



LAMDIK Policy and Educational Quality Impact

**Amiatun Nuryana^{1)*}, Setya Yuwana²⁾, Rachmawati Novaria³⁾ &
V. Rudy Handoko³⁾**

¹⁾Public Administration, Faculty of Social and Political Sciences, Universitas 17 Agustus 1945 & IKIP Widya Darma, Indonesia

²⁾ Sociology, Universitas Negeri Surabaya, Indonesia

³⁾Public Administration, Faculty of Social and Political Sciences, Universitas 17 Agustus 1945

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*Corresponding Email: amiatunnuryana1973@gmail.com

Abstract

This study analyzes the challenges, solutions, and impact of the LAMDIK policy on educational quality at UIN Sunan Ampel Surabaya. The research uses Edward III's policy implementation theory to highlight the importance of communication, resources, implementer attitudes, and bureaucratic structures in policy execution. A qualitative descriptive method was applied through case studies, including observation, in-depth interviews, and document analysis with triangulation. The findings reveal several challenges in implementing the policy within the Early Childhood Islamic Education Study Program, such as limited human resources, inadequate facilities, curriculum issues, weak internal quality assurance, and insufficient external collaboration. Strategies to address these include improving lecturer competence, regular quality monitoring, and expanding institutional partnerships. The policy implementation has contributed to higher educational standards, stronger institutional capacity, and the development of a continuous quality assurance culture.

Keywords: Accreditation; LAMDIK; Public Policy

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INTRODUCTION

Accreditation is widely recognized as a critical mechanism in assuring and enhancing the quality of higher education institutions. It serves as an evaluative framework to ensure that educational programs meet established national and international standards and as a strategic tool to foster continuous improvement, institutional accountability, and academic innovation. Accreditation is associated with numerous long-term benefits, including improved student learning outcomes, stronger institutional governance, formal recognition that boosts competitiveness, increased stakeholder trust, and enhanced international mobility of graduates and faculty (Iqbal et al., 2023)

In Indonesia, the higher education accreditation system has undergone a substantial transformation. Previously, the National Accreditation Board for Higher Education (BAN-PT) was the sole authority responsible for evaluating all study programs across disciplines. However, a significant policy shift occurred with the enactment of Decree of the Minister of Education and Culture of the Republic of Indonesia Number 83/P/2020 Concerning International Accreditation Institutions and the subsequent BAN-PT Decree No. 1068/SK/BAN-PT/2020. These legal frameworks transferred the authority for accrediting education-related programs to a specialized body, LAMDIK (Lembaga Akreditasi Mandiri Kependidikan or the Independent Accreditation Institute for Education). The rationale behind this reform lies in the effort to decentralize and specialize accreditation systems to better reflect the diverse characteristics and needs of different fields of study.

Following this delegation of authority, LAMDIK introduced a new accreditation framework explicitly tailored to education programs, as outlined in its various regulations. Regulation of the Independent Education Accreditation Institution Number 22/SK/LAMDIK/I/2022

Concerning the Accreditation Mechanism for Educational Study Programs of the Independent Education Accreditation Institution, Regulation of the Independent Education Accreditation Institution 24 of 2022 to the Regulation of the Independent Education Accreditation Institution 22 /SK/LAMDIK/I/2022 Concerning the Mechanism of Accreditation of Educational Study Programs Independent Education Accreditation Institution, Regulation of the Independent Education Accreditation Institution 25 of 2022 for Study Program Accreditation in the Scope of Education Accreditation Institution, n.d. These policies emphasize a shift toward outcome-based education (OBE), academic excellence, curriculum relevance, stakeholder involvement, internal quality assurance, and institutional sustainability. This new approach reflects broader global trends that view accreditation as a driver of educational transformation rather than a mere administrative checkpoint. As stipulated in Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 32 of 2016 Concerning Accreditation of Study Programs and Higher Education Institutions, accreditation is intended to stimulate innovation, reinforce institutional identity, and ensure quality improvements that are both measurable and impactful. In practice, however, the successful implementation of such policies depends on how well they are communicated, resourced, and operationalized at the institutional level.

Policy implementation theory, particularly the model proposed by Edward III (1980), provides a practical analytical framework to assess the success or failure of public policies. The model identifies four essential dimensions of implementation: (1) clear and consistent communication of policy objectives, (2) availability and allocation of adequate resources, (3) the disposition or commitment of implementers, and (4) the structure and

functioning of the implementing bureaucracy. When these elements are weak or misaligned, the policy may encounter significant implementation barriers, undermining its intended outcomes.

