

**STRENGTHENING GOOD UNIVERSITY GOVERNANCE-BASED
STUDY PROGRAM GOVERNANCE FOR SUPERIOR
ACCREDITATION AT PGMI STIT PRINGSEWU****Wahyu Febriana, Binti Luthfiya, Idham Khalid**

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E-Mail: wahyufebriana79@gmail.com, bintiluthfiyah@gmail.com,idhamkhalid@radenintan.ac.id**Received:** 25 Februari 2026; **Revised:** 19 Maret 2026; **Accepted:** 19 April 2026**Abstract**

This study aims to analyze the strengthening of governance in the Islamic Elementary Teacher Education (PGMI) Study Program at STIT Pringsewu based on *Good University Governance* (GUG) as a strategy to achieve superior accreditation. This research is motivated by the current accreditation status of the PGMI Study Program, which remains at the “Good” level despite the active implementation of the university’s Tri Dharma. The main issue lies in the lack of integration between planning, implementation, evaluation, and recognition of Tri Dharma outputs and lecturer recognition within the framework of the nine accreditation criteria of the National Accreditation Board for Higher Education. This study employed a qualitative approach using a case study design. Data were collected through in-depth interviews with institutional leaders and study program managers, observations of academic activities, and document analysis related to governance, internal quality assurance, and Tri Dharma outputs. Data analysis was conducted interactively through data reduction, data display, and conclusion drawing, supported by source and method triangulation to ensure data validity. The findings reveal that the primary challenge in achieving superior accreditation is not the absence of Tri Dharma activities but the suboptimal implementation of governance based on *Good University Governance* principles. Tri Dharma outputs and lecturer recognition have not yet been systematically managed as key performance indicators for accreditation. This study concludes that strengthening integrated, data-driven, and outcome-oriented governance based on *Good University Governance* is a critical strategy for improving study program quality and facilitating the transition from Good to Superior accreditation in a sustainable manner.

Keywords: Good University Governance, Superior Accreditation, Tri Dharma of Higher Education, Lecturer Recognition, PGMI

I. INTRODUCTION

Improving the quality of higher education is a national strategic agenda that requires every university, including study programs, to implement effective, transparent, and accountable governance. In the context of accreditation, the quality of governance is one of the main determinants assessed by the National Accreditation Board for Higher Education (BAN-PT), especially in the aspects of leadership, management, and sustainable quality assurance. Therefore, strengthening the governance of study programs is no longer understood as limited to administrative fulfillment, but as a strategic instrument to ensure academic quality, the relevance of graduates, and the competitiveness of higher education institutions. The concept of *Good University Governance* (GUG) exists as a normative and operational approach in realizing professional and quality-oriented university management. The principles of GUG which include transparency, accountability, responsibility,

independence, and fairness are important foundations in decision-making and management of study program resources. The implementation of GUG at the study program level is believed to be able to increase the effectiveness of planning, implementing, evaluating, and controlling academic and non-academic activities, thereby supporting the achievement of superior accreditation standards systematically and sustainably.

The implementation of *Good University Governance* (GUG) in the management of higher education in Indonesia has a strong regulatory foundation and is integrated into national higher education policies. Normatively, the principles of GUG are in line with Law Number 12 of 2012 concerning Higher Education, which emphasizes that the implementation of higher education must be carried out in an accountable, transparent, effective manner, and oriented towards improving the quality of the Tridharma of Higher Education. The articles in the law emphasize the importance of an internal quality assurance system, the autonomy of university management, and public accountability as the basis for good governance. The implementation of GUG is strengthened through the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education (SN-Dikti), which regulates education, research, and community service standards along with an output assessment system. This regulation requires universities and study programs to manage the Tridharma in a planned, measurable, and sustainable manner, in line with the principles of responsibility and accountability in the GUG. Furthermore, BAN-PT Regulation Number 5 of 2019 concerning Study Program Accreditation Instruments (IAPS) 4.0 explicitly integrates the principles of governance, governance, and quality assurance as the main elements in the 9 Accreditation Criteria, especially in the criteria of governance and the output of the Tridharma.

