The Implementation of BAN-PT Regulations Regarding Accreditation Toward An Excellent Study Program

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Article	Abstract
	Accreditation is a fundamental mechanism for evaluating the standard of higher education programs. The Constitutional Law Study Program within the Sharia Faculty at UIN Khas Jember has undertaken this process under the framework of BAN-PT, following the nine core criteria specified in BAN-PT Regulation No. 2 of 2019. This study investigates the challenges, hindrances, and potential solutions in implementing BAN-PT regulations to achieve superior accreditation status. Using an empirical legal research approach, the study collected data through interviews, direct observation, and document analysis. The accreditation process includes stages such as planning, submission, evaluation, and post-evaluation follow-up, involving various stakeholders lecturers, students, and administrative staff. Factors contributing to successful accreditation include qualified faculty, curriculum alignment, adequate infrastructure, and external partnerships. However, a significant challenge remains: limited international collaboration, which restricts access to research resources and funding. Achieving top-tier accreditation requires strategic planning, the formation of a competent accreditation drafting team, structured compliance with standards, and consistent application of the PPEPP quality cycle. Ultimately, excellent accreditation enhances institutional credibility and supports the advancement of legal education in Indonesia. **Keywords:** *Accreditation, BAN-PT, Excellent Study.* **Abstrak** Akreditasi program studi merupakan instrumen krusial untuk mengukur mutu pendidikan tinggi. Program Studi Hukum Tata Negara Fakultas Syariah UIN Khas Jember telah menjalani proses akreditasi berdasarkan peraturan BAN-PT, yang mencakup 9 kriteria utama yang dijabarkan dalam Peraturan BAN-PT No. 2 Tahun 2019. Penelitian ini mengkaji kendala, hambatan, dan solusi penerapan peraturan BAN-PT menuju program studi terakreditasi yang unggul. Penelitian hukum empiris ini menggunakan pendekatan hukum dan mengumpulkan data melalui wawancara, observasi, dan dokumentasi. Prosesnya terdiri dari persiapan, pengajuan, evaluasi, dan tindak lanjut, yang melibatkan berbagai unsur akademik, termasuk dosen, mahasiswa, dan tenaga kependidikan. Keberhasilan akreditasi ini didukung oleh faktor-faktor seperti kualifikasi dosen, kesesuaian kurikulum, sarana dan prasarana, serta kemitraan dengan berbagai instansi. Namun, tantangan utamanya adalah kurangnya kerja sama internasional, yang berdampak pada terbatasnya sumber daya

penelitian dan pendanaan. Untuk menciptakan peringkat akreditasi yang unggul, upaya strategis perlu dilakukan, yaitu pembentukan tim penyusun formulir akreditasi yang solid, pemenuhan standar akreditasi yang sistematis, dan penerapan siklus PPEPP. Hasil akreditasi yang unggul ini akan meningkatkan reputasi akademik dan berkontribusi pada pengembangan mutu pendidikan hukum di Indonesia.

Kata Kunci: *Akreditasi, BAN-PT, Mutu Pendidikan.*

Introduction

The enhancement of higher education quality is a key priority in Indonesia's human resource development.[1] Accreditation serves as a formal mechanism to assess and promote continuous improvement of academic programs, providing official recognition of their quality and institutional capacity. This process significantly influences an institution's credibility, public trust, and competitiveness nationally and globally. The National Accreditation Board for Higher Education (BAN-PT) is the authorized body overseeing accreditation in Indonesia.[2] BAN-PT sets regulatory frameworks and standards to evaluate institutions and study programs, examining critical dimensions such as curriculum relevance, academic staff qualifications, infrastructure adequacy, research output, and community service impact.

Accreditation is a fundamental component of external quality assurance in higher education, functioning not only as a procedural obligation but as a critical tool to maintain academic standards and promote institutional advancement.[3] In Indonesia, BAN-PT's accreditation system operates under key regulations: Regulation No. 2 of 2017 establishing the national framework; Regulation No. 4 of 2017 guiding the creation of assessment instruments; and Regulation No. 2 of 2019 detailing technical guidelines for preparing the Self-Evaluation Report (LED) and Study Program Performance Report (LKPS).[4] However, debates persist regarding the effectiveness of accreditation in driving substantive academic transformation versus fostering compliance-focused practices. Critics contend that the current system prioritizes documentation and procedural compliance over genuine pedagogical innovation and institutional development. Consequently, there is a pressing need to continuously refine accreditation frameworks to balance accountability with developmental support, ensuring quality assurance mechanisms facilitate meaningful educational improvements rather than bureaucratic formalities.