Implementing LAMDIK's accreditation policy offers a compelling case for analysis, particularly within education-based programs in Islamic higher education institutions. One such institution is UIN Sunan Ampel Surabaya, a state Islamic university that has made substantial efforts to modernize and internationalize its academic and administrative systems. UIN Sunan Ampel is pivotal in Indonesia's higher education ecosystem, particularly in producing professional educators and scholars in Islamic education. With its vision of becoming a globally competitive research university rooted in Islamic values, UIN Sunan Ampel faces the dual challenge of maintaining its religious and cultural identity while meeting rigorous national and international quality standards.

The Early Childhood Islamic Education (PIAUD) Study Program at UIN Sunan Ampel is a particularly illustrative case. As an academic unit that prepares competent educators for early childhood education grounded in Islamic principles, the program has encountered multiple challenges adapting to the new LAMDIK accreditation framework. These challenges include (1) limited availability of faculty with doctoral qualifications and adequate research portfolios, (2) suboptimal learning infrastructure and facilities aligned with early childhood pedagogical needs, (3) underdeveloped internal quality assurance mechanisms, (4) curriculum gaps about the evolving expectations of the accreditation instrument, and (5) lack of strategic partnerships with external stakeholders such as kindergartens, NGOs, and early childhood education networks.

Moreover, the program faces difficulties translating accreditation

instruments into daily academic and managerial practices. Institutional awareness of the new accreditation logic centered on measurable learning outcomes, tracer studies, stakeholder feedback, and continuous quality improvement is still developing. These conditions illustrate the policy practice gap often encountered in educational reform. However, it is also important to note that UIN Sunan Ampel has initiated various responses to these challenges. These include faculty development initiatives (e.g., workshops, training on curriculum redesign, and quality documentation), efforts to strengthen the internal quality assurance system (SPMI), routine monitoring and evaluation, and expanding collaboration with external partners to enrich academic exposure and graduate employability.

Understanding how these policy changes unfold at the institutional level is vital for improving the effectiveness of LAMDIK's accreditation system and offering insights into broader issues in public policy implementation in the higher education sector. This study, therefore, seeks to critically examine the implementation of LAMDIK's accreditation policy at UIN Sunan Ampel Surabaya, focusing on the PIAUD study program. Specifically, it investigates the main challenges faced during implementation, the solutions devised by the institution, and the perceived impacts of the policy on educational quality. Through this case study, the research aims to contribute theoretically and practically to the scholarship on accreditation, policy implementation, and quality assurance in Islamic higher education.

RESEARCH METHODS

This study employed a qualitative descriptive approach using a case study design to explore implementing the LAMDIK accreditation policy in the Early Childhood Islamic Education (PIAUD) undergraduate program at Sunan Ampel

State Islamic University (UIN Sunan Ampel) Surabaya. This approach was selected because it enables an in-depth exploration of the experiences, perceptions, and strategic responses of stakeholders involved in policy implementation within the context of higher education institutions. The qualitative case study design is suitable for capturing the contextual dynamics of how institutions respond to accreditation policies, particularly those involving shifts in standards and institutional governance frameworks (Dawson, 2007).

The unit of analysis was purposively selected, focusing on the PIAUD Program within the Faculty of Tarbiyah and Teacher Training, which had undergone the LAMDIK accreditation process under the newly issued regulations. Participants were chosen using purposive sampling, considering their direct roles and responsibilities in implementing the accreditation policy. Key informants included the Head of the Study Program, the Head of the Quality Assurance Office, senior faculty members involved in accreditation processes, and university-level administrators overseeing institutional quality and partnerships. Data was collected through direct observation of policy implementation activities, in-depth interviews with key informants to gather primary data on challenges, impacts, and strategies, and document analysis involving official regulations, self-evaluation reports, accreditation forms, and internal quality assurance documents.

Triangulation was applied across methods and data sources to ensure data validity and reliability by comparing observations, interviews, and documentary evidence and conducting member checking with participants to verify the accuracy and consistency of findings (Sugiyono, 2016). The data analysis followed the interactive model (Miles et al., 2014), which includes data reduction, data display, and conclusion drawing and verification. Data reduction was performed to categorize and distill the

data into core themes related to challenges, impacts, and strategic responses. The data were then displayed in a thematic narrative format to support structured interpretation. Concluding was iterative and accompanied by verification through cross-checking among sources and informants.