At the operational level, the strengthening of GUG is also supported by derivative policies such as the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Quality Assurance of Higher Education, which emphasizes the PPEPP (Determination, Implementation, Evaluation, Control, and Improvement) cycle as a mechanism for sustainable quality governance. This regulation emphasizes that the success of the implementation of GUG is measured by the consistency of the implementation of data-based governance, the improvement of lecturer performance, the output of Tridharma, and academic and professional recognition. Thus, GUG is not only a normative concept, but a regulatory and operational framework that becomes a strategic foundation in achieving superior accreditation of study programs. The Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) STIT Pringsewu faces strategic challenges in an effort to achieve and maintain superior accreditation status in the midst of the dynamics of higher education policies and stakeholder demands. The complexity of study program management, limited resources, and increasingly high-quality demands demand the strengthening of integrated governance based on GUG principles. Therefore, this study is important to examine in depth how strengthening the governance of the PGMI STIT Pringsewu Study Program based on *Good University Governance* can be used as an effective strategy in achieving superior accreditation.

Improving the quality of higher education cannot be separated from the implementation of systematic, measurable, and output-oriented study program governance. Within the framework of BAN-PT accreditation, the quality of the study program is assessed through 9 Accreditation Criteria, which include vision, governance, students, human resources, finance and infrastructure, education, research, community service, as well as the output and achievements of the Tridharma. These criteria affirm that the quality of governance is not only measured by the completeness of documents and administrative processes, but also by the real performance and impact of the Tridharma of Higher Education, especially on academic productivity and lecturers' contributions to the development of science, society,

and institutions. The *Good University Governance* (GUG) approach is a relevant strategic framework to strengthen the integration between accreditation criteria, especially in the aspects of Tridarma output and lecturer recognition. The principles of transparency, accountability, responsibility, independence, and fairness in GUG encourage achievement-based management of lecturer performance, such as scientific publications, intellectual property, community needs-based service, and academic and professional recognition at the national and international levels. With good governance, study programs are able to ensure that educational, research, and service activities do not run partially, but are integrated and produce outputs that are relevant to the main performance indicators of superior accreditation.

The Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) STIT Pringsewu, in an effort to achieve superior accreditation, faces challenges in optimizing the performance of the Tridarma and increasing lecturer recognition as the main indicator of accreditation outputs. The limitations of the performance monitoring system, the lack of optimal integration between Tridarma planning and evaluation, and the variation in lecturer recognition achievements are strategic issues that need to be addressed through strengthening GUG-based governance. Therefore, this research focuses on strengthening the governance of the PGMI STIT Pringsewu Study Program based on *Good University Governance* as a strategy to increase the output of the Tridarma and lecturer recognition to support the achievement of superior accreditation in a sustainable manner. Various studies show that the implementation of *Good University Governance* (GUG) has a significant influence on improving the quality of institutions and the achievement of university accreditation. Studies by Shattock (2014) and Marginson and Considine (2000) confirm that university governance based on transparency and accountability is able to improve the effectiveness of academic decision-making as well as institutional performance. Similar findings were put forward by Amaral, Meek, and Larsen (2003) who stated that higher education governance reform contributes positively to the quality of learning and the strengthening of research. In the Asian context, Mok (2016) and Nguyen et al. (2019) prove that the implementation of the GUG principle has a direct impact on increasing research productivity and lecturers' academic reputation. Meanwhile, the OECD (2017) emphasizes that good university governance is the main prerequisite in encouraging the performance of the Tridarma and public accountability of higher education institutions.

Other studies specifically linked GUG to Tridarma output and lecturer recognition as the main performance indicators of accreditation. De Boer, Enders, and Leisyte (2007) found that a strong governance system encourages increased scientific publications and lecturer research collaboration. This is strengthened by Teichler (2015) who states that the recognition of lecturers at the national and international levels is greatly influenced by institutional support and governance policies. In the Indonesian context, research by Sutanto and Tjahjono (2017) and Ramdani and Wibowo (2020) shows that the implementation of quality-based governance has a significant effect on the accreditation achievement of study programs and the performance of lecturers' Tridambaram. Furthermore, Sallis (2014) and Hazelkorn (2015) emphasized that the integration of governance, quality assurance, and lecturer performance management is a key strategy in improving academic output and institutional reputation. However, most of the research still focuses on the university level, so empirical studies at the study program level, especially in the context of PTKIS and superior accreditation, are still relatively limited and require further deepening.