The accreditation submission and evaluation processes have been significantly modernized through the adoption of electronic-based systems, enhancing efficiency, transparency, and data integrity. As outlined in BAN-PT Regulation No. 2 of 2019, accreditation now evaluates study programs using nine comprehensive criteria: (1) vision, mission, goals, and strategies; (2) governance, institutional management, and cooperation; (3)

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[1] Ahmad Muktamar B, et.al, "The Role of Quality Human Resources in Developing Missions of Future Universities in Indonesian Higher Education" *Munaddhomah,* 4 (1), 2023, 49-50.

[2] Agus Supriatna, et.al, "Strategy for Evaluation of Quality Assurance System Implementation Policies in Increasing the Competitiveness of Private Universities in the City of Bandung" *Pascidev,* 4 (1), 2023, 38.

[3] Sarkhan Jafarov, "Accreditation and Quality Assurance in World-Leading Universities" *IJCSRR,* 7 (12), 2024, 9357. DOI: 10.47191/ijcsrr/V7-i12-77

[4] Mirandhi Pratiwi & Lien Herliani Kusumah, "Enhancing the Accreditation of Indonesia Private Universities through the Integration of EduQual and Accreditation Standards of the BAN-PT" *REID,* 10 (2), 2024, https://doi.org/10.21831/reid.v10i2.76406

student affairs; (4) human resources; (5) financial resources, facilities, and infrastructure; (6) educational processes; (7) research; (8) community service; and (9) outcomes and achievements of the tridharma of higher education. This expanded framework represents a progression from the previous seven-standard model, which assessed programs based on vision and mission, governance and quality assurance, student affairs and graduate outcomes, human resources, curriculum and academic atmosphere, financing and infrastructure, and research, community service, and collaboration[5]

The shift from a seven-standard to a nine-criteria accreditation model marks a move toward a more integrated, outcome-based approach that evaluates inputs, processes, and measurable results across the tridharma pillars. While digitalization improves efficiency, it also presents challenges in readiness, digital literacy, and equity, particularly for under-resourced institutions. Effective implementation thus requires strong standards and enhanced institutional capacity. Although BAN-PT offers structured guidance to achieve "Good" or "Excellent" accreditation, disparities remain. At UIN Khas Jember's Constitutional Law Study Program, limited human resources burden lecturers with accreditation tasks alongside teaching and research, while administrative staff face time limitations—underscoring the need for stronger institutional support and resource allocation.

Aligned with UIN Kiai Haji Achmad Siddiq Jember's *Dasa Cita*—particularly its second goal of achieving excellent and international accreditation—the university targets 25% of its programs to reach "Excellent" status. This objective is reinforced in the Faculty of Sharia's Five Development Ecosystems. Despite challenges, the Accreditation Team submitted all required documents to BAN-PT on 27 December 2023. Based on Decree No. 4470/SK/BAN-PT/Ak/S/V/2024, the Constitutional Law (Siyasah) Study Program officially earned the "Excellent" accreditation rating[6].

The dynamics of implementing BAN-PT regulations warrant further study to identify factors influencing the effectiveness of achieving "Excellent" accreditation. Drawing on Soerjono Soekanto's framework of legal effectiveness—comprising (1) the law's substance, (2) enforcement, (3) supporting facilities, (4) societal factors, and (5) cultural context—this study will analyze the BAN-PT implementation system and process. It will examine how these factors impact accreditation results, the challenges faced, and the strategies used to address them.

Research Method

This research is included in the type of empirical legal research (empirical juridical). That is to explore the facts of the actual situation that occurs in the field through data related to the implementation of BAN-PT regulations regarding accreditation in the Constitutional Law Study Programme (Siyasah) Faculty of Sharia UIN Kiai Haji Achmad Siddiq Jember. The approaches used are statutory, sociological, and conceptual. There are three methods in collecting data, namely interviews, participant observation, and documentation. The data analysis process in this study has 3 stages, namely, data reduction, data presentation, and

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[5] Junjungan Simorangkir, et.al, "Evaluating the Accreditation Results of Christian Colleges in Indonesia Using the Context, Input, Process, and Product (CIPP) Model" *International Journal of Learning, Teaching and Educational Research,* 21 (11), *https://doi.org/10.26803/ijlter.21.11.14*

[6] UPT Teknologi Informasi dan Pangkalan Data Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember (UINKHAS JEMBER), "Fakultas Ekonomi Dan Bisnis Islam UIN Kiai Haji Achmad Siddiq Jember," diakses 25 November 2024, https://febi.uinkhas.ac.id.

conclusion drawing. Data validity techniques: researchers use 2 methods, namely triangulation of sources and methods.