This methodological framework enabled the researcher to find the complexity of implementing the LAMDIK accreditation policy, including issues such as misalignment with prior accreditation standards, adaptation challenges to new procedures, and institutional resistance. The analysis also considered external factors, such as regulatory frameworks and institutional support mechanisms, that influence the success of policy implementation. Through this approach, the study aims to provide a comprehensive understanding of how state Islamic universities in Indonesia respond to the evolving demands of accreditation policy, with particular attention to its implications for academic quality, institutional development, and the establishment of a continuous quality assurance culture.

RESULTS AND DISCUSSION

Challenges of Implementing the LAMDIK Accreditation Policy in the Early Childhood Islamic Education Study Program

Every public policy implemented at the educational institution level is inseparable from complex structural, cultural, or technical challenges. In policy studies, challenges are often understood as any obstacle, gap, or constraint that can hinder the achievement of policy objectives. (Robbins & Judge, 2003) define challenges as obstacles that can affect the performance of individuals and organizations but also provide opportunities for growth if appropriately managed. Meanwhile, according to Edwards III (1980), the success of policy implementation is greatly influenced by

four main factors: communication, resources, disposition (attitude of implementers), and bureaucratic structure. Challenges arise when there is an imbalance or deficiency in one or more of these factors.

In higher education, particularly in the accreditation process of study programs, challenges are related to administrative issues and touch on aspects of human resource quality, managerial systems, infrastructure readiness, and paradigm shifts in implementing the Tri Dharma of Higher Education. This becomes increasingly complex when institutions must adapt to new policies set by the Independent Education Accreditation Agency (LAMDIK), which emphasizes outcome-based education and performance-based quality achievements.

Implementing LAMDIK accreditation policies in the Early Childhood Islamic Education Study Program at UIN Sunan Ampel Surabaya faces significant challenges, reflecting the complexity of implementing quality-based higher education policies. Based on Edwards III's (1980) policy implementation model, the success of a policy depends on four main variables: communication, resources, implementers' dispositions, and bureaucratic structure. In this context, one of the main obstacles is the lack of qualified doctoral-level instructors and limited ongoing training. Although the number of lecturers is sufficient, they still need to improve their competencies in scientific publications, innovative teaching methods, and research-based community service.

From an educational governance perspective, weaknesses in human resource capacity development reflect weak strategic planning and suboptimal management of lecturer development, which, according to the theory of governance of education (UNESCO, 2006), should include strengthening professionalism, accountability, and continuous learning. In line with this,

(Mussawy & Rossman, 2021) emphasize that the lack of systematic professional training impacts lecturers' inability to adopt the latest educational technology and project-based learning methodologies. High administrative workloads further exacerbate this situation, reducing the time available for academic development and pedagogical innovation.

In addition to human resource factors, challenges in fulfilling educational facilities and infrastructure also pose obstacles to implementing LAMDIK accreditation policies. Based on the Edwards III model, physical resource limitations are factors that can directly hinder the implementation of policies. Although facilities such as classrooms, laboratories, and libraries are available in terms of quantity, their quality and functionality do not yet fully meet LAMDIK standards. Within the framework of educational institution governance, this reflects the suboptimal efficiency and effectiveness of educational budget management. (Aristya & Mahmud, 2023) Modernizing educational facilities requires long-term investment and careful planning, especially maintenance and technological upgrades. However, limited operational funds sourced from universities often hinder the fulfillment of these needs, thereby hindering the procurement of state-of-the-art facilities such as integrated laboratories and interactive technology-based classrooms.

In addition to issues related to human resources and infrastructure, another equally important aspect in implementing LAMDIK accreditation policies is the challenge in the curriculum revision process and the implementation of the Internal Quality Assurance System (SPMI). Both aspects are integral parts of academic governance oriented toward quality, which faces various structural and technical obstacles in practice. These challenges further highlight the complexity of implementing accreditation policies, particularly in ensuring alignment between

LAMDIK standards and the internal dynamics of religious higher education institutions.

The curriculum revision process is one of the main challenges in implementing LAMDIK accreditation policies in the Early Childhood Islamic Education Study Program. In the context of Edwards III's (1980) theory of public policy implementation, the success of policy implementation is influenced by four main factors: communication, resources, implementers' dispositions, and bureaucratic structure. Regarding curriculum revision, the main challenge lies in communication and collaboration among stakeholders, faculty, students, alumni, and external partners, which has not been optimal. Low active participation in curriculum evaluation has resulted in a slow and incomplete decision-making process. The lack of consistency in LAMDIK guidelines regarding integrating accreditation indicators into the curriculum structure has further complicated the interpretation of study program-level implementers, resulting in inconsistent and ineffective implementation.

