

Communicative Unveiling: Bridging Reputation and Reality through Dialogue in Islamic Campus Accreditation

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Abstract

This study investigates organizational communication's role in achieving superior accreditation at the State Islamic University of North Sumatra (UIN-SU). The research method used is mixed, with a survey-based quantitative approach using questionnaires to collect data from UIN-SU students, lecturers, and teaching staff and a qualitative approach through interviews with universities that have achieved superior accreditation. Data were analyzed using statistical analysis techniques and path analysis with moderating variables. The results showed that UIN-SU achieved a "B" (Superior) accreditation rating, which reflects a commitment to improving the quality of higher education services. The effectiveness of internal communication and the quality of external communication played a crucial role in achieving this feat. However, the participation of academic community members in decision-making did not have a significant impact, indicating the need to increase their participation and role in the accreditation process. In order to achieve higher accreditation in the future, UIN-SU needs to focus on improving organizational communication, supportive organizational policies and culture, and allocating adequate resources to support accreditation efforts and improve the quality of higher education.

Keywords

Superior Accreditation, Organizational Communication, Reputation, Reality

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1. INTRODUCTION

Universities as higher education institutions are central to community development and creating quality human resources (Sutopo et al., 2019). In Indonesia, one of the universities that strives to achieve superior accreditation is the State Islamic University (UIN) of North Sumatra. Superior accreditation is an essential quality indicator for an institution of higher education, reflecting a commitment to standards of excellence in education and public service. Organizational communication in the context of public services is vital to achieving superior accreditation (Lessy et al., 2022).

Superior accreditation is an essential quality indicator for a higher education institution. It reflects the institution's commitment to standards of excellence in education and public service (Koo et al., 2022). Superior accreditation shows that the university has met stringent requirements in various aspects, including curriculum, qualified lecturers, adequate facilities, research and community service (Elken et al., 2018). In addition, superior accreditation reflects the institution's commitment to



continuous evaluation, improvement and innovation(Kim, 2018). Therefore, achieving superior accreditation is a fundamental goal for universities, including UIN North Sumatera.

Organizational communication in the context of public services plays a vital role in achieving superior accreditation (Schäfer & Fähnrich, 2020). Organizational communication facilitates a clear flow of information, ideas, and goals among all college stakeholders(ECA, 2013; Tabiu, 2019). This includes students, staff, lecturers, administration, and the general public. Effective organizational communication helps create a shared understanding of the institution's mission, vision, and goals, and moves the entire college community towards achieving superior accreditation. Therefore, research on the role of organizational communication in the context of higher education and superior accreditation is relevant and essential (Brittingham, 2009).

UIN Sumut, as an Islamic higher education institution, has a special role and mission in serving the public. One of its main missions is to provide quality public services. This is reflected in its vision and objectives, which are rooted in Islamic values and include service to the community as an act of worship. This mission includes not only the provision of quality higher education, but also efforts to support community and religious development. As such, UIN Sumut is essential in creating quality human resources and is committed to providing superior community service.

Improving public services is one of the top priorities for UIN Sumut in its efforts to achieve superior accreditation. Rigorous accreditation standards set requirements covering various aspects, including the quality of services the university provides. This includes academic, administrative, and student support services. Efforts to improve the quality of public services reflect UIN North Sumatera's commitment to providing a better educational experience and empowering students and the surrounding community. These public service improvements also reflect an awareness of the important role of higher education in shaping a better society.

Improved public services have significant implications for achieving accreditation excellence. The accreditation process thoroughly evaluates all aspects of the university, including the quality of services provided. Therefore, by improving public services, UIN Sumut can meet the standards required for superior accreditation. In addition, improved service quality can also improve the institution's reputation, student attraction, and relationships with other stakeholders. In other words, improved public services impact accreditation and also the overall image and performance of UIN Sumut in supporting the development of society and religion.

