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The Role of Database Management in the Accreditation of Study Programs at State Islamic Higher Education Institutions

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ABSTRACT

This study aims to analyze the management of databases at State Islamic Higher Education Institutions (PTKIN) in supporting the accreditation of study programs. The research adopts a descriptive qualitative approach, employing data collection methods such as interviews, observations, and documentation. Data were obtained from several PTKIN institutions in the Java region, including UIN Syarif Hidayatullah Jakarta, UIN Sultan Maulana Hasanuddin, and IAIN Pekalongan. The findings reveal that database management plays a crucial role in enhancing the accreditation scores of study programs by providing valid and relevant data. Strategic policies, such as strengthening human resources, implementing independent academic information systems, and conducting accreditation simulations by Quality Assurance Institutions, have proven effective in preparing study programs for assessment by the National Accreditation Board for Higher Education (BAN-PT). The study also highlights challenges, such as limited human resources and inconsistencies in reporting data, which can be addressed through technological innovations and continuous training. This research underscores the importance of integrated database management in supporting the quality of higher education at PTKIN.

Keywords: *Higher Education Database, Study Program Accreditation, Academic Information System, State Islamic Higher Education Institutions (PTKIN)*

INTRODUCTION

Higher education databases play a crucial role in supporting Indonesia's education system, particularly at the tertiary level. These systems not only integrate institutional data on a national scale but also serve as a fundamental basis for the planning, monitoring, and evaluation of higher education. In the context of State Islamic Higher Education Institutions (PTKIN), databases are critical tools for managing information related to the three pillars of higher education: education, research, and community service. This information includes data on students, faculty, curricula, and other academic activities, which form the essential elements of the accreditation process (Ministry of Research, Technology, and Higher Education, 2016).

Accreditation of study programs in higher education serves as a quality benchmark aligned with national and international standards. As an independent body, the National Accreditation Board for Higher Education (BAN-PT) is responsible for ensuring that each study program meets the established quality standards. Accreditation is conducted based on evaluations of various components, such as curriculum quality, human resources, facilities, and learning outcomes. Data provided by higher education databases constitute one of the primary components evaluated, emphasizing the need for accurate, transparent, and integrated data management (Directorate General of Higher Education, 2012).

Higher education databases not only support internal management but also offer significant benefits in ensuring the quality of education at PTKIN. As institutions focused on value-based education, PTKIN faces unique challenges in balancing academic needs with social responsibilities.

In this regard, databases help optimize resource management, enhance operational efficiency, and provide a robust foundation for strategic decision-making, particularly in matters related to accreditation (Supriyadi & Hakim, 2020). Through effective data management, PTKIN can ensure that each study program maintains comprehensive and valid documentation, a key requirement in the accreditation process.

Previous studies have highlighted the importance of database management in supporting study program accreditation. Wibowo (2016) emphasized that accreditation is a more objective quality indicator than cumulative GPA, as it is assessed by independent bodies using comprehensive standards. Furthermore, research by the SPMI Development Team (2016) stressed the need for implementing internal quality assurance systems and improving data management systems as initial steps to enhance accreditation quality. In a separate study, Panggabean (2013) underscored the importance of web service-based technology in data reporting processes, enabling real-time integration with national databases.

However, despite extensive research on data management, there remains a gap in the implementation of database systems in PTKIN. This gap is primarily due to limited human resources, inadequate technological infrastructure, and suboptimal understanding of the importance of data management in supporting accreditation. For instance, research at Universitas Islam Negeri Bandung found that data management units often face challenges in gathering the necessary information for accreditation processes, particularly due to heavy workloads and limited access to technology (Sumardi, 2018). These findings highlight that effective data management requires strong institutional commitment and adequate technological support.

Globally, higher education data management has also become a focal point in various countries. Research by Knight (2015) in Canada demonstrated that integrated data management helps universities meet international accreditation standards. Additionally, studies by Oliver and Conole (2012) in the United Kingdom highlighted the importance of higher education data as a tool for supporting institutional transparency and accountability. These findings indicate that data management is not only relevant for local needs but also has broader implications for enhancing the global competitiveness of higher education institutions.

This study aims to examine the role of database management in supporting study program accreditation at PTKIN. Specifically, it seeks to answer two main questions. First, how does database management impact the quality of study program accreditation within PTKIN? Second, what measures can be taken to optimize database management in PTKIN? By addressing these questions, this research aims to provide practical recommendations for improving higher education data management, not only at PTKIN but also at other higher education institutions.

