

## SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

# Faculty Policy Management in Improving Accreditation: A Study of Three Leading Study Programs at IAIN Ternate

Annisah Naela Pake<sup>1</sup>, Minggusta Juliadarma<sup>2</sup>, Ramli Yusuf<sup>3</sup>

<sup>1,2,3</sup> Faculty of Tarbiyah and Teacher Training, IAIN Ternate, North Maluku, Indonesia.

Email: [aniisahpake@gmail.com](mailto:aniisahpake@gmail.com)<sup>1</sup>, [minggustajuliadarma@iain-ternate.ac.id](mailto:minggustajuliadarma@iain-ternate.ac.id)<sup>2</sup>, [ramliyusuf@iain-ternate.ac.id](mailto:ramliyusuf@iain-ternate.ac.id)<sup>3</sup>

## ARTICLE HISTORY

**Received:** December 12, 2025

**Revised:** March 01, 2026

**Accepted:** May 23, 2026

## ABSTRACT

Study program accreditation is a key indicator of higher education quality and requires systematic and sustainable policy management. This study aims to analyze the policy management of the Faculty of Islamic Education and Teacher Training (FTIK) of IAIN Ternate to improve the accreditation of superior study programs. The study used a light mixed methods approach with data collection techniques in the form of accreditation document studies, in-depth interviews with faculty leaders and study program heads, and strengthening descriptive quantitative data related to accreditation. The results show that planned, collaborative, and quality-oriented faculty policies play a significant role in improving the accreditation status of the Islamic Education Management Study Program, Islamic Religious Education, and Madrasah Ibtidaiyah Teacher Education programs. These policies are implemented through intensive mentoring, strengthening the culture of quality, and integrating Islamic education management values. This study confirms that the faculty is a strategic actor in the quality assurance system and accreditation improvement in Islamic higher education.

**Keywords:** Policy Management, Study Program Accreditation, IAIN Ternate.

## I. Introduction

Study program accreditation is a key indicator of higher education quality, reflecting the quality of academic and institutional governance. Accreditation serves not only as an external evaluation instrument but also as public legitimacy for an institution's performance in ensuring sustainable educational quality (Ahsan & Aimah, 2025). In the context of Islamic higher education institutions, accreditation has a strategic dimension because it is directly related to public trust and institutional competitiveness. Improving study program accreditation requires focused, systematic, and integrated policy management. Study programs, as academic units, cannot operate independently but are highly dependent on faculty policies at the managerial level with strategic authority in resource management, academic development, and internal quality control. (Sahib, 2024). Faculty policy management encompasses the planning, implementation, and evaluation of policies aimed at achieving quality standards, including accreditation. Faculty policies serve as strategic instruments for building a culture of quality, strengthening coordination between units, and ensuring the

consistent achievement of institutional targets. From an Islamic educational management perspective, faculty policies are not merely administrative but also normative and ethical (Romlah et al., 2024). Islamic values such as trustworthiness, professionalism, deliberation, and responsibility form the basis of decision-making, ensuring that accreditation improvement does not stop at document fulfillment but also impacts substantive academic quality. (Mantara et al., 2022)

IAIN Ternate, a state Islamic religious university, has 19 study programs spread across several faculties. This number demonstrates the complexity of quality management, which requires effective and adaptive faculty policies. In this context, accreditation is a strategic institutional agenda that requires strong leadership and policy management at the faculty level to be effective. The Faculty of Islamic Education and Teacher Training (FTIK) is one of the faculties with the largest number of study programs at IAIN Ternate, with eight programs. In the 2024–2025 period, of the five FTIK study programs that applied for reaccreditation, three received superior accreditation status and two achieved excellent accreditation. This achievement demonstrates a significant improvement in quality at the faculty level of the university. (Wigiyantini et al., 2025)

Furthermore, of the 19 study programs at IAIN Ternate, only three programs had superior accreditation status by 2025, all of which were within the Faculty of Information and Communication Technology (FTIK): Islamic Education Management (MPI), Islamic Religious Education (PAI), and Elementary Madrasah Teacher Education (PGMI). This is a significant development, considering that previously, all study programs at FTIK had only good accreditation status. This change in accreditation status indicates a transformation in faculty policy management, which directly impacts study program performance. FTIK's success in producing three superior study programs demonstrates that faculty policies play a strategic role in guiding the process of planned and sustainable quality improvement (Dr. H.A & Drs. Nasihudin, 2019).