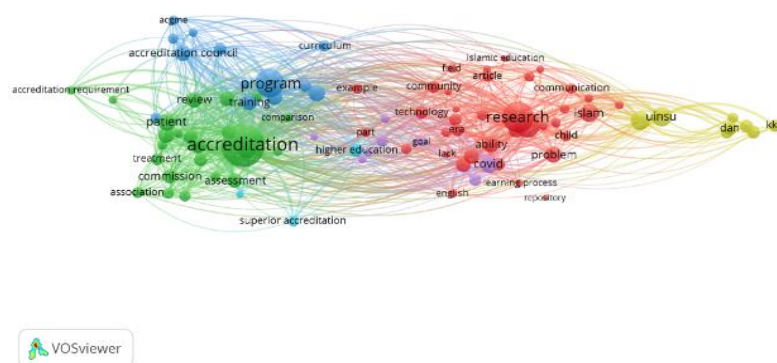


Figure 1. Research Gap

Based on a gap analysis of 1779 meta data related to the keywords accreditation, organizational communication, and UIN Sumatera Utara (UIN-SU), it was found that the research map related to this theme still needs to be improved. Despite the significant number of publications, especially those focusing on accreditation, programs, and research, the main focus on accreditation excellence and

organizational communication has yet to receive adequate attention in existing research. Especially when we consider important aspects such as efforts to achieve accreditation excellence and the role of organizational communication in the process, this is reflected in the relatively small size of the keywords and their position outside the main networks generated by analysis tools such as VOS Viewer.

These limitations in the research map illustrate great potential to fill knowledge gaps in this area. With the growing importance of accreditation excellence in the context of higher education, and the critical role of organizational communication in achieving this goal, further in-depth research on this topic could make a significant contribution. In-depth research on how effective organizational communication can influence the achievement of accreditation excellence and the factors that moderate the relationship provide valuable insights for higher education institutions, particularly UIN-SU, in facing the challenges of achieving standards of excellence. As such, this study helps fill the existing knowledge gap. It provides a solid foundation for a deeper understanding of the relationship between organizational communication and accreditation of excellence at UIN-SU.

This research also aims to investigate the role of organizational communication in improving the quality of public services at UIN Sumuttowards accreditation of excellence. We will explore the various factors influencing organizational communication and how such communication impacts efforts to achieve accreditation excellence.

This research is significant, as it will provide deep insights into how organizational communication in the context of public services can help higher education institutions achieve superior accreditation standards. The results of this research are expected to be the basis for improving organizational communication practices in higher education.

This research is expected to benefit universities, public service management, and academics by helping them understand the role of organizational communication in achieving superior accreditation. The results of this study can be used as a basis for improving organizational communication practices and achieving superior accreditation in higher education.

This article contributes significantly to strengthening the understanding of the pivotal role of universities, particularly the State Islamic University (UIN) of North Sumatra, in community development and the creation of quality human resources. By emphasizing the importance of organizational communication in achieving superior accreditation, the article directs attention to a crucial aspect in ensuring clear flows of information, ideas, and goals among all university stakeholders. Furthermore, by identifying research gaps in the focus on accreditation excellence and organizational communication, the article contributes to further investigation into the relationship between these factors at UIN North Sumatra. The importance of enhancing public services in the context of achieving superior accreditation at UIN North Sumatra is also underscored, emphasizing the significant implications of improving the quality of public services to achieve higher accreditation standards. Thus, the research findings have practical relevance for universities, public service management, and academics and provide concrete guidance for enhancing organizational communication practices and achieving higher accreditation standards in higher education.

Enhancing organizational communication effectiveness and public service quality plays a crucial role in Universitas Islam Negeri Sumatera Utara (UIN Sumut)'s efforts to achieve outstanding accreditation. By implementing efficient internal communication strategies and improving quality public services, UIN Sumut can better integrate Islamic values and high academic standards while also enhancing the participation and involvement of all academic community members in the accreditation process. Thus, UIN Sumut strengthens its academic reputation and reality and positions itself as a leading and accredited Islamic higher education institution in Indonesia.