From the perspective of good governance in higher education, curriculum revision should involve participation, transparency, accountability, and outcome-based curriculum. (Velthuis et al., 2021) Emphasize the importance of continuous evaluation involving all stakeholders in the curriculum quality improvement cycle. In addition, a systematic approach is needed to monitor graduate learning outcomes by LAMDIK quality standards. To address this challenge, study programs need to develop standardized learning outcome evaluation instruments, strengthen data-based reporting systems, and clarify communication between LAMDIK and curriculum developers at the institutional level.

Beyond curriculum aspects, the Internal Quality Assurance System (SPMI)

implementation also faces significant challenges, particularly in fulfilling the quality assurance cycle: establishment, implementation, evaluation, control, and improvement. These challenges within the Edwards III framework are closely linked to resource constraints and bureaucratic structures. One major obstacle is the limited technological infrastructure to conduct internal quality audits digitally and efficiently. This aligns with the findings of (Yuhertiana et al., 2020), which indicate that weak-quality audit systems often fail to meet accreditation requirements. Additionally, the number of experts capable of conducting quality audits professionally remains limited, leading to partial and incomplete implementation.

Shortcomings in human resource capacity are also a crucial factor. The lack of targeted and continuous training for quality assurance staff has resulted in weak mastery of technology-based evaluation tools and a limited understanding of LAMDIK accreditation indicators and criteria. This situation reflects weak capacity building and institutional coordination within the education governance framework. Furthermore, communication barriers between faculty quality assurance units and external institutions such as LAMDIK exacerbate the mismatch between policy planning and implementation. Therefore, a strategy is needed to strengthen collaborative institutional governance, enhance human resource professionalism, and integrate a quality information system aligned with external evaluation needs.

External collaboration is crucial in implementing LAMDIK accreditation policies for the Early Childhood Islamic Education Study Program, particularly to strengthen academic networks, improve research quality, and expand community service. However, this faces significant challenges, especially regarding resource limitations and the complexity of cross-institutional administration. Based on

Edwards III's (1980) policy implementation model, the success of a policy is primarily determined by the effectiveness of cross-institutional coordination and the efficiency of supporting bureaucracy. In practice, budget constraints are the main obstacle to establishing strategic partnerships with national and international partners. (Gunawan et al., 2023) highlight that lengthy and complex administrative processes often slow down the realization of cooperation, mainly when not supported by human resources with competencies in managing global partnerships such as proposal writing, cooperation agreements, and reporting according to international standards.

Furthermore, from an education governance perspective, the complexity of regulations between local institutions and foreign partners indicates weak policy harmonization and coordination between authorities. This often leads to misunderstandings during the implementation of collaborative programs. (Yuhertiana et al., 2020) note that inconsistent communication across institutions can lead to different interpretations of policies, ultimately hindering the achievement of collaborative goals to the fullest extent. In this context, effective educational governance formulated by (UNESCO, 2006) requires collaborative planning, information transparency, and a clear division of roles and responsibilities among stakeholders.

Clear and consistent communication is also an essential foundation in ensuring the successful implementation of accreditation policies. In Edwards III's model, communication is an initial variable determining the quality of policy implementation in the field. However, in the Early Childhood Islamic Education Study Program, communication distortions often occur due to the lack of an organized information delivery system between LAMDIK and the policy implementation

units. (DeLeon & DeLeon, 2002) emphasize that the unavailability of comprehensive information and non-standardized communication channels are significant obstacles to implementing public policies, including accreditation. Communication barriers between quality assurance units, lecturers, and administrative staff also occur internally, leading to overlapping tasks and inconsistent policy interpretations.

The next challenge concerns the acceptance of policies by the academic community. Edwards III emphasizes that the disposition of implementers, namely their attitudes and acceptance of policies, plays a significant role in the effectiveness of implementation. At the Early Childhood Islamic Education Study Program level, some lecturers and educational staff still resist accreditation policies, mainly due to limited time, high workloads, and inadequate dissemination of policies by management. (Huges et al., 2023) without comprehensive understanding and active participation from all policy actors, implementation tends to fail due to a low sense of ownership. In the context of education governance, this reflects the need for a participatory approach, where every institution member is involved in the collaborative policy formulation and implementation process.