However, scientific studies specifically analyzing the role of faculty policy management in improving accreditation are still relatively few. Most previous research has focused on technical accreditation strategies at the study program level, resulting in a lack of in-depth studies of the faculty's role as a strategic policy actor. Based on this situation, this study focuses on the faculty's policy management patterns to improve study program accreditation. The primary focus of this study is how faculty policies are formulated, implemented, and evaluated to support the achievement of superior accreditation. In line with this focus, the research problem is how the Faculty of Tarbiyah and Teacher Training (IAIN Ternate) manages policy to improve study program accreditation, and what factors support and hinder the implementation of these policies.

This study aimed to analyze faculty policy management in improving accreditation in three superior study programs at the Faculty of Information and Communication Technology (FTIK) IAIN Ternate and identify supporting and inhibiting factors in the policy implementation process. This objective was designed to directly address the research problem. Therefore, this research is limited to a study of the Faculty of Tarbiyah and Teacher Training (IAIN Ternate)'s policy management for three superior study programs: MPI (Islamic Education), PAI (Islamic Religious Education), and PGMI (Middle School Teacher Training). This limitation was set so that the analysis would be more focused, in-depth, and able to produce findings that have theoretical and practical contributions to the management development of Islamic education men.

## II. Literature Review and Hypothesis Development

Higher education management is the process of systematically managing academic and institutional resources to achieve an institution's quality and competitiveness goals. In the context of higher education, management is not merely administrative; it encompasses strategic planning, leadership, quality control, and ongoing evaluation of academic performance. (Salam et al., 2023). Educational policy management is understood as a series of processes for formulating, implementing, and evaluating policies that serve as operational guidelines for subordinate units in educational organizations. Policies serve as strategic

instruments that direct organizational behavior, including faculties and study programs, to meet quality standards and accreditation requirements. Faculties play a strategic role within the structure of higher education institutions because they serve as a link between institutional policies and academic implementation at the study program level (Lesnawati, 2025). Faculties not only translate policies but also coordinate, control, and consistently evaluate the implementation of the quality standards. From an Islamic educational management perspective, faculty policies must be based on normative Islamic values such as trustworthiness, professionalism, deliberation, and responsibility. These values strengthen the legitimacy of policies while building a culture of quality oriented toward sustainability and the greater good. (Wigiyantini et al., 2025)

Study program accreditation is an external quality assessment mechanism that measures academic performance, governance, and the effectiveness of internal quality assurance systems. The success of accreditation is determined not only by the readiness of study program documents but also by policy and management support at the faculty level (Irma & Suparto, 2025). Bahran et al. (2021) confirm that leadership and managerial policies at the middle level of higher education significantly influence improving academic quality and accreditation. This study shows that faculty units play a crucial role in integrating institutional policies with academic practices at the program level. This finding is relevant to this study, which positions faculty as strategic policy actors in improving accreditation processes.

Another study by Wigiyantini et al. (2025) revealed that the success of study program reaccreditation is significantly influenced by faculty policies in strengthening internal quality assurance systems, cross-unit coordination, and intensive mentoring for study programs. However, this research still focuses on the technical aspects of quality assurance and has not yet thoroughly examined faculty policy management patterns as a strategic framework for quality assurance. Furthermore, research (Surbakti, 2024) in the context of Islamic religious higher education institutions shows that policies based on Islamic values, consistently implemented at the faculty level, can improve academic performance and program governance. However, this study focuses more on institutional leadership than on the dynamics of faculty policies specifically related to accreditation improvement.

Based on these three studies, it can be concluded that policy management and leadership are closely linked to quality improvement and accreditation. However, a research gap remains regarding how faculty policy management patterns are designed and implemented to drive the transformation of study program accreditation status within a single faculty in Indonesia. This study addresses this gap by focusing on the policy management of the Faculty of Tarbiyah and Teacher Training at IAIN Ternate to improve the accreditation of three leading study programs. Unlike previous research, this study positions the faculty as the primary unit of analysis rather than merely a technical supporter of study programs. Thus, this literature review confirms the research's position as a new contribution to the study of Islamic education management, particularly in understanding the strategic role of faculty policies in improving the accreditation of study programs in Islamic religious universities.