2. METHODS

This research is a mixed method research with a focus on questionnaire-based survey methods in the quantitative aspect (Bukhari et al., 2021). Using questionnaires for data collection is an appropriate approach to this research (Herlina et al., 2019). Data will be obtained from respondents consisting of students, lecturers, and teaching staff at the State Islamic University of North Sumatra (UIN-SU). The questionnaire was designed with structured questions covering the research variables, such as internal communication effectiveness, external communication quality, satisfaction level, and participation in decision-making. The study ran a statistical analysis to identify relationships and patterns that emerged between the variables studied. The study's results are expected to provide a deeper understanding of the factors influencing superior accreditation and provide valuable recommendations for UIN-SU in improving its organizational communication.

Path analysis using Smart PLS to evaluate the effectiveness of internal communication and the quality of external communication towards achieving outstanding accreditation with participation as a moderating variable is a powerful approach to understanding these dynamics. In this context, the effectiveness of internal communication and the quality of external communication are tested as predictors of accreditation outcomes. At the same time, participation is analyzed as a variable that moderates this relationship. Smart PLS allows for the analysis of complex models with data that does not need to follow a normal distribution, making it a flexible and powerful tool for this type of analysis.

In addition to the quantitative approach, this research also involves a qualitative stage through an interview process with universities that have received superior accreditation. This aims to gain perspectives and experiences from other universities that have successfully achieved and maintained superior accreditation. For this purpose, researchers conducted interviews with public relations staff at Syarif Hidayatullah State Islamic University and public relations staff at BINUS University. Integrating this qualitative method will provide a more in-depth perspective on best practices and strategies that UIN-SU can apply to achieve superior accreditation.

The variables examined in this study include independent, dependent, and moderating variables (Edeh et al., 2022). The independent variables consist of internal communication effectiveness and external communication quality. The effectiveness of internal communication is measured through the clarity, adequacy, and speed of information conveyed between leaders and staff at UIN-SU. In contrast, the quality of external communication is measured through external stakeholders' perceptions of the clarity, openness, and accuracy of information conveyed by UIN-SU to the wider community. The dependent variable is superior accreditation, measured through leadership and governance performance, productivity and achievement quality, input quality, and process quality at UIN-SU. In addition, a moderating variable is the respondents' participation in decision-making. This variable can moderate the relationship between internal communication effectiveness and respondents' satisfaction, and influence the extent to which internal communication effectiveness impacts their satisfaction.

The sampling technique employed in this study involved random sampling based on a population of all undergraduate, postgraduate, and doctoral students, lecturers, and teaching staff in the academic community of UIN-SU. The population comprised 31,489 students, 567 lecturers, and 136 teaching staff. To determine a representative sample size, the study utilized the Slovin formula with a significance level of 0.05, resulting in an expected sample size of 734.

Only 453 respondents were successfully engaged in the study during the data collection process. Challenges encountered during data collection included respondents' busy schedules and reluctance to complete questionnaires. Despite efforts to ensure a representative sample, factors such as time constraints and respondent hesitation may have influenced the final number of participants.

Although the number of samples involved was lower than anticipated, efforts were made to ensure that the selected sample still encompassed sufficient variation from the larger population. Additionally, validity and reliability tests will be conducted during data analysis to ensure the reliability and representativeness of the obtained data. Nonetheless, it is essential to acknowledge that findings from this smaller sample may have limitations in generalizing conclusions to the overall population.

3. FINDINGS AND DISCUSSION

Communication Towards Superior Accreditation at the State Islamic University of North Sumatra

The perspectives of students, lecturers, and teaching staff on communication in leading to superior accreditation at the State Islamic University of North Sumatra (UINSU) have a key role in the institution's journey to achieve this achievement. As recipients of education, students consider clear and effective communication essential in understanding the accreditation process, its purpose and benefits. They want to be involved in this process through participation in curriculum improvement, program evaluation, and providing valuable feedback. For students, open, informative, and inclusive communication is vital in understanding academic expectations, identifying personal development opportunities, and feeling supported in achieving high academic performance.