Furthermore, administrative complexity is also one of the biggest challenges in implementing LAMDIK accreditation policies in the Early Childhood Islamic Education Study Program. Within the framework of Edwards III's implementation theory, an efficient bureaucratic structure is vital in facilitating decision-making and eliminating unnecessary administrative barriers. However, reality shows that administrative procedures in the PIAUD UIN Sunan Ampel Surabaya environment are often too lengthy, hierarchical, and unresponsive to policy dynamics. This situation limits the institution's flexibility

in responding to progressive and adaptive changes in accreditation standards.

Aristya and Mahmud's (2023) research confirms that inflexible bureaucracy can hinder the implementation process, especially in contexts that require rapid adaptation to regulatory changes. An example is the approval process for accreditation documents or reports, which must go through several authorization levels, resulting in delays and significant resource consumption. Additionally, the lack of coordination among working groups within the institution leads to overlapping tasks and ambiguity in role distribution. In educational governance, this indicates a suboptimal organizational structure design that does not fully support efficiency, accountability, and responsiveness principles.

Budget constraints also pose a significant challenge in implementing accreditation policies. Based on the Edwards III model, the success of policy implementation is determined by procedures and the availability of adequate resources, including financial, human, and technological aspects. In the Early Childhood Islamic Education Study Program, budget constraints directly impact delays in faculty capacity development, modernization of learning facilities, and compliance with accreditation quality standards set by LAMDIK.

Niroo and Glass (2022) note that institutional funding constraints often limit an institution's ability to adapt quickly to the evolving demands of accreditation policies, as many assessment indicators require long-term investments. For example, the procurement of digital learning technology, competency training for faculty members, and strengthening of internal quality assurance systems are

often delayed due to tight budget priorities. From an educational governance perspective, this indicates the need for strategic financial planning and diversification of funding sources to reduce institutions' reliance on basic operational funds.

Furthermore, resistance from faculty and administrative staff toward new accreditation procedures also poses a significant challenge. Edwards III emphasizes that the disposition of policy implementers, including perceptions, understanding, and commitment to the policy, is a critical factor in ensuring the success of implementation. In the PIAUD environment, resistance often arises due to a lack of understanding of the policy's objectives and concerns about increased administrative workload.

Research by Mussawy and Rossman (2021) shows that opposition to policy is usually based on negative perceptions of its benefits and institutional unpreparedness to provide adequate training or guidance. In this case, lecturers and administrative staff view policy changes as an additional burden rather than part of institutional quality improvement. In the interview, the Secretary of GKM also added,

"Not a few administrative staff consider accreditation to be only the responsibility of the leadership and certain teams. This is because there is no collaborative culture and comprehensive understanding across all lines." (Interview with Amriana, M.Pd., 2024)

The lack of internal dialogue and participation in formulating accreditation implementation strategies also weakens the sense of ownership of the process. Therefore, the active involvement of all stakeholders and the provision of systemic support are crucial in creating participatory and sustainable governance.

Strategies for Addressing the Challenges of Implementing the LAMDIK Accreditation Policy in the Early Childhood Islamic Education Study Program

Facing various challenges in implementing LAMDIK accreditation policies, the Early Childhood Islamic Education Study Program at UIN Sunan Ampel Surabaya has formulated a series of strategies that are reactive, proactive, and long-term oriented. These strategies are based on theoretical and institutional approaches that consider the specific context of early childhood Islamic education. The systematic approach adopted by the program aligns with Edwards III's policy implementation theory, which emphasizes the importance of communication, resources, implementers' dispositions, and bureaucratic structure as key elements of successful policy implementation.

The Early Childhood Islamic Education Study Program at UIN Sunan Ampel Surabaya used a systematic approach to address the issues of implementing the LAMDIK certification policy, consistent with Edwards III's theory of policy implementation. One key initiative is to strengthen the internal quality assurance cycle, which consists of the steps of determination, implementation, assessment, control, and improvement. This process ensures that policy implementers and stakeholders communicate effectively, allowing policies to be adequately absorbed.