### III. Research Method

This study employed a mixed-methods approach with an exploratory sequential design, combining qualitative and quantitative data to a limited extent. This approach was used to gain an in-depth understanding of faculty policy management while simultaneously strengthening the findings with quantitative data (Pipit Novita, 2025). The first phase employed a descriptive qualitative approach and a case study design. The research was conducted at the Faculty of Islamic Education and Teacher Training (FTIK) at IAIN Ternate, focusing on three highly accredited study programs: Islamic Education Management (MPI), Islamic Religious Education (PAI), and Madrasah Ibtidaiyah Teacher Education (PGMI). The subjects included

faculty leaders, study program heads, and the quality assurance team directly involved in the formulation and implementation of accreditation policies.

Qualitative data were collected through in-depth interviews, documentation studies (faculty policies, accreditation documents, and quality reports), and limited observations. The data were analyzed using thematic analysis techniques through the stages of data reduction, presentation, and conclusion drawing. The second phase employed a descriptive quantitative approach to support the data analysis. Quantitative data were obtained from study program accreditation scores and rankings, internal evaluation results, and a summary of quality performance indicators before and after the implementation of the faculty policy. A simple quantitative analysis was conducted using descriptive statistics to support the qualitative findings. Data validity was ensured through the triangulation of sources and techniques, while qualitative and quantitative data were integrated during the interpretation stage to generate comprehensive and contextual conclusions.

## IV. Result and Discussion

### 4.1. Analysis Result

The results of this study are presented based on two primary data sources: qualitative data obtained through interviews, documentation, and observation, and descriptive quantitative data derived from accreditation documents and the results of internal quality evaluations. The results focus on the faculty's policy management patterns, supporting and inhibiting factors, and the impact of policies on study program accreditation achievements.

Interviews with the Dean of the Faculty of Computer Science and Technology (FTIK) indicate that improving study program accreditation is a strategic agenda for the faculty. The Dean emphasized that the faculty has consciously shifted its accreditation management approach from an administrative one to one based on quality policy management. The faculty no longer waits for study programs to act independently but takes an active role in directing, coordinating, and overseeing the entire accreditation improvement process. According to the Dean, faculty policies focus on strengthening academic planning, consistently implementing the internal quality assurance system, and increasing human resource capacity. The faculty sets accreditation targets in stages and realistically, accompanied by intensive mentoring of study programs. This approach is considered effective in building collective awareness that accreditation is a shared responsibility, not solely the task of a team of academic staff members. The Dean also emphasized that the achievements of the three leading study programs at FTIK are the result of the commitment of faculty leadership and collaborative work between units. Despite resource limitations, faculty policies are directed toward optimizing internal potential and strengthening a sustainable culture of quality. The Vice Dean I of the Faculty of Computer Science and Technology (FTIK) explained that the faculty's accreditation improvement policies focus on academic aspects, particularly the curriculum, learning processes, and lecturer performance. The faculty actively encourages study programs to align their curricula with accreditation standards and national higher education policies and ensures the implementation of learning based on graduate learning outcomes.

According to the Vice Dean I, the faculty is also strengthening its academic monitoring and evaluation system through regular evaluation meetings and reporting on study program performance. This policy aims to detect weaknesses early that could impact accreditation achievement so that improvements can be made immediately. He added that one of the main challenges is maintaining consistent policy implementation amidst the dynamic lecturer workload. However, the support of faculty leadership and increased lecturer understanding of the importance of accreditation are considered to have minimized these obstacles to some extent. The Head of the Islamic Education Management (MPI) Study Program stated that the MPI study program's success in achieving superior accreditation is inseparable from the proactive and targeted role of the faculty's policies. The faculty provided intensive support from the self-evaluation stage to the preparation

and finalization of accreditation documents. According to the Head of the Islamic Religious Education (MPI) Study Program, faculty policies help study programs to objectively identify their strengths and weaknesses. The faculty also plays a role in facilitating strategic program needs, such as strengthening the Tridharma (Three Pillars) documents and improving the governance. This approach allows study programs to be more focused and structured to meet accreditation standards. He believes that faculty policies are not merely instructional but collaborative, encouraging the active involvement of lecturers and educational staff in the quality improvement process. This has a positive impact on the study programs' readiness for accreditation assessments.