Unlike previous studies, the primary focus of this research is the contribution of database management to study program accreditation, considering the challenges and opportunities in the era of digitalization. This study integrates various theoretical and empirical perspectives to provide a more comprehensive understanding of the relationship between data management and accreditation quality. The findings of this study are expected to contribute significantly to improving the quality of higher education in Indonesia, particularly at PTKIN, and to strengthen the position of higher education institutions in global competition.

LITERATURE REVIEW

A. Higher Education as Educational Institutions

Higher education institutions perform the functions of education, research, and community service through the threefold mission of higher education (Tridharma Perguruan Tinggi). Their primary purpose is to create individuals with academic and professional abilities who can positively contribute to society. Based on Law No. 12 of 2012 on Higher Education, higher education institutions aim to educate the nation's life and produce graduates with integrity, creativity, and innovation (Ministry of Education and Culture, 2014).

In addition, higher education institutions hold the responsibility of transforming social and cultural values through a comprehensive educational approach. According to Ndraha (1999), higher education institutions as scientific communities focus not only on knowledge transfer but also on preserving academic norms that contribute to nation-building. In Indonesia, State Islamic Higher Education Institutions (Perguruan Tinggi Keagamaan Islam Negeri, PTKIN) have a unique role as they integrate Islamic values into formal education processes.

Globally, the role of higher education has grown more complex with the challenges of the digital era. A study by Knight (2015) highlighted that higher education institutions in developed countries play a strategic role in developing a knowledge-based economy through collaborations with industry and government. In this context, PTKIN must adopt similar approaches to enhance their international competitiveness without neglecting their Islamic values.

As educational institutions, universities also act as agents of social change. A study by Oliver and Conole (2012) in the United Kingdom indicated that universities could increase public engagement through research-based programs. This is particularly relevant in Indonesia, where universities function as a bridge between societal needs and policy development based on evidence (Supriyadi & Hakim, 2020).

To fulfill their roles, universities are required to have good governance, competent human resources, and an integrated educational system. According to Fajar (2005), the success of higher education institutions depends significantly on their ability to utilize human resource potential and technology to support the implementation of the threefold mission. This presents a key challenge for PTKIN in improving education quality and producing globally competitive graduates.

B. Quality Assurance Systems and Program Accreditation

Quality assurance in higher education is a systematic effort to ensure institutions meet established quality standards. In Indonesia, the Internal Quality Assurance System (Sistem Penjaminan Mutu Internal, SPMI) functions to control and enhance the quality of higher education, while the External Quality Assurance System (Sistem Penjaminan Mutu

Eksternal, SPME) is realized through accreditation by the National Accreditation Board for Higher Education (BAN-PT) (Ministry of Research, Technology, and Higher Education, 2016).

Program accreditation is a critical tool for evaluating the academic performance of institutions. A study by Wibowo (2016) showed that accreditation legitimizes higher education institutions in ensuring the quality of education. Accreditation also influences public perception of institutional credibility, subsequently impacting student enrollment rates.

A study by the Internal Quality Assurance System Development Team (Tim Pengembang SPMI, 2016) stated that the effective implementation of SPMI involves several steps, including setting standards, evaluating, and controlling quality. The study also emphasized the importance of collaboration among university units to ensure all quality standards are met. This poses challenges for PTKIN, which often face resource limitations in managing accreditation data.

On an international level, accreditation standards in various countries provide valuable lessons. A study by Oliver and Conole (2012) in the United Kingdom indicated that integrating educational data with information technology could improve efficiency and transparency in the accreditation process. A similar study in the United States by Kuh et al. (2015) found that universities with robust quality assurance systems were able to enhance public trust and global competitiveness.

The implementation of the accreditation system in Indonesia still faces several challenges. One of the major obstacles is the lack of valid and reliable data to support the accreditation process. A study at the State Islamic University of Bandung (UIN Bandung) found that many programs struggled to gather the necessary data for the accreditation process due to infrastructure and human resource constraints (Sumardi, 2018).

C. The Role of Data Management in Higher Education

Higher education databases are essential for supporting institutional management. According to Panggabean (2013), these systems not only store academic information but also function as tools to support strategic planning and decision-making. With integrated databases, universities can improve operational efficiency and ensure transparency in academic data reporting.

