

PESTEL Analysis of LAM's Role in Strengthening Quality of Islamic Higher Education Institutions

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ABSTRACT

Accreditation is a fundamental instrument in ensuring the quality of higher education, which in Indonesia is undergoing a transformation from a centralized system of the National Accreditation Board for Higher Education (BAN-PT) to a discipline-based Independent Accreditation Institution (LAM). This study aims to analyze the implementation of LAM policies using the PESTEL (Political, Economic, Social, Technological, Environmental, Legal) approach. The research method used is a qualitative method through regulatory review, official reports, and the latest scientific publications. The results of the analysis show that politically, LAM gains legitimacy through national regulations that support quality assurance autonomy; economically, there are challenges of accreditation costs that are still burdensome, especially for small universities; socially, resistance to the new system can be reduced through socialization and capacity building; technologically, the digitalization of the accreditation process still faces infrastructure gaps; environmentally, LAM has the opportunity to integrate sustainability indicators into accreditation standards; and legally, harmonization between BAN-PT and LAM needs to be continuously strengthened to avoid overlapping authorities. Thus, the implementation of LAM can be seen as a strategic step towards an accreditation system that is more relevant, efficient, and oriented towards strengthening the global competitiveness of higher education.

Keywords: LAM, PESTEL, Policy

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INTRODUCTION

Accreditation is a fundamental instrument in the higher education quality assurance system (Gofur, H. A., Qomusuddin, I. F., & Romlah, 2023; Malik, A., Milati, E. C., & Faridah, 2025). As part of the external mechanism within the External Quality Assurance System (SPME), accreditation helps ensure that higher education institutions meet nationally established minimum standards, while encouraging continuous improvement in academic aspects, management, and learning services (Abdurrahmansyah & Rismawati, 2022). In the context of the globalization of higher education, accreditation especially when combined with

international accreditation can strengthen an institution's reputation, expand its global academic network, and increase its international competitiveness (Yulia Luthfiyani Azizah, 2025). Furthermore, accreditation also has a significant impact on graduate quality: through improvements in curriculum, faculty competency, facilities, and quality management, it produces competent graduates who are ready to compete in the workforce. Therefore, accreditation is not merely a formality, but a key strategy for Indonesian universities to improve their quality, reputation, and relevance to global demands and the job market.

The transformation of accreditation policy in Indonesia reached a significant milestone when part of the authority was transferred from the National Accreditation Board for Higher Education (BAN-PT) to Independent Accreditation Institutions (LAM). This policy is regulated under Law No. 12 of 2012, Government Regulation No. 4 of 2014, and Minister of Education and Culture Regulation No. 5 of 2020, as a response to BAN-PT's limitations in conducting comprehensive accreditation across all fields of study. According to Khalilah (2024), the presence of LAM provides a more specific and contextualized approach tailored to the characteristics of each discipline, such as LAM-PTKes for health sciences, LAMEMBA for the fields of economics, management, business, and accounting, and LAMDIK for the education cluste (Khalilah, 2023). With this differentiation, accreditation is expected to be more relevant and to contribute to the improvement of higher education quality based on specific fields of study.

However, the transition from BAN-PT to LAM is not without challenges. This reform initiative faces several key issues. Studies in the context of independent accreditation institutions show that some LAMs still face limitations, including a limited number of assessor teams who understand the technical aspects of accreditation and a shortage of IT staff to support digital-based accreditation systems these internal factors impact the effectiveness of accreditation implementation (Khalilah, 2023). In addition, there are complaints about the financial burden that burdens universities, especially private institutions in contrast to the old system where accreditation costs were fully borne by the government; in the LAM model, accreditation costs must be borne by the institution (or students). Furthermore, this shift also raises questions about the consistency of standards across disciplines. Differences in "LAM per discipline" lead to variations in accreditation standards and procedures, making it sometimes difficult to guarantee that accreditation of study programs in different disciplines remains fair and equal.