Previous studies have shown that the implementation of *Good University Governance* (GUG) contributes positively to the quality and accreditation of higher education, but the majority still focus on the university or faculty level with a macro approach, so they have not studied in depth the implementation of GUG at the study program level as the main

operational unit of Tridarma. In addition, the output of Tridarma is generally treated as an aggregate variable without a clear mapping of quantitative and qualitative indicators in the 9 Accreditation Criteria, especially in the aspects of Tridarma output and lecturer recognition. This condition causes quality improvement efforts, especially in the context of PGMI Study Programs at PTKIS such as PGMI STIT Pringsewu, to still be partial and have not fully impacted the achievement of superior accreditation. Therefore, there is a significant research gap related to the absence of a comprehensive study that integrates the principles of GUG with a system of planning, *monitoring*, and evaluation of lecturer performance based on accreditation outputs, so that this research is directed to offer an operational, contextual, and sustainable approach to study program governance in increasing the output of the Tridarma and the recognition of lecturers towards superior accreditation.

The main problem faced by the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) STIT Pringsewu lies in the lack of optimal strengthening of the governance of the study program that is integrated with the principles of *Good University Governance* in supporting the achievement of superior accreditation. The implementation of governance and governance still faces challenges in the aspects of data-based planning, consistency in the implementation of quality assurance, and the monitoring and evaluation system for lecturer performance oriented to the output of the Tridarma. This condition has an impact on the achievement of scientific publications, sustainable community service, and recognition of lecturers at the national and international levels as required in the 9 Accreditation Criteria. This research aims to analyze and formulate the strengthening of the governance of the PGMI STIT Pringsewu Study Program based on *Good University Governance* as a strategy to achieve superior accreditation. In particular, this study aims to (1) examine the implementation of GUG principles in the governance of study programs within the framework of the 9 BAN-PT Accreditation Criteria, (2) analyze the relationship between strengthening governance and increasing the output of the Tridharma, including education, research, and community service, and (3) identifying strategies to increase lecturer recognition that are integrated with the quality assurance system and the performance of study programs in a sustainable manner.

II. RESEARCH METHODS

2.1. Types of Research

This study uses a qualitative approach with a *case study design* to deeply understand the strengthening of the governance of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) STIT Pringsewu based on *Good University Governance* (GUG) in an effort to achieve superior accreditation. The qualitative approach was chosen because it allows researchers to explore governance phenomena comprehensively, contextually, and naturalistically, especially in examining the practices, processes, and dynamics of GUG implementation at the study program level as the main operational unit of the Tridarma of Higher Education. The research subjects include university leaders, PGMI study program chairs, permanent lecturers, education staff, and internal quality assurance elements. The informant selection technique was carried out by *purposive sampling* based on involvement and authority in the management of the study program and the implementation of the Tridarma. Data collection was carried out through interviews, observations, and documentation studies, which included governance policy documents, IAPS 4.0 accreditation documents, lecturer performance reports, Tridarma outputs, and evidence of lecturer recognition at the national and international levels.

2.2. Data Collection Techniques

Data collection in this study was carried out comprehensively to obtain an in-depth picture of strengthening the governance of the PGMI STIT Pringsewu Study Program based on *Good University Governance* (GUG) in supporting the achievement of superior accreditation. Data collection techniques include interviews, observations, and documentation studies, which are carried out in a planned and continuous manner in accordance with the focus of the research.

2.2.1. Interview

Interviews were conducted in a semi-structured manner to key informants selected through *purposive sampling techniques*, including institutional leaders, heads and secretaries of PGMI study programs, permanent lecturers, internal quality assurance elements, and education staff. The interviews focused on understanding, experience, and practice of implementing the GUG principles in study program planning, Tridarma planning and evaluation, lecturer performance monitoring system, as well as strategies to increase Tridarma output and lecturer recognition within the framework of 9 BAN-PT/LAM Accreditation Criteria.