A study by Knight (2015) stated that in developed countries, data-driven technology in higher education has become standard practice. This allows universities to monitor academic performance in real time and respond more swiftly to stakeholder needs. In Indonesia, the use of such technology still faces various challenges, including insufficient infrastructure and limited human resources (Ministry of Research, Technology, and Higher Education, 2016).

At the international level, data management is also a significant concern. A study by Oliver and Conole (2012) demonstrated that effective data management could help

universities meet international accreditation standards. In Indonesia, managing higher education databases has become increasingly important due to stricter accreditation requirements at both national and international levels.

In this regard, PTKIN holds a unique role. As institutions based on Islamic values, PTKIN are required to manage data not only for academic purposes but also to support community-based programs. This poses unique challenges, especially when the data needed for accreditation processes are often unavailable or poorly integrated (Supriyadi & Hakim, 2020).

Effective data management requires advanced technological support and competent human resources. Research by Sumardi (2018) indicated that data integration efforts at UIN Bandung could serve as a model for other institutions in managing data to support program accreditation. However, achieving this requires strong commitments from all stakeholders, including the government, educational institutions, and other relevant parties.

METHODS

This research employs a descriptive qualitative approach to examine data management at several State Islamic Higher Education Institutions (PTKIN) in Java, such as UIN Syarif Hidayatullah Jakarta, UIN Sultan Maulana Hasanuddin Banten, IAIN Syekh Nurjati Cirebon, UIN Walisongo Semarang, IAIN Purwokerto, and IAIN Pekalongan. A qualitative approach was chosen as this study focuses on understanding the complex and dynamic phenomenon of the role of data management in supporting program accreditation.

Data were collected from two main sources: primary and secondary. Primary data were obtained through structured interviews with key informants, including Quality Assurance Agencies and database operators at PTKIN, to gain an in-depth understanding of strategies and challenges in data management. Meanwhile, secondary data were collected from official documents, accreditation reports, relevant literature, and regulations to provide theoretical context and support field findings. Interview and documentation techniques were used to ensure the accuracy and relevance of collected data. Subsequently, the data were analyzed qualitatively through three main stages: data reduction, data presentation, and conclusion drawing, as outlined by Moleong (2010). The analysis aimed to depict the relationship between data management and program accreditation improvement while identifying strategic steps to optimize data management at PTKIN. Through this method, the study is expected to contribute significantly to the understanding of the importance of effective data management in supporting higher education quality in Indonesia.

RESULTS AND DISCUSSION

A. Database Management to Support Study Program Accreditation

Database management at State Islamic Higher Education Institutions (PTKIN) plays a strategic role in supporting study program accreditation. Accreditation is a crucial instrument for ensuring the quality of higher education's tridharma (threefold missions: education, research, and community service). In this context, a database functions not only as an information storage center

but also as a tool for evaluating academic activities, research, and community service. The availability of valid and structured data helps study programs prepare accreditation forms aligned with the standards set by the National Accreditation Board for Higher Education (BAN-PT).

Syarif Hidayatullah State Islamic University Jakarta has developed a technology-based data management system through its Academic Information System (AIS). This system manages academic data, from student registration to graduation. The Information Technology and Data Center (Pustipanda) serves as the primary unit responsible for managing and integrating data across the university. Utilizing information technology in data management ensures efficient reporting processes to external parties, such as BAN-PT and the Higher Education Database (Forlap Ristekdikti). The comprehensiveness of this system has enabled UIN Syarif Hidayatullah to achieve A accreditation for many of its study programs (Nugroho et al., 2020).

Sultan Maulana Hasanuddin State Islamic University Banten has collaborated with third parties to build its Academic Information System (SIAKAD). This system functions as a tool for managing academic data and reporting to Forlap Ristekdikti. Leveraging third-party technology allows the university to adopt a proven system without developing its software. Structured and valid reporting processes help the university support its study programs in meeting the quality standards required by BAN-PT.

Purwokerto State Islamic Institute manages its academic data through an information system developed in collaboration with local service providers. Integrating data between internal systems and the Forlap Ristekdikti platform requires careful monitoring to ensure reported data reflects the actual conditions of study programs. Data reporting delays are often a challenge, especially for programs with large student numbers. However, strategic steps, such as training database operators, have improved reporting processes and supported accreditation quality enhancement.