Lecturers and teaching staff at UINSU have a significant role in developing curricula, delivering teaching materials, and providing guidance and mentorship to students. In their view, effective internal communication within the academic team is essential in achieving superior accreditation. This includes open discussions on academic standards, curriculum updates, and the exchange of ideas and best practices in teaching. Lecturers and teaching staff want to be involved in decision-making related to improving the quality of higher education and creating a work environment that supports students' academic growth.

From a shared perspective, students, faculty, and teaching staff recognize that effective communication is the bridge between them and the university administration responsible for accreditation. Communication should create open channels, mutual understanding, and active participation in the accreditation process. In the face of resource challenges and changes in higher education, cooperation between all stakeholders is essential to achieve accreditation excellence. Therefore, this shared perspective emphasizes the importance of understanding and improving internal communication as a critical foundation for achieving superior accreditation and enhancing the quality of higher education at UINSU.

Moderated Regression Analysis

Moderated Regression Analysis (MRA) is a statistical method used in regression analysis to understand how interactions between two or more independent variables (predictors) can affect the relationship between independent and dependent variables. In other words, MRA helps identify whether the effect of one independent variable on the dependent variable can change depending on the level or condition of the other independent variable.

The basic concept of MRA is that one or more independent variables can moderate or influence the strength and direction of the relationship between another independent variable and the dependent variable. In this context, independent variables that affect the relationship are referred to as moderator variables. Moderators can clarify how and when other independent variables affect the dependent variable.

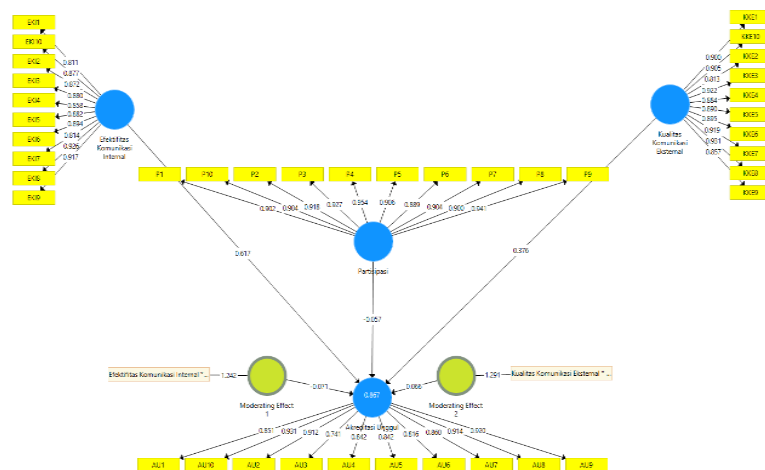


Figure 2. Bootstrapping Analysis

In the context of research that examines the relationship between the effectiveness of internal communication and the quality of external communication towards superior accreditation at the State Islamic University of North Sumatra (UINSU), the participation variable plays a vital role as a moderating variable. Participation here describes the involvement and contribution of academic community members, such as lecturers, staff, and students, to improve the quality of higher education and achieve superior accreditation. Through the application of Moderated Regression Analysis (MRA), this study can reveal how participation affects the extent to which the effectiveness of internal communication and the quality of external communication contribute to the achievement of superior accreditation. The results of the MRA analysis will provide valuable insights for UINSU in designing more effective communication and participation strategies, to improve the quality of higher education and institutional reputation. Thus, MRA plays a vital role in understanding the complexity of relationships between variables in the context of this study. Before entering the regression analysis, it can be seen how the influence of the Independent and moderate variables on the dependent variable is as follows