"In facing the challenges of implementing LAMDIK accreditation policies, we at the PIAUD Study Program strive to apply strategies that are not merely reactive but also proactive and long-term oriented. One important step is strengthening the internal quality assurance cycle, which includes the stages of establishment, implementation, evaluation, control, and continuous

improvement." (Interview with Dr. Lukman Fahmi, S.Ag., M.Pd., 2024)

This technique overcomes structural and administrative constraints by boosting internal communications and expediting adaption to new accrediting standards, as proven by (Olugbo et al., 2023) and (Yuhertiana et al., 2020). This initiative intends to achieve accreditation standards and foster a culture of continuous quality improvement, strengthen study program competitiveness, and boost stakeholder confidence in UIN Sunan Ampel Surabaya's educational quality. Including quality control organizations and quality assurance institutes in analyzing the Higher Education Tri Dharma-based curriculum is essential to finding flaws and continuously improving. Furthermore, efforts are being made to increase external collaboration with national and international partners to overcome limited internal resources and make the curriculum more market-relevant. This technique is supported by enhancing lecturers' capacity through intense training and professional certification and using educational technology, such as the Learning Management System (LMS), to improve learning outcomes.

The second strategy is to develop external cooperation with national and international partners to make study programs more competitive. This technique overcomes impediments to growing collaborative networks and makes the curriculum more relevant to market needs. According to Edwards III (1980), external resources, such as access to strategic partners, are critical for policy implementation. Mussawy and Rossman's (2021) study emphasizes the necessity of collaboration in overcoming the internal limits of higher education institutions, particularly in developing countries such as Indonesia.

Furthermore, to improve human resources, the study program regularly

provides intensive training for lecturers to improve their teaching skills and understanding of educational technology. This strategy incorporates training in creative learning methods and professional certification, all pertinent to the resource component of Edwards III's (1980) theory. Implementing accreditation policies is frequently hampered by a need for more high-quality human resources. As a result, improving lecturer competency through training and participation in academic seminars is a significant step toward meeting accreditation indications.

Effective communication is a key focus in policy dissemination strategies. These strategies ensure understanding and support among academic communities. Dissemination is carried out through regular meetings, information portals, and social media. According to Edwards III (1980), clear and consistent communication reduces information distortion, which can impede policy implementation. According to Purtle et al. (2020), policy implementers must thoroughly comprehend policies to implement them effectively.

Integrating technology in learning is the next pillar supporting the successful implementation of LAMDIK accreditation policies. Adopting a Learning Management System (LMS) and interactive digital content increases teaching quality while allowing for real-time monitoring of student learning progress. (Chugh et al., 2023) demonstrate that educational technology assists institutions in meeting the challenges of limited resources and ensures that policies remain relevant to current developments.

Strengthening internal audit mechanisms was also adopted as part of continuous quality control. Involving the Quality Assurance Institute in internal quality audits is a strategic step towards evaluating key performance metrics. According to Edwards III (1980), an effective bureaucratic structure can

facilitate policy implementation by reducing organizational fragmentation. These audits provide positive feedback that can be used in management review sessions to develop future improvements. The study by Aristya and Mahmud (2023) demonstrates the necessity of internal audit processes in maintaining compliance with certification standards.

The relevance of the curriculum to market needs is another critical strategy in responding to accreditation challenges. Study programs actively carry out curriculum revision processes that involve internal and external stakeholders. Edwards III (1980) believes the implementer's mindset significantly impacts the policy's success. Lecturers' and students' active participation in curriculum modification fosters a sense of ownership over policy. According to Gunawan et al. (2023), adjusting the curriculum to global norms improves graduates' competitiveness.

Cultivating a long-term culture of academic quality is an integral part of institutional strategy. The Early Childhood Islamic Education study program emphasizes the importance of information availability and regular reviews in building an adaptive academic environment. Rahman, Wasliman, Muttaqien, and Supyan Sauri (2021) found that transparency in evaluation contributes to the academic community's trust and commitment to accreditation regulations.

Improving educational facilities and infrastructure is part of strengthening physical resources. Effective budget planning and collaboration with external partners are carried out to support infrastructure needs. According to Edwards III (1980), physical resources, such as infrastructure, impact policy implementation. Modernizing laboratories and classrooms is a top priority for meeting accreditation standards. Yuhertiana et al. (2020) emphasized the need for adequate

infrastructure to support learning activities.

This overall strategy demonstrates a comprehensive approach to addressing the challenges of implementing LAMDIK accreditation policies. The Early Childhood Islamic Education study program at UIN Sunan Ampel Surabaya can meet accreditation standards while fostering a culture of continuous quality improvement. Previous research, such as that of Jahir et al. (2025), has shown that successful policy implementation requires a combination of resources, communication, attitudes, and effective bureaucratic structures. This analysis demonstrates that accreditation difficulties can be overcome with ongoing collaboration and innovation.