Results and Discussion
Implementation of BAN-PT Regulation on Accreditation in the Constitutional Law Study Programme, Faculty of Sharia, UIN Kiai Haji Achmad Siddiq Jember

The implementation of accreditation regulations, particularly in higher education, is crucial and cannot be overlooked. Based on Article 88 of Permendikbudristek Number 53 of 2023 concerning education quality assurance, study programs must have a temporarily accredited, accredited, excellent accredited, or internationally accredited status to graduate students and issue diplomas.[7] The accreditation process by BAN-PT (National Accreditation Board for Higher Education) ensures that study programs, such as Constitutional Law at UIN KHAS Jember's Faculty of Sharia, meet the quality standards set by the government.

The implementation of BAN-PT regulations—namely Permenristekdikti No. 32 of 2016 and BAN-PT Regulation No. 2 of 2019—has been effectively realized in the accreditation process of the HTN Study Program at the Faculty of Sharia, UIN Jember. This success is supported by key elements of legal certainty: (a) clear and comprehensible definitions and procedures; (b) regulatory consistency with higher legal frameworks; (c) accessibility of regulations to all stakeholders; and (d) uniform application by BAN-PT across institutions. These factors collectively ensure a smooth and effective accreditation process.

One of the main indicators of the implementation of this regulation is the level of compliance of higher education institutions with the guidelines set out in the regulation[8]. Many institutions have worked to prepare the LED and LKPS in line with current regulations. The implementation of BAN-PT Regulation No. 2 of 2019 reflects progress in this effort, particularly in higher education. From a utilitarian perspective—which views the law's main purpose as achieving the greatest benefit—the regulation aligns with this goal by significantly contributing to the advancement of higher education quality, especially for the HTN Study Program at the Faculty of Sharia, UIN Kiai Haji Achmad Siddiq Jember.

The Constitutional Law Study Programme at the Faculty of Sharia of UIN Kiai Haji Achmad Siddiq Jember has carried out all stages of accreditation in 2023. All accreditation processes have been carried out under BAN-PT regulations. This process includes several important stages, including;

1. Preparation of Accreditation Criteria: The accreditation team prepares and evaluates all data in the required criteria in accordance with the specified requirements, including evaluation of data and information related to the quality of the college program implementation.

BAN-PT Regulation Number 2 of 2019 concerning Guidelines for the Preparation of LED and Guidelines for the Preparation of LKPS in Study Program Accreditation Instruments stipulates 9 criteria that must be met by study programs to obtain accreditation. These criteria include important aspects such as: (a) vision, mission, goals and strategies, (b) governance,

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[7] "Pasal 88 Permendikbudristek No. 53 Tahun 2023 Tentang Penjaminan Mutu Pendidikan Tinggi," *LLDIKTI Wilayah XIII* (blog), August 29, 2023, https://lldikti13.kemdikbud.go.id/2023/08/29/peraturan-terbaru-mengenai-penjaminan-mutu-pendidikan-tinggi/.

[8] Fitri Rachmiati Sunarya, "Efektifitas Sistem Akreditasi Menurut Permendikbud No.5 Tahun 2020 Terhadap Peningkatan Peringkat Akreditasi Perguruan Tinggi," *SALAM: Jurnal Sosial Dan Budaya Syar-i* 9, no. 3 (30 April 2022): 983–94, https://doi.org/10.15408/sjsbs.v9i2.25923.

governance, and cooperation, (c) students, (d) human resources, (e) finance, facilities and infrastructure, (f) education, (g) research, (h) community service, and (i) tridharma outcomes and achievements[9].

a) Vision, mission, goals, and strategies

A clear vision and mission and measurable goals are essential to reflect the institution's commitment to education and knowledge development. In the context of the Constitutional Law Study Programme, it is important to ensure that the vision and mission are relevant to the needs of society and the development of law in Indonesia. With a focus on excellence, local wisdom, and social contribution, the study program strives to produce graduates who are not only academically competent but also able to make a positive impact on society and civilization in Southeast Asia[10]. This is in line with the objectives of BAN-PT in article 2, paragraphs (1) and (2), namely to improve the quality of higher education in Indonesia externally in both academic and non-academic fields to protect the interests of students and society[11].