The Head of the Islamic Religious Education (PAI) Study Program stated that the faculty policies provide a clear direction in the accreditation improvement process. The faculty consistently coordinates and supervises to ensure that study programs have structured guidelines for preparing all accreditation components. According to the Head of the PAI Study Program, faculty policies are very helpful in building synergy between study programs, particularly in sharing good practices and experiences during the accreditation process, as follows: The faculty also encourages improved lecturer performance in education, research, and community service as part of its strategy for quality improvement. He added that despite administrative obstacles and time constraints, faculty policy support made study programs more prepared and confident in facing the assessment process, which ultimately contributed to achieving superior accreditation status. Based on the overall research findings, it can be identified that the main supporting factors for implementing faculty policy management in improving accreditation include the commitment of faculty leadership, intensive and structured mentoring patterns, collaboration between units and study programs, and increased lecturer awareness of the importance of a culture of quality. However, the inhibiting factors still faced include limited human resources, high administrative burdens on lecturers, and time constraints in meeting the accreditation standards. Nevertheless, the faculty's adaptive, collaborative, and quality-oriented policies have proven effective in minimizing these obstacles and still resulting in superior accreditation achievements for the MPI, PAI, and PGMI study programs at the Faculty of Communication and Informatics (FTIK) IAIN Ternate.

#### 4.2. Research Results Based on Quantitative Data

Descriptive quantitative data show an increase in study program accreditation achievements within the Faculty of Computer Science and Technology (FTIK) at IAIN Ternate during the 2024–2025 period. Of the five study programs applying for reaccreditation, three received excellent ratings and two received excellent ratings. This achievement demonstrates a positive trend in quality improvement compared to the previous period. Institutionally, of the 19 study programs at IAIN Ternate, only three have excellent accreditation status, all of which are within the FTIK: MPI, PAI, and PGMI. This data reinforces the qualitative finding that FTIK faculty policies significantly contribute to achieving excellent accreditation, compared to other faculties. The results of the internal quality evaluation documentation also show an increase in scores on several key accreditation indicators, such as governance, human resources, and the implementation of the Tri Dharma Higher Education. This improvement in indicators occurred after implementing more focused and coordinated faculty policies to support accreditation preparation. The integration of qualitative and quantitative data shows that the success of accreditation improvement is determined not only by numerical achievements and rankings but also by a consistent, collaborative, and quality-oriented faculty policy management process. Thus, this study confirms that faculty policy management plays a central role in improving study program accreditation at the Faculty of Computer Science and Technology (FTIK) at the IAIN Ternate.

#### 4.3. Discussion



The interview results indicate that the policy management of the Faculty of Tarbiyah and Teacher Training at IAIN Ternate plays a strategic role in improving study program accreditation. This finding aligns with educational management theory, which positions policy as the primary instrument for directing organizational behavior toward achieving quality goals. Planned, coordinated, and sustainable faculty policies have been shown to drive study programs to systematically improve accreditation performance (Setiawan et al., 2024). The Dean of the Faculty of Information and Communication Technology (FTIK)'s perspective, which places accreditation as a strategic agenda for the faculty, reinforces the theory of strategic planning in educational management, which emphasizes the importance of a shared vision and leadership commitment. This aligns with the findings of Suryadi and Tilaar, who stated that leadership and policies at the middle level of higher education significantly influence quality improvement and accreditation. In the context of FTIK, faculty leadership serves as a driving force for change in the quality culture.