Tabel 1 R Square

	R²	R² Adjusted
Superior Accreditation	0,867	0,860

Source: the Result Of Analysis

The table above displays the R-Square and Adjusted R-Square values, which illustrate the extent to which the regression model can explain variations in the dependent variable, namely Superior Accreditation. The R-Square value is 0.867, which means that about 86.7% of the variation in Accreditation Excellence can be explained by the combination of independent variables used in the regression model. Meanwhile, the Adjusted R-Square value of 0.860 indicates that about 86.0% of the variation can still be explained by the model, after considering the complexity of the regression model and the number of independent variables used. This suggests that the regression model used is quite powerful in explaining the variance of Superior Accreditation, with high R-Square and Adjusted R-Square, thus providing a good understanding of the factors influencing superior accreditation achievement in this study.

Table 2. Path Coeficien Result

	Original Sample	T- statistic	P_{Value}	Hypothes is
Internal Communicatio n Effectiveness- Superior Accreditation	0,617	3,725	0,000	Accepted
Quality External Communicatio n-Superior Accreditation	0,376	2,107	0,036	Accepted
Participation- Superior Acreditation	-0,057	0,492	0,623	Rejected

Source: the Result Of Analysis

In the hypothesis test related to the Effectiveness of Internal Communication on Superior Accreditation, the T-statistic value of 3.725 with a P-value of 0.000 shows that the relationship between Internal Communication Effectiveness and Superior Accreditation is very significant. Therefore, the hypothesis stating that internal communication effectiveness positively influences superior accreditation is accepted. This means that the more effective internal communication is at UINSU, the more likely the institution is to achieve superior accreditation.

This study's results align with the research conducted (Reith-Hall & Montgomery, 2023). This study examined how the effectiveness of internal communication in various universities impacts their efforts to achieve high accreditation. The results show that universities with strong and effective internal communication systems tend to achieve higher levels of accreditation. This study provides a view that aligns with the findings in the research at UINSU on the critical role of internal communication in achieving superior accreditation.

This aspect also aligns with (Amado-Mateus et al., 2023). This study examined students' and lecturers' perspectives on internal communication and its impact on the institution's accreditation efforts. The results highlighted the importance of open and effective communication in mobilizing students and lecturers to support efforts towards higher accreditation, which aligns with the study's findings at UINSU.

This result is also in line with (Brand et al., 2023), who investigated the role of internal communication in achieving accreditation in various higher education institutions. The results indicate that good internal communication facilitates more efficient collaboration and a deeper understanding of strategies to achieve higher accreditation. These findings support the results analyzed from the perspective of lecturers at UINSU.

In the hypothesis test related to External Communication Quality on Superior Accreditation, the T-statistic value of 2.107 with a P-value of 0.036 shows that the relationship between External Communication Quality and Superior Accreditation has significance at a fairly high level of confidence. Thus, the hypothesis stating that external communication quality positively influences superior accreditation is also accepted. This indicates that efforts to improve the quality of communication with external parties can contribute positively to UINSU's achievement of superior accreditation.

The results of recent research at the State Islamic University of North Sumatra (UINSU) showing a positive influence of internal communication on the achievement of Superior Accreditation are highly consistent with the findings of previous research by (López et al., 2022). These findings underscore the crucial role of effective internal communication in supporting high-level accreditation. There is consensus in the literature that collaboration and coordination between academic staff, administration, and other stakeholders within higher education institutions contribute positively to academic excellence.

The research results regarding the views of lecturers at UINSU, which show an insignificant relationship between the quality of external communication and Superior Accreditation, are in line with the findings by Ibarra-Saiz et al. (2023). This confirms that, from the perspective of lecturers, external communication does not significantly impact higher accreditation levels.

In the hypothesis test related to Participation in Superior Accreditation, the T-statistic value of 0.492 with a P-value of 0.623 shows that the relationship between Participation and Superior Accreditation does not have a high enough significance. Therefore, the hypothesis that Participation affects Superior Accreditation cannot be accepted. This suggests that in the context of this study, the level of participation of academic community members may not significantly impact the achievement of superior accreditation at UINSU.