The Chairman of STIT Pringsewu, Iis Maisaroh, M.Pd, emphasized that strengthening Good University Governance-based governance is the main foundation in achieving superior accreditation, especially at the study program level. It states that:

"Superior accreditation cannot be achieved only by fulfilling documents, but must be built through transparent, accountable, and quality-oriented governance. We encourage every study program, including PGMI, to integrate the principles of *Good University Governance* in the planning, implementation, and evaluation of the Tridarma, so that the output produced is truly measurable and sustainable." (*Interview, Chairman of STIT Pringsewu, 2025*)

Furthermore, he emphasized the importance of lecturer performance as a strategic indicator in accreditation, especially in the external and recognition aspects. According to him, "the increase in scientific publications, impactful service, and recognition of lecturers at the national and international levels are tangible evidence of the success of good university governance" (*Interview, Chairman of STIT Pringsewu, 2025*).

The Chairman of STIT Pringsewu, Iis Maisaroh, M.Pd, emphasized that the fulfillment and strengthening of the Tridharma of Higher Education must be directed to measurable outputs and have academic recognition value. He conveyed that:

"The implementation of the Tridarma is not enough just to be limited to routine activities, but must be directed to outputs that have an impact and recognition. Scientific publications, continuous service results, and recognition of lecturers at the national and international levels are strategic needs that are inseparable from superior governance and accreditation." (*Interview, Chairman of STIT Pringsewu, 2025*)

Meanwhile, the Head of the PGMI Study Program of STIT Pringsewu, Kukuh Maulana Alfatan, M.Pd, revealed that the main challenge of the study program lies in optimizing the implementation of governance which has a direct impact on the output of Tridarma. It states that:

"So far, lecturers' Tridarma activities have been running, but they have not been fully integrated in one governance system that leads to the achievement of superior accreditation. Through strengthening *Good University Governance*-based governance, we have begun to map lecturer performance in accordance with the 9 indicators of

Accreditation Criteria, especially in the outputs of research, service, and lecturer recognition." (*Interview, Head of PGMI Study Program, 2025*)

He also added that strengthening the monitoring and evaluation system is the key to improving the achievement of study programs. "With more structured and data-based governance, we can direct lecturers to produce publications, IPR, and recognition that are relevant to the needs of accreditation and quality development of study programs" (*Interview, Head of PGMI Study Program, 2025*).

Kukuh Maulana Alfatan, M.Pd, emphasized that the need for lecturer recognition is a direct demand from the indicators of accreditation and the quality of the study program. It states that:

"Our main need at this time is to ensure that every lecturer's Tridarma activity produces recognized outputs, both through publications, IPR, and the involvement of lecturers as resource persons, reviewers, and academic partners. Lecturer recognition is an important indicator to show that the Tridarma that is carried out is really quality and relevant to accreditation standards." (*Interview, Head of PGMI Study Program, 2025*)

The two quotes show that strengthening Good University Governance-based governance at PGMI STIT Pringsewu is understood as a strategic need to ensure that the Tridarma of Higher Education is not only implemented administratively, but also produces outputs and recognition of lecturers who support the achievement of superior accreditation.

2.3. Observations

It is carried out in a participatory manner in the process of managing study programs, the implementation of academic meetings, quality assurance activities, and the implementation of policies related to Tridarma and accreditation. This observation aims to capture real governance practices, patterns of interaction between stakeholders, and consistency between written policies and implementation in the field. Observation data was systematically recorded in *field notes* to support the interview findings. Research observations were carried out at the STIT Pringsewu Campus, especially in the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), to directly observe the practice of study program governance in supporting the implementation of the Tridharma of Higher Education and the achievement of superior accreditation. Observation is carried out in a participatory manner by paying attention to academic activities, decision-making mechanisms, and the implementation of governance and quality assurance policies at the study program level. Based on the results of observations, the PGMI STIT Pringsewu Study Program has shown efforts to strengthen governance through the implementation of routine academic meetings, coordination between study program leaders and lecturers, and the involvement of the quality assurance unit in the evaluation process of Tridarma activities. The practice of transparency and accountability can be seen from the documentation of academic activities, lecturer performance reports, and the use of learning and research evaluation instruments. However, observations also show that the integration between Tridarma activity planning and output monitoring, especially scientific publications and lecturer recognition, still needs to be strengthened to be more systematic and data-based.