b) Governance and cooperation

In the Constitutional Law (HTN) Study Program at the Faculty of Sharia, UIN Kiai Haji Achmad Siddiq Jember, governance and cooperation are guided by the PPEPP cycle—Determination, Implementation, Evaluation, Control, and Improvement. According to the Vice Dean I, this cycle ensures structured quality management. The Faculty's Quality Assurance Team evaluates the program's organizational structure, resource management, and quality systems through regular academic and non-academic assessments, promoting continuous improvement in educational standards[12]. While in the field of cooperation, both with government institutions and private and other universities. The HTN Department also works together in seminars, workshops, internships, lecturers and student exchange, signing of letters of intent, and curriculum development.

c) Student.

The collection of student-related data, such as student profiles, the number of students per batch, and composition by gender and educational background, is critical. According to BAN-PT regulations, a good understanding of student characteristics is key to improving the quality of education[13]. By knowing the background of the students, the study program can adjust the curriculum and teaching methods to be more effective. Students are also actively involved in the LED and LKPS preparation process.

d) Human resources

Qualified human resources are the key factors in improving the quality of education and accreditation of study programs. HTN department also has an effective performance

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[9] "Peraturan BAN-PT Nomor 2 tahun 2019 tentang Panduan Penyusunan Laporan Evaluasi Diri dan Panduan Penyusunan Laporan Kinerja Program Studi dalam Instrumen Akreditasi Program Studi," diakses 12 Februari 2025, https://www.banpt.or.id/wp-content/uploads/2019/04/Lampiran_1_PerBAN-PT_No_2_Th.-2019-Instrumen_APS_Penduan_Penyusunan_LED.pdf.

[10] UPT Teknologi Informasi dan Pangkalan Data Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember (UINKHAS JEMBER), "Fakultas Syariah | Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember," diakses 25 November 2024, https://fsyariah.uinkhas.ac.id.

[11] "Permen Ristekdikti No. 32 Tahun 2016 tentang Akreditasi Program Studi Dan Perguruan Tinggi."

[12] Rinda Hedwig, *Sistem Penjaminan Mutu di Perguruan Tinggi. Monitoring dan Evaluasi* (Yogyakarta: Graha Ilmu, 2007).

[13] "Peraturan BAN-PT Nomor 2 tahun 2019 tentang Panduan Penyusunan Laporan Evaluasi Diri dan Panduan Penyusunan Laporan Kinerja Program Studi dalam Instrumen Akreditasi Program Studi."

evaluation system for lecturers and education personnel. This includes periodic appraisals that can assist in career development and teaching quality improvement.

e) Finance, facilities, and infrastructure

The financial management of the HTN Study Program at the Faculty of Sharia ensures adequacy, efficiency, and accountability in supporting academic, research, and community service activities. Transparent and sustainable funding enables smooth program implementation. Facilities such as LCDs, air conditioners, law laboratories, libraries, and halls are well provided to ensure a comfortable and supportive learning environment

f) Education

The education section in BAN-PT Regulation Number 2 of 2019 focuses on improving the quality of education, curriculum relevance, effectiveness of the learning process, transparent assessment systems, and continuous improvement. The HTN Study Program has followed all the guidelines set so that universities can produce qualified graduates who are ready to face challenges in the world of work. Good implementation of this regulation will contribute to the development of better higher education in Indonesia.

g) Research and community services

The research and community service component in BAN-PT Regulation No. 2 of 2019 plays a vital role in enhancing higher education quality, particularly for the HTN Study Program. By integrating research into the curriculum, improving research quality, conducting community service, and developing human resource capacity, the program significantly contributes to scientific advancement and societal welfare. Effective implementation of this aspect reinforces higher education's role as a hub for knowledge development and addressing societal challenges, especially in the legal field.

h) Tridharma outputs and achievements

BAN-PT Regulation No. 2 of 2019 emphasizes evaluating the outcomes of the tridharma—education, research, and community service. The HTN Study Program at UIN Khas Jember supports this by producing competent graduates, measured through GPA, on-time graduation, and tracer studies. Research activities by lecturers and students focus on legal issues and result in journal publications and institutional collaborations. Community service includes legal seminars and counseling, with positive feedback reflecting improved public legal awareness