Effective database management offers various benefits, including facilitating internal evaluations of study programs. Stored data allows universities to identify the strengths and weaknesses of study programs before the accreditation process begins. Walisongo State Islamic University Semarang has utilized an information system to monitor the performance of its study programs in real time. This system assists in formulating better policies to improve academic and non-academic quality.

National regulations outlined in Law Number 12 of 2012 on Higher Education require higher education institutions to integrate academic data into the national database. Forlap Ristekdikti serves as the main platform for reporting academic data, encompassing information on students, lecturers, curricula, and tridharma activities. Database management that complies with these regulations ensures transparency and accountability in higher education administration.

Challenges in database management often relate to limited human resources and technological infrastructure. IAIN Pekalongan, for instance, still faces challenges with a limited number of data operators. Many operators have to juggle additional tasks, leading to frequent delays in reporting progress. Additionally, integrating internal information systems with Forlap Ristekdikti requires time-consuming technical adjustments.

Investments in information technology are urgently needed to address these challenges. Universities that have developed independent academic information systems, such as UIN Syarif Hidayatullah and UIN Walisongo, demonstrate advantages in efficient data management.

Independently managed systems allow universities to make adjustments as needed without relying on external parties. This provides a competitive edge in supporting study program accreditation.

Integrated database management also reflects a university's commitment to transparency and accountability. Well-organized data provides accessibility to stakeholders, including students, lecturers, and the government. A reliable database supports data-driven decision-making, which is a key indicator of a university's success in meeting higher education quality standards.

B. Data Optimization Strategy in Higher Education Databases

Children with special needs (ABK) are individuals who have different needs compared to other children, whether physically, mentally, intellectually, emotionally, or socially. They require a special approach to reach their full potential. According to Sari and Gunawan (2020), ABK includes children with physical or mental disabilities that significantly affect their development, whether permanently or temporarily. This definition aligns with the concept of inclusive education, which emphasizes the importance of giving special attention to children with different needs.

The classification of children with special needs is diverse and covers various categories. According to Government Regulation No. 17 of 2010, ABK includes children with visual impairments, hearing impairments, speech impairments, intellectual disabilities, physical disabilities, emotional disabilities, learning difficulties, slow learners, autism, and children with exceptional talents or intelligence (Ministry of Education and Culture, 2010). This classification indicates that the needs of each child with special needs can vary greatly, so the approach must be tailored to the specific nature of their condition. For example, children with visual impairments require braille-based learning materials, while children with intellectual disabilities need more intensive guidance in understanding basic concepts.

The characteristics of children with special needs also vary depending on the type of disability. Children with visual impairments, for example, face challenges with sight, requiring them to use other senses to gather information. According to Supriyadi (2021), children with visual impairments often have more developed tactile and auditory senses compared to other children. Meanwhile, children with hearing impairments face verbal communication barriers that affect their social interactions. The use of sign language or hearing aids is a crucial part of their learning process (Herlina, 2020).

Children with autism have unique characteristics, especially in terms of social interaction and behavior. They often exhibit repetitive behaviors and difficulty understanding others' emotional expressions. A study by Nugroho and Lestari (2021) revealed that children with autism require a structured and routine learning environment to help them feel safe and comfortable. Behavior therapy-based approaches are commonly used to support their social and emotional development.

Children with exceptional talents or intelligence, also classified as ABK, have different needs compared to other children. They require higher academic challenges to prevent boredom and maintain motivation to learn. According to Rahayu and Setiawan (2019), these children often have extraordinary potential in specific areas such as arts, music, or science. However, they are also vulnerable to emotional stress if their needs are not adequately addressed.

The specific needs of children with special needs must be understood and met to ensure their optimal development. This includes the need for appropriate educational facilities, such as disability-friendly classrooms, adaptive curricula, and trained teacher support. A study by Widiastuti and Kurniawan (2020) mentions that inclusive schools must provide facilities that

support learning for all categories of ABK, including learning aids such as computers with specialized software or visual materials for children with intellectual disabilities.

In addition to facilities, the role of teachers in understanding the characteristics of children with special needs is crucial. Teachers must have in-depth knowledge of the needs of each type of ABK and be able to create a supportive learning environment. Research by Pratama and Dewi (2021) shows that training for teachers in handling children with special needs can enhance the effectiveness of learning and help these children feel more accepted in the school environment.