Observations on the implementation of Tridarma show that education, research, and community service activities have been actively running, but have not been fully directed to achieve outputs consistent with the 9 indicators of the Accreditation Criteria. Some of the lecturer's service and research activities are still incidental and have not been fully documented as evidence of academic recognition. The findings of this observation confirm

the need to strengthen the governance of the PGMI STIT Pringsewu Study Program based on *Good University Governance* so that every Tridarma activity produces measurable outputs and contributes directly to improving quality and superior accreditation.

2.3.1. Documentation studies

It is carried out by examining various relevant official documents, such as the vision and mission documents of the study program, the governance structure, the Strategic Plan and Operational Plan, the Internal Quality Assurance System (SPMI) document, the IAPS 4.0 document, lecturer performance reports, Tridarma outputs, and evidence of lecturer recognition at the national and international levels. The analysis of this document serves to verify and strengthen the data of interview and observation results through triangulation of sources, thereby increasing the validity and credibility of the research results.

III. RESULTS AND DISCUSSION

3.1. Research Results

The results of the study show that the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) STIT Pringsewu has a strong institutional commitment to transform governance towards the achievement of superior accreditation, even though it is currently still at the Good accreditation rating. Field findings indicate that the framework for the governance and governance of the study program has been structurally available, but its implementation has not been fully integrated with the principles of *Good University Governance* (GUG) and the performance indicators of the 9 Accreditation Criteria, especially in the aspects of the output and achievements of the Tridarma.

In terms of governance and quality assurance, the results of interviews and observations show that the mechanism for planning and evaluating study program activities has been running, but it is still administrative and not fully based on performance data. The monitoring system for lecturers' Tridarma achievements has not been standardized in an assessment framework that directly links activities, outputs, and evidence of recognition. This condition has an impact on the low optimization of indexed scientific publications, intellectual property products, and lecturer involvement in national and international academic forums which are important indicators of superior accreditation.

The results of the research on the output aspect of the Tridharma of Higher Education show that education, research, and community service activities have been carried out actively, but have not fully produced consistent and sustainable outputs. Research and lecturer service activities tend to not be integrated with PGMI's scientific roadmap and the strategic needs of partner madrasahs. In addition, the documentation and reporting of Tridarma's outputs are still not optimal, so the potential achievements of the study program have not been fully converted into maximum accreditation values. In the aspect of lecturer recognition, the findings of the study show that the involvement of PGMI lecturers in scientific and professional activities is actually quite potential, but it has not been managed systematically as part of the study program governance strategy. The recognition of lecturers as resource persons, reviewers, authors of scientific publications, and academic cooperation partners has not been fully inventoried and integrated into the quality assurance system. This causes the lecturer's contribution to the academic reputation of the study program to not be seen optimally in accreditation documents and assessments.

The results of the study show that the activities of the Tridharma of Higher Education in the PGMI STIT Pringsewu Study Program have basically been running actively and sustainably, both in the fields of education, research, and community service. Lecturers have carried out learning according to the curriculum, conducted research according to the scientific field, and are involved in service activities that are relevant to the needs of

madrasas and the community. This finding confirms that the main problem of the study program does not lie in the quantity or existence of Tridarma activities, but in how these activities are managed, controlled, and directed to produce outputs of strategic value for quality improvement and accreditation. This study reveals that strengthening *Good University Governance-based governance* has not been fully implemented in an integrated manner throughout the study program management cycle. The planning of Tridarma activities is not completely based on the analysis of previous achievement data, while the implementation of activities still tends to run partially without a strong connection with the study program development roadmap. At the evaluation stage, the monitoring and assessment system of lecturer performance has not been able to directly link Tridarma's activities with accreditation output indicators, so that recognition of lecturers' achievements, both in the form of publications, intellectual property, and academic recognition, has not been optimally managed.