2. Accreditation Submission

The accreditation process of the HTN Study Program at UIN Khas Jember follows BAN-PT Regulation No. 1 of 2022, beginning with registration on the SAPTO system. After account creation, the team submits institutional data and accreditation documents, including details on curriculum, lecturers, facilities, research, and community service, based on the IAPS 4.0 standards. The SAPTO system then verifies the data, and any deficiencies are promptly corrected before final submission to ensure accuracy and completeness

The BAN-PT accreditation process begins with registering in the SAPTO system and completing an online form with details on curriculum, lecturers, facilities, research, and community service. Supporting documents, such as evaluation reports and graduate data, are uploaded for review. SAPTO then verifies the data, and if needed, the study program can revise any deficiencies. Once all requirements are met, an official accreditation request is submitted through the system. Overall, the process of applying for accreditation carried out by the HTN Study Programme at UIN Khas Jember has been under the provisions stipulated

by BAN-PT in the IAPS 4.0 Regulation. Coordination with the internal Quality Assurance Agency also shows efforts to fulfill accreditation requirements comprehensively[14].

3. Evaluation and Assessment

The accreditation process starts with evaluating documents submitted by the HTN Study Program. According to Article 5 of BAN-PT Regulation No. 1 of 2022, each program must prepare a Self-Evaluation Report (LED) detailing its curriculum, lecturer qualifications, facilities, infrastructure, research, and community service. This evaluation ensures that all submitted information is accurate and aligns with BAN-PT standards.[15]. This comprehensive evaluation ensures that the Constitutional Law Study Program at UIN Khas Jember meets BAN-PT's quality standards. As stated in Article 8, the results guide both accreditation status determination and recommendations for improvement where necessary.

4. Accreditation Results and Follow-up

Accreditation Results After the assessment process is complete, BAN-PT provides a decision regarding the accreditation status of the study program, which is announced through the SAPTO system.[16] The HTN Study Program at UIN Khas Jember achieved "Excellent" accreditation on 28 May 2024. As stipulated in Article 12 of BAN-PT Regulation No. 1 of 2022, this status signifies that the program has surpassed the National Higher Education Standards. It reflects the faculty's sustained commitment to educational quality. The accreditation is valid for five years, from 2024 to 2029, and must be re-evaluated afterward to maintain its status.

Following its "Excellent" accreditation, the HTN Study Program has outlined a quality improvement plan in line with Articles 9 and 10 of BAN-PT Regulation. This includes enhancing lecturer quality, upgrading infrastructure, evaluating the curriculum, and advancing lecturer professionalism through training. The program also aims to boost research and community service activities and invest in facilities to ensure continued relevance to legal developments and societal needs.

Supporting and Obstacle Factors in the Implementation of BAN-PT Regulations in the Constitutional Law Study Program

Supporting Factors for the Implementation of BAN-PT Regulations for Constitutional Law Study Programs

The Constitutional Law (HTN) Study Program at UIN Khas Jember complies with accreditation standards outlined in Permenristekdikti No. 32 of 2016 and BAN-PT Regulation No. 2 of 2019. These regulations set specific requirements that the program successfully met, resulting in an "Excellent" accreditation status. This achievement was supported by strong leadership, strategic planning, active lecturer involvement, and a shared institutional commitment to quality assurance.

a. Qualifications and Competences of Lecturers

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[14] Rizka Andhika Putra dan Ayi Najmul Hidayat, "Implementasi Penjaminan Mutu Internal dalam Meningkatkan Mutu Perguruan Tinggi Swasta," *Jurnal Edukasi (Ekonomi, Pendidikan dan Akuntansi)* 10, no. 2 (25 November 2022): 179–90, https://doi.org/10.25157/je.v10i2.9068.

[15] Fast Proven, "Peraturan BAN PT Nomor 1 Tahun 2022 Tentang Mekanisme Akreditasi Yang Dilakukan Oleh BAN PT | LPM IBLAM," diakses 12 Februari 2025, https://lpm.iblam.ac.id/download/peraturan-ban-pt-nomor-1-tahun-2022-tentang-mekanisme-akreditasi-yang-dilakukan-oleh-ban-pt/.