The impact of these issues: the potential for slow accreditation processes, administrative and financial burdens on universities, and concerns that accreditation standards may be less aligned with the specific needs of study programs. This raises critical questions about the readiness of universities in Indonesia to optimally respond to accreditation reform through a LAM-based model. However, the main challenge to LAM implementation lies in the internal readiness of universities, including internal quality assurance systems, lecturer quality, and the availability of resources to support the implementation of the new standards. A study by Nuryana, Yuwana, Novaria & Handoko (2025) shows that the implementation of LAM policies (specifically LAMDIK) at UIN Sunan Ampel

faces serious challenges related to lecturer quality, facilities, and weaknesses in the internal quality assurance system (Amiatun Nuryana , Setya Yuwana , Rachmawati Novaria, 2025). Also, in the context of Islamic higher education in general, Putra et al. (2025) found that many higher education institutions have difficulty implementing SPMI consistently due to limited resources, institutional capacity, and institutional commitment (Putra, S. P., Juharis, M., Ramli, M., & Mardhiah, 2025)

Against this backdrop, this article aims to analyze the implementation of the Independent Accreditation Institution (LAM) policy as an instrument for improving the quality of higher education institutions in Indonesia. The analysis was conducted using the PESTEL approach—which examines six strategic dimensions: political, economic, social, technological, environmental, and legal—to comprehensively understand the external context that influences the effectiveness of the independent accreditation policy. The PESTEL approach is rooted in the theory of external environmental analysis first introduced by (Aguilar, 1967) through the ETPS (Economic, Technical, Political, and Social) concept in his book *Scanning the Business Environment*. This model was later developed by (Johnson, G., & Scholes, 1993) become PEST in the strategic analysis framework. Furthermore (Kotler, 1998) expanded its use in the context of strategic marketing, while Yüksel (2012) refined it by adding Environmental and Legal dimensions, thus forming the PESTEL framework which is now widely used in public policy analysis, strategic management, and modern organizational planning (Yüksel, 2012).

In the context of this research, the PESTEL approach is considered relevant because it is able to examine how political dynamics (regulation and governance), economic conditions (funding and efficiency of accreditation costs), social factors (public acceptance and professional associations), technological aspects (digitalization of the accreditation process), environmental dimensions (implementation of green campuses in accreditation standards), and legal aspects (regulation synchronization between accreditation institutions) interact in influencing the success of LAM implementation. By integrating PESTEL theory in accreditation policy analysis, this article seeks not only to assess the effectiveness of the policy normatively, but also to uncover external factors that need to be optimized so that the independent accreditation system in Indonesia can run fairly, efficiently, and sustainably, in line with the principles of good governance and increasing the competitiveness of national higher education.

METHOD

This study uses a qualitative approach with a library research method. Data were collected from higher education regulations, such as Law No. 12 of 2012, Government Regulation No. 4 of 2014, and Minister of Education and Culture Regulation No. 5 of 2020, as well as from reports from accreditation institutions (LAM-PTKes, LAMEMBA, LAM Teknik, LAMDIK, LAM Infokom, and LAM SAMA), including scientific articles and other academic publications. Data collection techniques were carried out through a process of identifying, selecting, and documenting relevant literature. Data analysis used content analysis

according to the (Krippendorff, 2013) approach, which allows researchers to organize and interpret data systematically. The PESTEL framework is used to classify information into political, economic, social, technological, environmental, and legal dimensions, thus producing a comprehensive understanding of the implementation of LAM policies in improving the quality of higher education.

RESULTS AND DISCUSSION

The implementation of the Independent Accreditation Agency (LAM) policy is part of the reform of the higher education quality assurance system in Indonesia. LAM was created in response to the need for an accreditation system that is more adaptive, transparent, and contextual to each field of study. Unlike the centralized approach previously implemented by the National Accreditation Board for Higher Education (BAN-PT), the LAM policy emphasizes the principles of decentralization, professional collaboration, and institutional independence in the accreditation process. As a public policy in the higher education sector, the implementation of LAM cannot be separated from the various external factors that influence it. Each policy has political, economic, social, technological, environmental, and legal dynamics that interact and determine the effectiveness of its implementation. In this context, PESTEL analysis (Political, Economic, Social, Technological, Environmental, and Legal) is a relevant approach to comprehensively understanding how these factors shape the direction and outcomes of independent accreditation policies in Indonesia.