This study provides a more in-depth view of the role of involvement and participation of students, lecturers and teaching staff in achieving Superior Accreditation at the State Islamic University of North Sumatra (UINSU). The analysis results show that the involvement of teaching staff in the accreditation process has significant implications for achieving a higher level of accreditation. This finding is consistent with previous research (Palma et al., 2023), which confirms that the involvement

of students, lecturers and educators in accreditation preparation is an essential factor that impacts accreditation results. In this context, educators who only carry out administrative tasks have a less significant impact in influencing the achievement of Superior Accreditation, which underscores the importance of active roles in strategic aspects that support accreditation.

This study is also in line with the research findings of (Lu & Wang, 2023), which emphasize the importance of training and education provided to students, lecturers and teaching staff to increase their participation in the accreditation process. This analysis found that providing better training and guidance to students, lecturers, and teaching staff can increase their participation in supporting Accreditation Excellence. Therefore, this finding provides additional support regarding the need for a more targeted training approach to improving the role of students, lecturers and educators in the accreditation process.

Table 3. Result Moderated Regression Analysis

	Original Sample	T-statistic	PValue	Hypothesis
Moderating Effect 1-Superior Accreditation	-0,071	0,526	0,0599	Rejected
Moderating Effect 2-Superior Accreditation	0,066	0,468	0,640	Rejected

Source: The Result of Analysis

The results listed in the table show the results of hypothesis testing related to the moderating effect on the relationship between the independent variables (Internal Communication Effectiveness, External Communication Quality, and Participation) and the dependent variable (Superior Accreditation) through two different moderating variables, namely Moderating Effect 1 and Moderating Effect 2.

First, in the context of Moderating Effect 1 on Superior Accreditation, the T-Statistic value of -0.071 with a P-Value of around 0.0599 (almost reaching the significance level of 0.05) indicates that the moderating effect on the relationship between the independent variables and Superior Accreditation does not have a high enough significance. Therefore, the hypothesis that tries to test the moderating effect of Moderating Effect 1 on the relationship between Internal Communication Effectiveness and Superior Accreditation should be rejected. This means that participation in Moderating Effect 1 does not significantly moderate the relationship in this analysis.

Second, in the context of Moderating Effect 2 on Superior Accreditation, the T-statistic value of 0.066 with a P-Value of around 0.640 indicates that the moderating effect on the relationship between the independent variable and Superior Accreditation also does not have a high enough significance. Therefore, the hypothesis that tries to test the moderating effect of Moderating Effect 2 on the relationship, External Communication Quality with Superior Accreditation must also be rejected. This indicates that in this analysis, participation in Moderating Effect 2 does not significantly influence moderating the relationship between these variables and Superior Accreditation.

Overcoming Challenges in Encouraging UINSU Academic Community Towards Superior Accreditation

Participation in organizational communication is one aspect that is significant in understanding and implementing organizational strategies, especially when the organization is a higher education institution such as UIN Sumut(UINSU). In a more specific scope, participation in organizational

communication refers to the level of involvement and contribution of individuals or groups in decision-making processes, dialogue, or other activities that actively involve them within the framework of the organizational environment.

Overcoming challenges in encouraging the participation of UINSU's academic community towards superior accreditation is important in improving the quality of higher education. One main challenge that needs to be addressed is the limited financial resources. An adequate accreditation process requires significant investment in infrastructure, facilities, and the development of academic personnel. Therefore, UINSU needs to seek additional resources from various sources, such as government, foundations, and industry partners, to support the efforts of superior accreditation.

In line with that, lecturers, students, and Educators' participation in the organizational communication process is crucial. Their involvement in relevant decision-making related to study program development, infrastructure improvement, and other development strategies will provide a rich perspective in planning and implementing measures to meet superior accreditation standards. In this case, effective organizational communication becomes a valuable tool in identifying and formulating the necessary improvement measures.