[16] Yefta Moenadjat, et.al, "Transformation of accreditation of higher education in health in Indonesia: qualitative assessment" *The New Ropanasuri Journal of Surgery*: Vol. 9: No. 2, 2024, Article 1. DOI: 10.7454/nrjs.v9i2.1231

The HTN Study Program at UIN Khas Jember is supported by lecturers with appropriate qualifications, many of whom hold doctoral degrees. This aligns with Article 46 of Permendikbudristek No. 53 of 2023, which highlights the role of lecturer competence in quality assurance. In accordance with BAN-PT Regulation No. 2 of 2019, the lecturers also possess relevant expertise in research and community service within the field of constitutional law—factors that significantly contribute to accreditation outcome.

b. Appropriateness of Curriculum and Learning Methods

Curriculum relevance and innovative learning methods are essential for accreditation. The HTN Study Program at UIN Khas Jember has developed a curriculum aligned with industry needs and Indonesian legal developments, utilizing case studies, simulations, and digital tools. This approach complies with Article 50 of Permendikbudristek No. 53 of 2023, which requires curricula to reflect scientific progress and open learning resources. Emphasizing both legal theory and practical application—covering issues like human rights and environmental law—the program equips students with analytical and problem-solving skills to effectively address real-world legal challenges and contribute to the profession.

c. Facilities and infrastructure

Facilities and infrastructure are important elements in supporting the implementation of study program accreditation under BAN-PT regulations. In this context, adequate facilities and infrastructure contribute to the quality of education and research in higher education.[17] Following Standard 6.2 in the BAN-PT accreditation instrument, facilities and infrastructure must fulfill the standards. This includes the availability of adequate classrooms, laboratories, libraries, and other supporting facilities required for teaching, learning, and research activities. Good facilities help create a conducive learning environment for students. By meeting the facilities and infrastructure standards set by BAN-PT, the Constitutional Law Study Programme at the Faculty of Sharia of UIN Kiai Haji Achmad Siddiq Jember can improve the quality of education and ensure that graduates are ready to contribute effectively to society.

d. Cooperation with other government and non-government agencies

Collaboration with governmental and non-governmental institutions is a key element in supporting BAN-PT regulation implementation and improving the quality of the HTN Study Program at UIN Kiai Haji Achmad Siddiq Jember. Through joint activities such as training, seminars, applied research, and community service, this cooperation enhances the relevance of education, supports curriculum development, and strengthens the program's societal impact. As outlined in LED Section C.2 on governance and cooperation, such partnerships are essential for developing responsive, high-quality legal education.

e. Strengthening the Institutional Management System

The successful implementation of BAN-PT accreditation in UIN Khas Jember's HTN Study Program is reinforced by strong institutional management and active quality assurance bodies at university and faculty levels. Using the PPEPP cycle (Planning, Implementation, Evaluation, Reporting, and Development), these bodies promote continuous improvement based on good governance principles such as transparency, accountability, and public interest. This integrated approach supports collaboration across units and helps produce competent,

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[17] Fathul Alhadian & Faoziah Ulfah Fatmawati, "Transforming The Management of Educational Institutions Through Strategy Formulation: Case Study at Yayasan Sosial dan Pendidikan Bina Muda Cicalengka" *Jraba*, 9 (1), 2024. https://doi.org/10.20473/jraba.v9i1.57116

integrity-driven graduates—highlighting accreditation's key role in advancing higher education quality.[18]

Hindering Factors in the Implementation of BAN-PT Regulations for Constitutional Law Study Programs

The implementation of BAN-PT regulations is vital for improving higher education quality. However, the HTN Study Program at UIN Kiai Haji Achmad Siddiq Jember struggles with limited international cooperation, restricting access to global resources, research, and best practices. This hinders progress in education quality and reduces opportunities for collaborative research and community service. As noted in BAN-PT Regulation No. 2 of 2019, international collaboration is essential for accreditation, emphasizing its role in fostering global engagement and academic advancement.

The Efforts for Implementation of BAN-PT Regulations Regarding Accreditation Can Result in Excellent Accreditation Ratings

Study program accreditation is an assessment process to see how well a study program meets higher education quality standards. In implementing study program accreditation, BAN-PT determines the criteria (previously known as standards) that must be met by each study program. The study program accreditation criteria include the study program's commitment to providing excellent service and educational effectiveness consisting of nine criteria, namely: (1) vision, mission, goals, and strategies; (2) governance, governance, and cooperation; (3) students; (4) human resources; (5) finance, facilities, and infrastructure; (6) education; (7) research; (8) community service; and (9) tridharma outcomes and achievements[19].