The PESTEL approach allows researchers to examine not only the normative aspects of policy but also its practical implications for various stakeholders – from the government and accreditation bodies to universities as subjects of accreditation. Through this perspective, the strengths, challenges, and strategic opportunities that influence the successful implementation of LAM as an instrument for improving the quality of higher education can be identified. The following analysis will outline six key aspects of the PESTEL framework.

Political Aspect

The implementation of Independent Accreditation Institutions (LAM) is based on national policies explicitly regulated through various legislations. Law No. 12 of 2012 on Higher Education, Article 55 paragraph (1), states that accreditation is an activity to determine the eligibility of study programs and higher education institutions based on established criteria. Furthermore, Article 55 paragraph (5) stipulates that study program accreditation, as a form of public accountability, is conducted by independent accreditation institutions.

More technical regulations are contained in Government Regulation (PP) No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions. Article 6 paragraph (2) explains the external quality assurance system carried out through accreditation by the National Accreditation Board for Higher Education and/or independent accreditation institutions. Furthermore, Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education Institutions emphasizes the mechanism for the transfer of authority from BAN-PT to LAM. Article 1 paragraph 4 states that the Independent Accreditation Institution, hereinafter abbreviated as LAM, is an

institution established by the Government or the Community to carry out Study Program Accreditation independently. Article 4 paragraph (1) emphasizes that accreditation for Study Programs is carried out by LAM.

With this legal basis, politically LAM is not just a product of administrative policy, but is part of the national higher education quality assurance decentralization strategy (Passiuola, R., Pabubung, A. A. ., & Pramudya, 2025). This approach reflects a government paradigm shift from centralized control to shared responsibility-based governance, where the state acts as regulator and supervisor, while professional associations and academic communities act as implementers of quality assurance. Furthermore, the presence of LAM strengthens the legitimacy of higher education quality policy by expanding the participation of non-governmental stakeholders in the quality evaluation process. Politically, this system also demonstrates the government's commitment to academic autonomy and strengthening the capacity of scientific professions across various fields (Oktarian, 2024). Furthermore, the establishment of LAM is also part of national education quality policy diplomacy in a global context, where Indonesia seeks to align accreditation standards with international practices based on scientific disciplines. This demonstrates that LAM policy not only has a domestic dimension but is also strategic in strengthening the competitiveness and credibility of Indonesian higher education at the regional and global levels.

Politically, strengthening the implementation policy of the Independent Accreditation Agency (LAM) needs to be directed at three main strategic steps. First, cross-institutional coordination between BAN-PT, all LAMs, and the Directorate General of Higher Education must be strengthened to ensure synergistic, consistent, and policy-free accreditation implementation. Second, the role of professional associations needs to be further optimized in developing and updating accreditation standards to enhance the social and professional legitimacy of the quality assurance process. Third, transparency and accountability of the policy must be maintained through the regular publication of accreditation performance reports, including achievements, challenges, and the direction of development of the national accreditation system. These steps are expected to strengthen the political stability of accreditation policy and ensure the sustainability of the LAM system as a strategic instrument for improving the quality of higher education in Indonesia (BAN-PT, 2022).