Families also play a key role in supporting the development of children with special needs. Emotional support, supervision, and cooperation with the school are essential in meeting the child's needs. A study by Utami (2021) shows that children with special needs who receive full support from their families tend to have better social adaptation skills. Collaboration between families, schools, and communities is vital in creating an inclusive environment that supports the development of children with special needs.

The classification and characteristics of children with special needs highlight the importance of a holistic approach to supporting them. A deep understanding of their needs can help all involved parties—families, schools, and communities—create an inclusive and welcoming environment for children with special needs.

C. The Relationship Between Databases and Accreditation Quality Standards

The relationship between higher education databases and accreditation quality standards is a crucial topic that requires special attention in the context of higher education management in Indonesia. A database is not only a tool for information management but also the primary medium for reflecting the implementation of the seven quality standards set by the National Accreditation Board for Higher Education (BAN-PT). These seven standards include governance, leadership, management systems, curriculum, human resources, students and graduates, facilities and infrastructure, financing, research, community service, and collaboration. The existence of a good database is pivotal in how these standards are translated into concrete and relevant data.

The standards for governance and management systems are areas that require strong database support. Databases allow universities to monitor and record governance structures, including policies, decision-making processes, and management effectiveness. According to research by Wahyudi et al. (2021), integrated databases can provide a clear picture of the university's organizational structure, including the roles and functions of each unit. This data serves as concrete evidence for BAN-PT assessors in evaluating the alignment of governance with national standards.

Curriculum and learning are other elements closely linked to databases. Forlap Ristekdikti, the national reporting platform, requires universities to report curriculum data in a structured manner, including course distribution, credit weights, and relevance to graduate competencies. UIN Syarif Hidayatullah Jakarta, for example, utilizes its Academic Information System (AIS) to ensure that the curriculum data reported aligns with what is implemented on the ground. A study by Suryadi et al. (2020) shows that discrepancies between internal information systems and Forlap reports can reduce assessments on the curriculum standard, as assessors need clarity on the relevance and sustainability of the curriculum.

The tridharma standards, which include education, research, and community service, also heavily rely on databases. Research by Nugraha et al. (2021) revealed that accurate tridharma data is key to a study program's success in achieving excellent accreditation. Faculty activities, such as

the number of publications, research projects, and community service activities, must be accurately recorded in the university database. Similarly, student data, such as participation in research projects and community service, is an important indicator in evaluating how tridharma is applied at the student level.

The existence of a well-managed database also supports the student and graduate standards. Universities are required to record comprehensive student data, from registration and coursework to graduation. Graduate data, including job waiting periods and the relevance of jobs to their field of study, is also crucial in assessing this standard. Research by Rachman et al. (2020) found that universities with alumni tracking systems based on data tend to score higher in this standard, as it shows attention to the relevance of education to labor market needs.

Human resources, including lecturers and educational staff, are another important element dependent on databases. Lecturer qualifications, workload, and tridharma activities must be reported to Forlap Ristekdikti. According to Susanti et al. (2021), the accuracy and consistency of lecturer data is a major factor influencing assessments in this standard. Discrepancies, such as differences between the lecturer data submitted in accreditation reports and those recorded in Forlap, can reduce the assessors' trust in the validity of the report.

Facilities and infrastructure are also tied to databases. Universities are required to report data related to learning support facilities, such as laboratories, libraries, and information technology infrastructure. UIN Walisongo Semarang, for instance, has utilized an integrated information system to ensure that the reported data on facilities and infrastructure aligns with actual conditions. A study by Ahmad et al. (2021) shows that universities with well-maintained databases are more likely to meet the requirements of this standard, as the available data can be quickly verified by assessors.

Research and community service, as part of tridharma, also require reliable database support. Universities with integrated reporting systems for research and community service with academic data tend to perform better in meeting this standard. According to Ismail et al. (2021), a good reporting system allows universities to document all research outcomes and community service activities systematically, making it easier for assessors to evaluate.

The relationship between databases and accreditation quality standards is not limited to the technical aspects of reporting but also reflects how well universities can manage data as a strategic asset. Data accuracy, consistency, and validity are key indicators in assessing the quality of higher education management. Universities that can optimally utilize databases tend to be more successful in achieving excellent accreditation. Well-organized data not only supports accreditation assessments but also serves as an important tool for strategic decision-making in institutional development.

D. Policies and Implementation of Database Management

The policy for managing databases at Islamic State Universities (PTKIN) plays a strategic role in ensuring accurate and relevant data reporting. These policies serve as a crucial foundation for each university to align internal data reporting with external requirements, such as those mandated by Forlap Ristekdikti. The success of database management relies on the implementation of structured and continuous policies.