To get the title of excellent achievement, the Faculty of Sharia leadership made various efforts in implementing BAN-PT Regulation Number 2 of 2019 above. These efforts include forming a solid and active Accreditation Form Compilation Team, mastering and fulfilling the nine accreditation standards appropriately, and building cooperation. Regarding the implementation of a law and regulation, Soerjono Soekanto argues that whether a law is effective or not is determined by 5 (five) factors, namely, legal factors, law enforcement factors, supporting facilities, community factors, and legal culture factors[20]

The Faculty of Sharia has set "Excellent" accreditation for the HTN Study Program as a strategic priority, reflected in faculty meetings, an active accreditation team, mastery of the nine criteria, and a collaborative work culture. This goal is also a top priority in the Faculty Development Plan[21]. From Soerjono Soekanto's perspective on legal effectiveness, faculty leadership and the academic community serve as key "community factors" that support successful legal implementation. Their commitment to fulfilling BAN-PT Regulation No. 2 of 2019 reflects strong legal awareness and voluntary compliance, turning the regulation into an

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[18] Indri Febrianti dan Makmur Syukri, "Peran Akreditasi Dalam Meningkatkan Mutu Layanan Di Lembaga Pendidikan," *JUMPIS: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2023): 11–23, https://doi.org/10.53491/jumpis.v1i1.777.

[19] "Peraturan BAN-PT Nomor 2 tahun 2019 tentang Panduan Penyusunan Laporan Evaluasi Diri dan Panduan Penyusunan Laporan Kinerja Program Studi dalam Instrumen Akreditasi Program Studi."

[20] Soekanto, *Faktor-Faktor yang Mempengaruhi Penegakan Hukum*.

[21] Bahran Bahran dkk., "Strategi Pengembangan Program Studi Dalam Meningkatkan Nilai Akreditasi Pada Fakultas Syariah Universitas Islam Negeri Antasari," *JOURNAL OF ISLAMIC AND LAW STUDIES* 5, no. 2 (18 Mei 2021), https://doi.org/10.18592/jils.v5i2.8754.

internalized institutional goal. Continued efforts toward Tri Dharma excellence and international accreditation after achieving "Excellent" status further show meaningful legal application within the academic setting.

Regarding the steps to master and fulfil the nine accreditation standards appropriately, this is under the effectiveness of law enforcement (the enactment of law). The law is not only influenced by the law enforcement process factor (law enforcement process) but also influenced by the law-making process and the law socialization process (law illumination process)[22]. Thus, BAN-PT Regulation Number 2 of 2019 is implemented properly. For the good, LED and LKPS documents are needed for socialization so that the Form Compilation Team can understand these regulations.

Excellent accreditation plays a vital role in creating an academic environment that produces graduates who meet labor market needs. It ensures that universities maintain a strong commitment to quality education.[23] BAN-PT Regulation No. 2 of 2019 outlines this process through two main instruments: the Self-Evaluation Report (LED) and the Study Program Performance Report (LKPS). The LED includes a conceptual overview and structured report covering external factors, program profiles, nine accreditation criteria (C.1–C.9), and development plans. Meanwhile, the LKPS presents measurable data reflecting key performance indicators in governance, students, resources, education, research, and community service. Together, they offer a comprehensive assessment of program quality and institutional effectiveness.

BAN-PT Regulation Number 2 of 2019, which is an accreditation guide to deliver quality study program management, shows that the regulation has benefits. According to the theory of utilitarianism, or utilism, it is a school that places benefit as the main purpose of law. Benefit here is defined as happiness[24]. So whether or not a law is good or bad just depends on whether or not it provides happiness to humans[25]. This happiness should be felt by every individual. But if it is unattainable (and it certainly is not), strive for happiness to be enjoyed by as many individuals in the society (nation) as possible (the greatest happiness for the greatest number of people)[26]. In terms of BAN-PT Regulation Number 2 of 2019, the benefits obtained are a good academic atmosphere that will have an impact on the quality of graduates as well. This is because LED and LKPS are essentially to fulfill the demands of higher education governance and the implementation of a good tridharma of higher education.

In addition to realizing the principle of utility, the earnest implementation of BAN-PT Regulation Number 2 of 2019 also upholds the general principles of good governance (AUPB). As UIN Kiai Haji Achmad Siddiq Jember operates under the Ministry of Religious Affairs, its governance must align with AUPB as mandated by Law Number 30 of 2014 on Government Administration. These principles include legal certainty, utility, impartiality, accuracy, non-abuse of authority, transparency, prioritization of public interest, and quality public service[27].

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[22] Romli Atmasasmita, *Reformasi Hukum, Hak Asasi Manusia dan Penegakan Hukum* (Bandung: Mandar Maju, 2021).