Impact of Implementing the LAMDIK Accreditation Policy in the Early Childhood Islamic Education Study Program

As the implementation process and various adjustment strategies are carried out, several changes have emerged that reflect the tangible impact of the accreditation policy. The LAMDIK accreditation policy serves as an evaluative tool and a transformational mechanism that drives systemic improvements in educational quality. At the Early Childhood Islamic Education Program in the Faculty of Tarbiyah and Teacher Training at UIN Sunan Ampel Surabaya, the implementation of this policy has had a significant impact on the program's academic and operational aspects.

One of the most significant impacts of the implementation of the LAMDIK accreditation policy in the Early Childhood Islamic Education Study Program (PIAUD) at UIN Sunan Ampel Surabaya is the shift in the orientation of educational quality from a descriptive and normative approach to quantitatively measurable quality standards. This shift necessitates adjustments in various aspects, including instructional design, curriculum development, and academic evaluation and

assessment methods oriented toward graduate learning outcomes. Within the framework of policy implementation theory proposed by Edwards III (1980), the success of such changes is greatly influenced by the effectiveness of policy communication and bureaucratic structures that ensure consistency in implementation across all institutional levels. Research by Yuhertiana et al. (2020) confirms that transitioning to an outcome-based certification system significantly improves academic quality, mainly when supported by adaptive and responsive internal policy development.

Reflection on this policy is also evident in promoting a rigorous and continuous self-evaluation culture. Study programs are required to conduct regular reviews of the curriculum to ensure the relevance of learning content, current scientific needs, and relevance to the job market. According to Edwards III, this process requires support from competent experts and adequate supporting infrastructure. Research by Kumar et al. (2020) shows that institutions with systematic internal evaluation mechanisms are more prepared to meet external quality standards and demonstrate higher adaptability to accreditation policies. This finding aligns with practices at UIN Sunan Ampel, where periodic evaluations form the basis for formulating data-driven and academically reflective continuous improvement strategies.

Another impact is seen in the increasing demands for fulfilling the quality and quantity of educational facilities and infrastructure. The modernization of laboratories, lecture halls, and the provision of practical tools have become essential agendas in responding to the facility standards set by LAMDIK. Edwards III's theory emphasizes that resource availability, particularly the availability of physical facilities, is one of the determining factors in supporting the effectiveness of policy implementation. Yuhertiana et al.

(2020) state that improvements in educational facilities correlate with improvements in the quality of the learning process. However, challenges in budget management and routine maintenance of facilities are also important considerations. This finding is reinforced by the study by Nasution (2021), which shows that in many religious institutions, infrastructure improvements are not always accompanied by adequate maintenance mechanisms and budget management efficiency.

Human resource development is also a direct consequence of implementing this policy. Study programs are required to improve the competence of lecturers through training, certification, and participation in scientific forums as part of fulfilling accreditation indicators. According to Edwards III, disposition, technical, and professional capacity are essential elements that influence the policy's success. Research by Gunawan et al. (2023) supports this finding by showing that lecturers' continuous training and professional development contribute to improving pedagogical relevance and academic quality. At UIN Sunan Ampel, this training includes using learning technology, enhancing the quality of scientific publications, and active participation in national and international seminars.

Furthermore, implementing the LAMDIK policy also encourages forming a more structured internal quality assurance culture. Study programs implement a continuous Internal Quality Assurance System (SPMI) through the Plan Check Act (PDCA) cycle. Edwards III emphasizes the importance of a bureaucratic organizational structure that supports the continuity of policy implementation, especially at the evaluation and control stages. Aristya and Mahmud's (2023) research also shows that a systematic quality cycle plays a crucial role in maintaining continuity and improving educational standards in the long term. At UIN Sunan Ampel, this quality cycle is

implemented collaboratively between academic programs, the University Quality Assurance Agency, and the Faculty Level Quality Control Unit, which regularly conducts academic audits and provides improvement recommendations.

These findings indicate that the impact of implementing LAMDIK accreditation policies is not merely procedural but also substantive, encompassing changes in paradigm, structure, and institutional culture. Compared to similar studies in other religious institutions, UIN Sunan Ampel's approach tends to be more progressive in integrating external policies with internal improvements. However, challenges related to resource sustainability and resistance from some implementers remain issues that must be addressed strategically.