The findings regarding the faculty's active role in mentoring study programs support the theory of management functions, particularly the organizing and controlling functions of management. Faculty policies are not limited to the regulatory level but are implemented through intensive coordination mechanisms and continuous monitoring. This aligns with Wibowo et al.'s research, which emphasizes that mentoring and strengthening the internal quality assurance system are key factors in the success of study program reaccreditation. Interviews with the Vice Dean I of the Faculty of Computer Science and Mathematics and Natural Sciences (FTIK), which emphasized strengthening academic aspects, indicate that faculty policies are directed at the substance of quality, not simply fulfilling paperwork. This finding is relevant to the concept of quality assurance in higher education, which emphasizes the alignment between the curriculum, learning process, and graduate learning outcomes. Thus, faculty policies safeguard consistent academic quality. From an Islamic educational management perspective, FTIK faculty policies reflect the implementation of the values of trust and collective responsibility. This is evident in the efforts to build collaboration between units and the active involvement of lecturers in the accreditation process. These findings support the research of Rahman and Fauzi, which states that policies based on Islamic values can strengthen governance and academic performance in Islamic religious higher education institutions. (Rahman, 2025)

The experience of the Heads of the MPI and PAI Study Programs demonstrates that faculty policies function as facilitators and strategic directors for study programs. This collaborative approach aligns with the participatory leadership theory, which emphasizes the importance of involving all stakeholders in the decision-making process. Faculty policies, which are not merely instructional, have been shown to increase a sense of ownership and responsibility for quality in study programs. Findings related to supporting factors, such as leadership commitment and increased faculty understanding of accreditation standards, reinforce the quality culture theory, which states that successful quality improvement is largely determined by the internalization of quality values at the organizational level. Conversely, inhibiting factors, such as limited resources and administrative burdens, indicate that faculty policies still need to be balanced with adaptive resource management. Empirically, the Faculty of Information and Communication Technology (FTIK) produced three outstanding study programs out of 19. This emphasizes the role of faculty policies as key variables in accreditation improvement. This finding expands on previous research, which generally focused on the study program level, by demonstrating that the faculty is a strategic actor in coordinating and integrating quality improvement efforts at the university level. (Hakim & Alfiyatin, 2025). Thus, this discussion confirms that effective faculty policy management, grounded in Islamic educational values and supported by strong leadership and collaboration, can drive the transformation of study program accreditation status. These findings provide a theoretical contribution by strengthening the faculty's position within the framework of higher education quality management, while also providing practical implications for accreditation management in Islamic universities.

## V. Conclusion

This study concludes that the policy management of the Faculty of Islamic Education and Teacher Training (IAIN Ternate) plays a strategic role in improving the study program accreditation. Well-planned, coordinated, and quality-oriented faculty policies have proven effective in driving the transformation of study program performance from good to excellent quality. The results indicate that faculty policies function not only as administrative regulations but also as managerial instruments that foster a culture of quality assurance. The active role of faculty leadership in mentoring, coordination, and quality control is a key factor in the successful accreditation improvement of the Islamic Education Management, Islamic Religious Education, and Madrasah Ibtidaiyah Teacher Education Study Programs. The research findings also indicate that integrating Islamic education management values, such as trustworthiness, professionalism, and collaboration, strengthens the effectiveness of faculty policy implementation. Despite constraints such as limited resources and administrative burdens, adaptive and collaborative faculty policies minimize these obstacles and still achieve optimal accreditation. Thus, this study confirms that the faculty is a strategic policy actor in higher education quality assurance systems. The success of FTIK IAIN Ternate in producing three superior study programs from a total of 19 institutional study programs strengthens the position of faculty policy management as a determinant of accreditation improvement.

The policy implication of this research is the need to strengthen the role of faculties as centers of quality policy management in Islamic religious higher-education institutions. Faculties must proactively establish accreditation as a strategic agenda, accompanied by integrated policies that encompass academic planning, resource management, and internal quality assurance systems. Furthermore, faculty policies must be directed toward strengthening a culture of quality through ongoing mentoring of study programs, increasing faculty capacity, and strengthening cross-unit coordination. A collaborative approach has proven to be more effective than a purely administrative approach in promoting study program readiness and performance. A further implication is the importance of integrating Islamic educational management values into accreditation improvement policies. The values of trust, deliberation, and collective responsibility need to be the foundation for decision-making so that the resulting policies not only meet accreditation standards but also impact the sustainable improvement of academic quality. This research also provides practical implications for other Islamic religious higher education institutions to replicate the good practices of faculty policy management at IAIN Ternate's Faculty of Information and Communication Technology (FTIK). With adjustments to the institutional context, this policy model has the potential to be implemented to improve study-program accreditation more systematically and sustainably.