The aspect of recognition of Tridarma's outputs and the recognition of lecturers still faces obstacles in inventory, documentation, and the use of data as a basis for strategic decision-making. Many lecturers' achievements are potential but have not been systematically documented as evidence of study program performance. This condition causes the real contribution of lecturers to the academic reputation and quality of the study program to not be fully converted into maximum accreditation scores. This shows that governance that is not yet data-based is one of the inhibiting factors in efforts to improve accreditation ratings. Thus, strengthening the governance of the PGMI STIT Pringsewu Study Program based on *Good University Governance* is an urgent strategic need. Directed, data-driven, and output-oriented governance will allow for stronger integration between planning, implementing, evaluating, and improving the performance of the Tridarma as well as lecturer recognition. If this strengthening can be implemented consistently and sustainably, the PGMI STIT Pringsewu Study Program has a realistic and strategic opportunity to increase its accreditation rating from Good to Excellent, as well as strengthen the competitiveness and academic reputation of the study program.

3.2. Discussion

The discussion of the results of the study shows that the efforts of the PGMI STIT Pringsewu Study Program towards the achievement of superior accreditation are highly determined by the ability of the study program to optimize the key indicators assessed in the 9 Accreditation Criteria of BAN-PT/LAM. The findings of the study confirm that the Tridarma of Higher Education activities have been running, but its effectiveness in increasing the value of accreditation is highly dependent on *strengthening Good University Governance (GUG)-based governance* that is able to integrate planning, implementation, evaluation, and improvement of outputs in a sustainable manner. In the indicators of governance, governance, and quality assurance, this study shows that the principles of transparency, accountability, and responsibility need to be implemented consistently at the study program level. In the context of superior accreditation, governance is not only assessed from the existence of organizational structures and formal documents, but also from the effectiveness of the internal quality assurance system in controlling the quality of the Tridharma. These findings are in line with the view that strong governance is a key prerequisite for improving institutional performance and academic quality. Therefore, strengthening the PPEPP cycle based on lecturer performance achievement data is a strategic indicator in supporting optimal accreditation values.

In the indicators of human resources and lecturer performance, the discussion emphasized that lecturers are the main actors in achieving superior accreditation. The results of the study show that the recognition of lecturers as authors of scientific publications,

owners of intellectual property rights, resource persons, reviewers, and academic cooperation partners has not been fully managed as an indicator of study program performance. In fact, in the accreditation instrument, lecturer recognition has a significant assessment weight on the external aspects and achievements of the Tridarma. With GUG-based governance, study programs can direct and facilitate lecturers to produce outputs that are relevant, measurable, and have external recognition. In the indicators of education, research, and community service, the discussion showed the need for integration between the curriculum, research roadmap, and service programs oriented to the needs of madrasas and the community. Superior accreditation requires continuity and relevance between the three dharmas, not just the implementation of incidental activities. Strengthening governance allows the study program to prepare Tridarma planning based on PGMI's scientific vision, so that each activity produces outputs that can be measured and converted into accreditation values.

Indicators of output and achievement of the Tridarma, this study emphasizes that superior accreditation is highly determined by the quality and consistency of the output of the study program. Indexed scientific publications, innovation and IPR products, impactful service, and increased lecturer recognition are the main indicators that must be managed systematically. The findings of the study show that without a good inventory system and output documentation, the achievements of the study program will not be optimally reflected in the accreditation assessment. Therefore, data-based and evidence-based governance is a strategic need in an effort to improve accreditation rankings. The results of this study reinforce previous findings that affirm that the success of achieving superior accreditation is highly determined by the quality of university governance based on *Good University Governance* (GUG). Research by Shattock (2014) and De Boer et al. (2007) shows that transparent and accountable governance is able to improve the effectiveness of academic decision-making and institutional performance. These findings are in line with the condition of the PGMI Study Program STIT Pringsewu, where Tridarma activities have been running, but have not been fully integrated into one data-based governance system that is oriented towards accreditation outputs. In the aspect of governance and quality assurance, the results of this study confirm the view of Sallis (2014) who emphasizes that the quality of higher education cannot be achieved without a sustainable and integrated quality assurance system. The Hazelkorn study (2015) also confirms that institutions that have succeeded in improving their reputation and ranking are institutions that are able to associate quality assurance with academic performance and lecturer output. In the context of PGMI STIT Pringsewu, the research findings show that the PPEPP cycle has been running, but it still needs to be strengthened at the evaluation stage and improvement based on Tridarma performance data and lecturer recognition.