[23] Pradeep Kumar, et.al, "Impact of Accreditation on Quality and Excellence of Higher Education Institutions" Investigacion *Operacional,* 2021, 8.

[24] de Lazari Radek, K dan Singer Singer, *Utilitarianism: A Very Short Introduction,* (Oxford: Oxford University Press, 2017).

[25] Finnis Finnis, J. J., *Natural Law and Natural Rights* (Oxford: Oxford University Press, 1980).

[26] Serlika Aprita, *Filsafat Hukum* (Depok: Rajagrafindo Persada, 2020).

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Furthermore, some implementations of the general principles of good governance are outlined in the table below.

Table. 1

No.	AUPB	Criteria	Explanation
1	Legal certainty	C.2 Governance, Management, and Cooperation	This section describes formal policy documents and standards guiding governance, legality, management systems, quality assurance, and cooperation at the UPPS level. Key documents—such as statutes, bylaws, and quality manuals—serve as common references to ensure consistent and accountable higher education governance.
2	The usefulness	C.3 Student	This section outlines formal policies and standards on student recruitment, selection systems, and support services, including reasoning development, talent and interest programs, career and entrepreneurship guidance, as well as welfare services like counseling, scholarships, and health. These policies greatly benefit students throughout their education.
3	Impartiality	C.6 Education	This section describes formal educational policies, standards, and academic guidelines outlining goals, strategies, methods, and evaluation tools. It emphasizes the importance of providing non-discriminatory access to education for all.
4	Precision	C.4 Human Resources	This criterion covers higher education standards for qualifications, competencies, workload, and management of human resources, including lecturers and educational staff. Meeting it requires careful selection and management of these personnel.
5	Not abusing authority	C.2 Governance, Management, and Cooperation	This criterion requires good governance of higher education institutions. Each element is given rights and obligations according to its tasks and responsibilities.
6	Openness	C.1 Vision, Mission, Goals, and Strategy	This criterion contains a description of the formal policy document that includes preparation, establishment, evaluation, socialization, and implementation of VMTS into the UPPS development program and study programs. To

			meet these criteria, transparency is required in the processes of drafting, establishing, evaluating, socializing, and implementing VMTS.
7	Public interest	C.7 Research	Contains a description of formal policy documents and research standards that encourage the involvement of program students in faculty research. Research policies must also ensure the existence of a research roadmap that encompasses the research themes of both lecturers and students. Research is the contribution of higher education institutions to society.
8	Good service	C.5 Finance, Facilities, and Infrastructure	Facilities and infrastructure intended to ensure the achievement of learning outcomes and the improvement of the academic atmosphere. To meet these needs, adequate facilities and infrastructure are required, such as comfortable classrooms, clean restrooms, easily accessible internet networks, and so on.

Based on the above description, BAN-PT Regulation Number 2 of 2019 can provide a sense of justice, legal certainty, and benefits in the management of study programs. In addition, it also meets the general principles of good governance as mandated by Law Number 30 of 2014 concerning government administration. However, since the accreditation of study programs is conducted every five years, it is indeed in line with the commitment of the Faculty Leadership that the excellent status is not just on paper (decree) but also in the reality of the implementation of the study program. In this case, the implementation of the study program is not only good during the accreditation period but also remains good thereafter.

Conclusion

Based on the results of the discussion above, the following conclusions can be drawn:

First, The implementation of accreditation regulations in higher education institutions, specifically in the Constitutional Law Study Program (HTN) of the Faculty of Sharia at UIN Khas Jember, has been carried out well under the BAN-PT regulations. The accreditation process has been carried out from preparation to evaluation. The preparation of accreditation criteria includes 9 criteria outlined in Regulation No. 2 of 2019 on the guidelines of LED and LKPS preparation, submission of accreditation, evaluation and assessment, as well as accreditation results and follow-up.

Second, The implementation of BAN-PT regulations in the HTN Study Program at UIN Khas Jember is supported by qualified lecturers, a curriculum aligned with societal needs, adequate facilities, and strong institutional management through the PPEPP cycle. Collaboration with government and non-government agencies further enhances education and research quality. However, limited international cooperation restricts access to resources,

joint research, and funding, impacting overall quality. Efforts to achieve excellent accreditation include forming a competent and collaborative Accreditation Document Preparation Team, mastering the nine accreditation standards, and receiving guidance and review from internal and external assessors to ensure precise compliance.

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