, other universities in Indonesia and beyond may face unique barriers or opportunities in adapting these frameworks. Future studies should examine how universities with varying resources and organizational structures can tailor the AUN-QA and FIBAA standards to meet their specific needs while still ensuring the maintenance of high academic and operational standards. (Sziegat, 2021). This research is in line with the perspective offered by Dakovic & Gover, who argued that the implementation of quality assurance systems has a profound and far-reaching impact on the performance, reputation, and public appeal of educational institutions. By considering the broader implications of these findings, universities can create strategies that not only achieve international recognition but also establish a sustainable model for continuous improvement and excellence. (Sibawaihi Et Al., 2024).

Table 3. Research Analysis And Contribution

| No | Finding Aspect | Theoretical Analysis | Novelty |
|----|--|---|--|
| 1 | Globalization and Competition in Higher Education | According to Fuadi et al. (2021), competition among universities has increased in the era of globalization, forcing universities to develop academic quality standards to compete internationally. | This study shows how UII Yogyakarta successfully implemented international quality assurance systems (AUN-QA and FIBAA) to enhance its global competitiveness. |
| 2 | Implementation of International Quality Assurance Systems (AUN-QA and FIBAA) | Based on research by Sadler (2019) and Paor (2018), the application of international quality systems has a significant impact on improving university performance through professional accreditation. | This study confirms that UII Yogyakarta effectively implemented international quality assurance systems, which not only improved educational quality but also global competitiveness. |
| 3 | Integration of SPMI and SPME Policies | Pina Stranger et al. (2023) emphasize the importance of a bottom-up approach in the development of Education policies based on empirical data to achieve optimal results. | This study introduces how UII Yogyakarta effectively integrated internal (SPMI) and external (SPME) policies through a bottom-up approach to improve quality policy implementation. |
| 4 | Impact of Quality Policies on Institutional Performance | As stated by Beerken (2018), the right policy in educational quality will accelerate the achievement of university goals and targets more tangibly. | This study highlights the material and non-material impacts of implementing international quality assurance policies, including the improvement of research outcomes, institutional reputation, and public appeal. |
| 5 | Sustainable Improvement Cycle | Schmidt (2017) shows that integrated quality tools, such as AUN-QA and FIBAA, | This study reveals how UII Yogyakarta continuously improves quality through the implementation of integrated |

| | | | |
|---|---|--|--|
| | | mutually strengthen each other to enhance overall quality. | systems, and how this strengthens its ability to compete globally. |
| 6 | Link Between International Standards and University Performance Improvement | This research concludes that the implementation of international quality assurance systems significantly contributes to improving academic performance and overall university quality. | This finding demonstrates the significant contribution of applying international standards to improving UII Yogyakarta's performance and reputation as a world-class university. |

Source: Data Collection 2025

CONCLUSION

This study reveals shocking findings on how the implementation of international quality assurance systems, AUN-QA and FIBAA, at UII Yogyakarta has transformed the face of higher Education in Indonesia, propelling the institution toward world-class university status. The key findings demonstrate that the implementation of these systems has not only significantly enhanced academic performance but also strengthened UII Yogyakarta's global competitiveness by improving the quality of international publications, establishing stronger international networks, and enhancing the institution's overall reputation. By integrating internal and external policies that reinforce each other, UII Yogyakarta has successfully created a sustainable quality culture, making it a model for other higher Education institutions in Indonesia and worldwide. The POAC model applied in the institution has proven effective in formulating strategic and accountable quality policies, bringing about significant operational and managerial changes.

However, this study also has limitations, particularly in terms of the lack of broader comparative data with other Islamic universities, which could provide a more comprehensive understanding of the implementation of AUN-QA and FIBAA in the context of higher Education in Indonesia and globally. Moving forward, this study recommends conducting further research that compares the implementation of international quality assurance systems in various universities with different characteristics, including institution size, available resources, and local challenges. Future research should also investigate the long-term effects of these systems, particularly on graduate readiness for the global job market and the contribution of research to the advancement of science at the international level.

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