## References

- Ahsan, M. N., & Aimah, S. (2025). Penerapan Manajemen Mutu Terpadu di Lembaga Pendidikan Swasta Islam : Resiliensi Terhadap Keterbatasan Anggaran. *Southeast Asian Journal of Islamic Education Management*, 6(1), 21–36.
- Bahrani, Sulistyoko, A., Khasiyi'in, N., & Hafidzi, A. (2021). Strategi Pengembangan Program Studi Pada Fakultas Syariah Universitas Islam Negeri Antasari. *Journal of Islamic and Law Studies*, 5(2), 407–422.
- Dr.H.A, R. . M., & Drs.Nasihudin, M. p. (2019). Kesiapanmanajemen Akreditasi Institusi Perguruan Tinggi (Studi di PTKIS Wilayah II Jawa Barat dan Banten). Pusat Penelitiandan Penerbitan UIN SGD Bandung 2019.
- Hakim, Z., & Alfiyatin, Y. (2025). Transformasi Lembaga Pendidikan Tinggi Islam melalui Kepemimpinan Visioner. *Jurnal Bintang Pendidikan Indonesia*, 3(3), 326–340.
- Irma, D., & Suparto. (2025). Peran Akreditasi dalam Meningkatkan Mutu Pendidikan Tinggi : Kajian Kebijakan di Indonesia. *Urnal Pendidikan Islam IHSAN : Jurnal Pendidikan Islam*, 3(3), 513–520.
- Lesnawati. (2025). Inovasi Manajemen Pendidikan Berbasis Kualitas : Upaya Membangun Daya Saing Perguruan Tinggi Berkelanjutan. *JUPEIS: Jurnal Pendidikan Dan Ilmu Sosial*, 4(3).

- Mantara, A., Nuzuar, Wanto, D., Sumarto, & Yanto, M. (2022). DI MTs Bunayya Islamic School Curup Abstract. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 16(6), 2052–2065.
- Pipit Novita, P. D. P. (2025). Model dan Strategi Penelitian Mixed Methods.
- Rahman, G. (2025). Transforming Islamic Education Through Value-Based Leadership: A Narrative Review. *Sinergi International Journal of Islamic Studies E-ISSN: 2(2)*, 83–95.
- Romlah, L. S., Iskandar, Wahid, L., Ali, N., & Badrudin. (2024). Manajemen Mutu Pendidikan Islam Dalam Upaya Meningkatkan Prestasi Ptkin. *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam*, 08(01), 213–227.
- Sahib, S. A. (2024). Manajemen Mutu Program Studi Manajemen Pendidikan Islam Berbasis Akreditasi Unggul. *Jurnal Literasiologi Volume*, 10(2), 102–125. <https://doi.org/10.47783/literasiologi.v9i4>
- Salam, I. A., Syaifuddi, M., & Syafaruddin. (2023). Konsep Dasar Manajemen Akademik di Perguruan Tinggi Islam. *Ál-Fâhim: Jurnal Manajemen Pendidikan Islam*, 5(1), 222–238. <https://doi.org/10.54396/alfahim.v5i1.540>
- Setiawan, A., Prabowo, G., & Aimah, S. (2024). Pentingnya Penjaminan Mutu Terpadu Dalam Mewujudkan Identitas Pendidikan Unggul Melalui Akreditasi Andi. *JURNAL MUDABBIR (Journal Research and Education Studies)*, 4(2).
- Surbakti, A. H. (2024). A Values-Based Leadership Approach to Managing Cultural Diversity in Islamic Educational Institutions. *Transformation of Islamic Management and Education*, 1(1 SE-Articles), 1–10. <https://doi.org/10.65663/timejournal.v1i1.6>
- Wigiyantini, M., Kurnia, A. R., Nuryaningsih, Rohayanah, Widastuti, W., & Abdulloh. (2025). Analisis Peran Kebijakan Pimpinan Perguruan Tinggi Berdasarkan Teori Manajemen Sesuai Standar Nasional. *Jurnal Development*, 13(1), 174–186.