Furthermore, one aspect that often becomes an obstacle is the lack of awareness of the importance of accreditation among the academic community. Therefore, the role of organizational communication in improving their understanding of the role and benefits of accreditation is crucial. Through effective communication, universities can ensure that the entire academic community understands how accreditation can improve the quality of education and provide more significant incentives to participate in accreditation efforts actively.

The constraints of rigid internal policies that do not support innovation and quality improvement must also be addressed. Universities must re-examine and modify policies that may hinder the quest for accreditation excellence. Participation of the academic community in the organizational communication process is an effective way to identify such policies and find relevant solutions.

Unexpected findings regarding participation reveal that participation does not significantly impact achieving superior accreditation at UINSU. This could be attributed to various reasons, including limitations in communication strategies, a lack of awareness or understanding among stakeholders about the accreditation process, or potential external factors affecting participation levels. The specific context of UINSU, such as the available resources, organizational culture, and internal dynamics, might also contribute to these findings. Therefore, it is crucial to consider these factors in efforts to enhance participation and the future accreditation process's effectiveness.

Accurate performance measurement is an essential element in the journey towards accreditation excellence. Participation in organizational communication facilitates better performance measurement. Students, faculty, and staff involved in the decision-making process can provide the insights needed to design a more accurate evaluation system focused on quality improvement.

Encouraging the participation of lecturers and educators also helps overcome the human resource challenges that are often obstacles to accreditation excellence. By involving them in relevant organizational communication and decision-making processes, UINSU can retain, develop, and motivate competent staff who can contribute significantly to accreditation efforts.

The creation of a robust participatory culture within the organizational environment is crucial for achieving sustainable results. This culture encourages the entire academic community to continue actively participating in efforts to improve and achieve superior accreditation. Thus, effective organizational communication is key to creating and maintaining a sustainable participatory culture at UINSU.

Caring for Tradition: Reflecting on Superior Accredited PTKINs

Tradition in higher education is one element that gives an institution strength and identity. In this case, State Islamic Religious Universities (PTKIN) in Indonesia have upheld the tradition of

maintaining and improving their superior accreditation, especially in active participation from the entire academic community. As a concrete example, we can refer to UIN Syarif Hidayatullah, which has maintained its superior accreditation by applying a solid participatory approach.

UIN Syarif Hidayatullah is an example that illustrates how the tradition of active participation from the entire academic community can play an essential role in maintaining and improving the superior accreditation of a PTKIN. By integrating participation from various parties, such as students, lecturers, and teaching staff, this university has managed to maintain the quality of its education and research and improve the quality of academic services. UIN Syarif Hidayatullah has achieved high accreditation standards and recognition nationally and internationally through this tradition. This illustrates that involving the entire academic community in the accreditation process is essential in maintaining and improving the quality of higher education, especially in the context of PTKIN in Indonesia. In this case, active participation tradition is the foundation for achieving and maintaining superior accreditation.

At UIN Syarif Hidayatullah, active participation from lecturers, students, and teaching staff is critical in the journey towards superior accreditation. All these elements are required to advance the campus and improve the quality of education. A critical aspect of participation is through collaborative programs between lecturers and students in research. This program provides an opportunity for students to be directly involved in research conducted by lecturers, which improves the quality of education and advances knowledge and research at UIN Syarif Hidayatullah.

Furthermore, active participation is also reflected in efforts to improve students' soft skills. Various extracurricular activities and trainings have been organized to help students develop the skills needed in the increasingly complex world of work.

The Kuliah Kerja Nyata (KKN) in Kampus program is one of the real implementations of the academic community's participation at UIN Syarif Hidayatullah. Through this program, students collaborate with educators in various initiatives that improve the quality of services, such as website development. This is concrete proof of how the participation of students and educators can produce positive changes in the campus environment.