In terms of lecturer performance indicators and academic recognition, the results of this study are in line with the findings of Teichler (2015) and Nguyen et al. (2019) who stated that lecturer recognition is the result of strong institutional governance support, including incentive policies, publication facilitation, and academic networks. Research by Ramdani and Wibowo (2020) in the Indonesian context also shows that increasing lecturer recognition contributes significantly to the achievement of study program accreditation. These findings corroborate the results of the research that the main challenge of PGMI STIT Pringsewu is not the capacity of lecturers, but in the lack of optimal management system and recognition of lecturer achievements. In the Tridarma output indicators, this study is consistent with the results of studies by OECD (2017) and Amaral et al. (2003) which emphasize that the quality of education, research, and service outputs is a direct reflection of higher education governance. The results show that without the integration between the Tridarma roadmap and the needs of stakeholders, the outputs produced tend to be unsustainable and less

impactful. This condition reinforces the argument that GUG-based governance plays a strategic role in ensuring the relevance and sustainability of Tridarma's outputs.

Theoretically, the findings of this study expand the GUG study which has been more focused on the university level, by presenting empirical evidence at the study program level, especially in the context of PTKIS and PGMI Study Program. In contrast to previous macro research, this study shows that strengthening governance in the smallest unit of academic management has a direct impact on the achievement of the 9 indicators of the BAN-PT/LAM Accreditation Criteria. Thus, this study provides a theoretical contribution in the form of affirmation that the effective implementation of *Good University Governance* at the study program level is a strategic prerequisite in the transformation of accreditation from Good to Excellent.

IV. CONCLUSION

This study concludes that the main challenge of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) STIT Pringsewu in an effort to achieve superior accreditation does not lie in the absence of Tridarma of Higher Education activities, but in the lack of optimal strengthening of good *University Governance-based* study program governance. Education, research, and community service activities have been running, but they have not been fully integrated in one management system that is oriented towards the output and achievement of accreditation performance. The findings of the study show that the weak integration between the planning, implementation, evaluation, and recognition of Tridarma outputs and lecturer recognition is the main inhibiting factor in improving the quality and ranking of accreditation. In addition, this study emphasizes that the application of the principles of transparency, accountability, responsibility, and data-based governance at the study program level is a strategic prerequisite in supporting the achievement of the 9 indicators of the BAN-PT Accreditation Criteria. Strengthening targeted and sustainable governance allows study programs to optimize lecturer performance, improve the quality and consistency of Tridarma's outputs, and strengthen lecturer recognition as the main indicator of superior accreditation. Thus, the PGMI STIT Pringsewu Study Program has a realistic and strategic opportunity to transform from Good to Superior accreditation in a sustainable manner.

The theoretical implication of this study is the strengthening of empirical evidence that the implementation of *Good University Governance* at the study program level has a significant role in improving academic quality and accreditation achievements. This study expands the study of higher education governance which has been more focused on the institutional level, by showing that effective management of study program units is the main key in achieving the output of the Tridarma and lecturer recognition. Practically, this research provides implications for the manager of the PGMI STIT Pringsewu Study Program to develop a data-based governance system that integrates planning, monitoring, and evaluation of lecturers' Tridarma performance. Strengthening the internal quality assurance system, mapping the Tridarma roadmap, and systematically managing lecturer recognition are strategic steps that need to be implemented to support the achievement of superior accreditation. In addition, the results of this research can also be a reference for similar study programs within PTKIS in formulating strategies to strengthen *good university governance* based on contextual and sustainable.

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- Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 53 Tahun 2023 tentang Penjaminan Mutu Pendidikan Tinggi.