At PTKIN, data management aims to create synchronization between data handled at the program study level and data uploaded to national platforms. The policies applied include the establishment of an academic information system as the primary tool for collecting and managing

data. A study by Kusuma et al. (2021) found that universities that optimally use academic information systems, such as UIN Sultan Maulana Hasanuddin, were able to improve the quality of academic data reporting.

The determination of data operators at the program study level is a key policy in data management. These operators are responsible for managing, monitoring, and updating academic data, which includes activities related to students and faculty. Research by Supriyadi et al. (2020) indicated that involving operators with high technical competence in data management helps minimize reporting errors. PTKINs like IAIN Syekh Nurjati Cirebon have implemented this policy to ensure smooth data reporting to Forlap Ristekdikti.

Another policy is the implementation of accreditation simulations, which provides significant benefits in preparing study programs for BAN-PT assessments. These simulations allow universities to identify weaknesses in data reporting and take corrective steps before the accreditation process begins. Research by Wijaya et al. (2022) highlighted that accreditation simulations involving Quality Assurance Institutions positively impacted study program assessment results. Through these simulations, inaccurate or incomplete data can be immediately corrected.

Policies related to the use of technology also play an essential role in managing databases. UIN Sultan Maulana Hasanuddin, for example, collaborated with Gamatechno to develop an Academic Information System (SIAKAD) that integrates academic data across various units. This system simplifies universities' access to the data required for accreditation and reporting. Research by Ahmad et al. (2021) noted that the development of integrated information technology significantly improved efficiency and accuracy in data management.

Providing training for database operators is also an important policy that supports optimal implementation. Universities such as UIN Walisongo Semarang routinely conduct training to enhance the technical capacity of data managers. This training includes managing academic information systems, reporting tridharma data, and uploading data to Forlap Ristekdikti. A study by Rahmawati et al. (2020) showed that targeted and ongoing training can improve the quality of data management in universities.

Coordination between data management units at the university and program study levels is another crucial aspect regulated by database management policies. This coordination aims to ensure that the data reported by the program studies aligns with the data stored at the university level. Findings by Susanti et al. (2021) revealed that good coordination between related units enhances the validity of data uploaded to the national system.

The policy of updating academic information systems is a strategic measure to keep up with evolving data reporting needs. PTKINs such as IAIN Purwokerto periodically update their academic information systems to ensure compatibility with Forlap Ristekdikti. Research by Hartono et al. (2021) showed that updating academic information systems positively impacts the speed and accuracy of data reporting.

The successful implementation of database management policies at PTKINs also depends on government policy support. The Higher Education Law No. 12 of 2012 serves as the legal framework governing data management at universities. This regulation emphasizes the importance of data integration between universities and the national system. A study by Kurniawan et al. (2021)

mentioned that this national policy provides a clear framework for universities to manage their databases.

Improving the quality of database management requires commitment from all elements within the university, from leadership to program study-level operators. The implementation of targeted policies, technological support, and good coordination between work units are key factors in the success of database management. These policies not only support accurate data reporting but also encourage the creation of more transparent and accountable universities.

CONCLUSION

This study emphasizes that effective and strategic database management in Islamic State Universities (PTKIN) is a crucial element in supporting the enhancement of program study accreditation. The integrated implementation of policies, the use of information technology through systems such as SIAKAD and AIS, and the involvement of data operators at the program study and university levels are key factors in successful data management. Synchronization of data with national platforms such as Forlap Ristekdikti ensures the validity and relevance of information, which forms the basis for assessment by BAN-PT. Policies such as training for operators, system updates, and accreditation simulations involving the Quality Assurance Agency further strengthen program studies' readiness for accreditation assessments. Universities that implement self-developed information systems, such as UIN Syarif Hidayatullah and UIN Walisongo, demonstrate excellence in internal data management, while those collaborating with external providers, like IAIN Purwokerto and IAIN Syekh Nurjati, can still maintain data quality through the optimization of existing systems. Challenges such as limited human resources and data gaps can be addressed through good coordination and the application of technology-based policies. The findings of this study show that policy-driven database management, supported by information technology and synergy between units, is the main pillar in creating excellent, transparent, and competitive PTKINs, in line with the accreditation vision and higher education development in Indonesia.

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