However, UIN Syarif Hidayatullah is one of many examples of a successful participatory approach. BINUS University has also implemented a similar approach to increase active participation from its entire academic community. One of the critical aspects is the significant reward system implemented by the campus for lecturers and students who achieve and perform. This system provides a strong incentive for the academic community to contribute maximally to achieving the vision and mission of the campus.

In addition, the rector's active presence in every campus activity is a clear example of how high-level leadership can be a role model and encourage the entire academic community to participate actively. Thus, a strong participatory approach at BINUS University has become one of the important pillars in maintaining and improving the campus' superior accreditation.

In a broader context, the tradition of active participation in maintaining superior accreditation is important in achieving sustainable quality of higher education in Indonesia. Through this participatory approach, the university can maintain and expand this tradition, bringing great benefits to the development of higher education in the country.

Unveiling the Veil: Navigating the Interplay of Reputation and Reality in Islamic Campus Accreditation

In the intricate journey towards attaining superior accreditation, Islamic educational institutions face the intricate dynamics between established institutional reputation and objective accreditation standards. Reputation, serving as a marker of value and quality, often predominates public perception of an institution. However, the variance between reputational perception and the reality of accreditation standards frequently engenders potential incongruence between external image and institutional actuality. In this context, Islamic campuses strive to navigate these challenges through

various strategies to maintain transparency and credibility in their endeavours towards achieving higher accreditation standards.

In confronting these challenges, Islamic campuses meticulously design approaches focused on harmonizing reputation and the reality of accreditation standards. They endeavour to enhance transparency levels, activate stakeholder participation, and emphasize compliance with accreditation standards as the primary foundation for institutional success. Islamic educational campuses aspire to uphold institutional integrity through these measures and ensure appropriate accountability in pursuing enhanced accreditation.

The broader implications of these efforts include a deeper understanding of the importance of aligning reputation with institutional reality in the context of accreditation achievement. Campuses that can unveil the veil and maintain alignment between reputation and accreditation standards are poised for sustainable growth and enhanced quality of education. Conversely, disparities between perception and reality can jeopardize public trust and impede institutional goal attainment. Effective communication and transparency are vital in building solid relationships between Islamic campuses and their stakeholders, as well as fostering greater trust in the accreditation process.

As a further endeavour, Islamic campuses reflect on future directions in navigating the complexity of the interplay between reputation and reality in achieving quality accreditation. Continuous research and interdisciplinary collaboration are required to develop a deeper understanding of this dynamic and to enhance consistency between perception and accreditation reality. By unveiling the veil judiciously, Islamic campuses are expected to strengthen their position as centres of higher education excellence that contribute tangibly to societal development and the broader educational landscape.

4. CONCLUSION

This study reveals that the participation of academic community members, such as lecturers, staff, and students, does not significantly impact the achievement of superior accreditation. This could be due to the level of participation that still needs to be improved and the expansion of the role of academic community members in supporting accreditation efforts. Therefore, as part of its future improvement strategy, UINSU needs to consider ways to better engage the academic community to continuously improve the quality of its higher education.

In an effort to achieve higher accreditation in the future, UINSU should continue to focus on improving the effectiveness of internal communication and the quality of external communication. Improvements in policies and organizational culture also need attention. All these measures will help UINSU maintain and improve its academic performance and support its growth and development as a superior higher education institution.

Suggestions in this study include encouraging greater participation from academic community members in the accreditation process, reviewing and updating policies and organizational culture, and allocating sufficient resources to support accreditation efforts and higher education quality improvement. These efforts will assist UINSU in achieving higher standards of excellence and ensure that the academic community is fully engaged in achieving these goals.

Based on the findings, specific recommendations for UINSU to enhance communication, address participation challenges, and ultimately achieve superior accreditation include developing more effective communication strategies, increasing awareness and understanding of the accreditation process among all stakeholders through targeted training and information sessions, and engaging in a comprehensive review of internal and external factors that may affect participation. Emphasizing the creation of open channels for feedback and dialogue can also foster a more inclusive and participatory accreditation process.

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