Beyond structural and institutional aspects, implementing LAMDIK accreditation policies also impacts the pedagogical and academic cultural dimensions of the Early Childhood Islamic Education Program (PIAUD) at UIN Sunan Ampel Surabaya. One notable change is the increased use of technology in teaching and assessment. The program has begun integrating a Learning Management System (LMS) to support online learning, attendance monitoring, assignment collection, and evaluation of learning outcomes. From the perspective of Edwards III's (1980) policy implementation theory, technology is part of the resources that accelerate policy adoption and improve operational efficiency. The findings of (Sesay and Sesay, 2024) support this by showing that integrating educational technology not only overcomes resource limitations but also improves the effectiveness of learning and monitoring of learning outcomes.

Another positive impact is the growth of more intense academic collaboration between lecturers and students, particularly in applied research and community service activities. This

more synergistic academic relationship encourages increased publications and scientific activities and expands the social impact of the three pillars of higher education. Edwards III emphasizes that the success of policy implementation is also influenced by the attitude of implementers (disposition), including openness to collaboration and innovation. Research by Mussawy and Rossman (2021) shows that teamwork and cross-level communication within institutions are essential prerequisites for overcoming structural barriers, including certification and accreditation.

Implementing LAMDIK accreditation guidelines has also initiated external benchmarking practices with other universities more established in early childhood education management. Through benchmarking, study programs gain access to best practices, quality evaluation systems, and adaptive curriculum models tailored to global needs. Edwards III (1980) emphasizes that cross-institutional communication is essential in supporting smooth implementation, particularly in policy adaptation and institutional experience exchange. Research by Rahman, Wasliman, Muttaqien, and Sauri (2021) shows that external benchmarking encourages constructive institutional learning and accelerates internal quality improvement by adopting innovations from other institutions.

In the long term, this policy also encourages forming a culture of accountability and transparency within the study program. Internal and external audits are conducted periodically as part of the quality assurance system, ensuring that all performance indicators have been achieved and well documented. Edwards III places oversight structures as a key component in ensuring the sustainability of policy implementation. In line with this, Luthfi et al. (2024) state that data-based accountability and transparent reporting

can enhance institutional legitimacy in the eyes of the public and external partners.

Considering all these dimensions, implementing the LAMDIK accreditation policy in the PIAUD Study Program at UIN Sunan Ampel Surabaya has brought about significant systemic transformation. Not only in administrative and physical aspects but also in human resource development, strengthening academic culture, and establishing more professional and accountable quality management. These findings reinforce the basic assumption of Edwards III's theory that successful policy implementation depends on the adequacy of resources, communication effectiveness, and organizational structure strength. This study also aligns with previous findings that accreditation is not merely a formal evaluation process but can catalyze sustainable institutional reform and enhance international competitiveness.

CONCLUSION

Implementing program accreditation policies by LAMDIK in the Early Childhood Islamic Education Study Program (PIAUD) at Sunan Ampel State Islamic University Surabaya serves as a measure of quality and drives institutional transformation. Adapting to LAMDIK standards is carried out gradually through strategic planning and the involvement of various stakeholders. The impact is evident in the comprehensive improvement of educational quality, encompassing teaching quality, faculty and staff competencies, program management, and using technology to support academic processes. The shift in focus from administrative compliance to quality enhancement, through implementing the PDCA (Plan Do Check Act) based SPMI, has also fostered a culture of quality and institutional accountability. Key supporting factors include human resource training, external collaboration, infrastructure upgrades, and benchmarking against leading institutions, aligning with Edward III's theory on the

importance of communication, resources, organizational structure, and implementers' commitment to policy implementation. In Islamic higher education, implementation success is also influenced by religious values, institutional culture, and internal reflection capacity.

The practical implications of these findings indicate that successful accreditation requires mature institutional readiness. Institutions must conduct internal audits before certification, align internal regulations with external policies, and equip accreditation teams with ongoing technical training. Developing a digital-based quality information system is also crucial to support continuous monitoring and evaluation. Strategic partnerships with leading teacher training institutions and international organizations can accelerate quality improvement. For future research directions, it is recommended to conduct comparative studies among Islamic educational institutions to examine variations in policy implementation, longitudinal research to measure the impact of accreditation on graduates and learning innovations and in-depth qualitative exploration of policy implementers' experiences. Developing an adaptive implementation model that aligns with Islamic values and institutional culture is also essential to ensure accreditation policies are more contextual and sustainable.

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