Economic Aspects

The accreditation process does involve costs beyond just registration and administration. The proposed tariff document for the LAM (Indonesian Accreditation Certification Agency) details the cost components, which include: assessor honorariums (for both document and field assessments), assessor transportation and lodging costs (tickets, accommodation, local transportation, travel insurance), operational costs, training, administration, infrastructure and systems (including the accreditation information system), and accreditation instrument development (LAMDIK, 2021). Policymakers have acknowledged that accreditation through LAM can be burdensome for universities. For example, a recent statement stated that the cost of accreditation through LAM is "quite expensive" and requires evaluation to prevent it from becoming an excessive

burden for universities (Detik.com., 2025). These costs often pose a challenge for small private universities, especially in regional areas, which have limited operational funds. Consequently, concerns have arisen that the independent accreditation system could widen the quality gap between large and small universities unless balanced by government subsidies or incentives.

However, high-quality accreditation also offers long-term economic benefits. Superior accreditation status enhances an institution's reputation, attracts prospective students, and increases opportunities for industry and international collaboration. For example, LAM-PTKes has accredited more than 4,000 health study programs (LAM-PTKes, 2022). Success strengthens the trust of the public and global institutions in Indonesian healthcare graduates. Therefore, accreditation costs can be viewed as a long-term investment in improving the quality and competitiveness of higher education institutions. This investment will result in increased human resource capacity, improvements to internal quality systems, and expanded collaborative networks.

However, for this system to be sustainable, the government needs to restructure the accreditation funding mechanism based on principles of fairness and sustainability to prevent inequality among higher education institutions. Technically, this can be achieved through several concrete schemes. First, a cost-sharing scheme between the government, higher education institutions, and the LAM (Academic Institutions for Higher Education), where independent accreditation institutions continue to receive adequate operational costs, but universities in certain categories (for example, small state/private universities or those located in 3T regions) receive a larger portion of state support. Second, subsidies or fiscal incentives can be provided through the Higher Education Quality Strengthening Fund (DPMPT) managed by the Ministry of Education, Culture, Research, and Technology, with a selection mechanism based on internal quality performance and previous accreditation track records. Third, the government can implement a progressive tariff approach to accreditation fees: leading study programs with high revenues pay the normal rate, while new or small study programs pay a lower rate. Fourth, integration of the national digital system can reduce field assessment costs through virtual site visits, online document audits, and the use of data from the Higher Education Database (PDDikti). With these steps, the accreditation financing policy not only maintains the operational sustainability of LAM, but also ensures that all higher education institutions have equal opportunities to improve their academic quality.

Social Aspects

From a social perspective, the policy of establishing an Independent Accreditation Institution (LAM) reflects a response to the growing demands of the professional community for accreditation processes to be more relevant to the needs of their respective scientific fields. Previously, the BAN-PT accreditation model was considered too generic and unable to accommodate the specific characteristics of each scientific field. Professional associations and scientific organizations believe that assessment standards must be aligned with the competencies and professional practices prevailing in the field. Therefore, the establishment of LAM represents a form of active participation by the professional

community in ensuring the quality of higher education. For example, LAM-PTKes involved the Indonesian Medical Association (IDI) and other health professional organizations in developing accreditation instruments, resulting in more contextual assessment standards and a focus on professional competency.

The implementation of the Independent Accreditation Institution (LAM) has also had a positive impact on strengthening public trust in the quality of higher education. Study programs accredited by LAM tend to be viewed as more credible by the public and industry, as the accreditation process adheres to professional standards and quality regulations specific to each discipline. This aligns with a study by Irma & Suparto (2025), which explains that the accreditation system plays a crucial role in improving the quality, transparency, and accountability of higher education institutions amidst global demands and job market needs (Irma, D., 2025). However, various studies show that the initial stages of LAM implementation also face a number of challenges. Study Khalilah (2023) Research on LAM-PTKes revealed that some universities are still experiencing difficulties in understanding the new instruments, preparing assessment documents, and operating the digital accreditation system. This challenge is particularly felt by small private universities with limited administrative and technological resources.

Furthermore, several policy analyses highlight the potential for disparities in quality standards across disciplines due to the presence of numerous LAMs, particularly during the transition from BAN-PT to LAM. Higher education policy studies (e.g., by the Directorate General of Higher Education in its 2023 accreditation transformation document) indicate that universities require time to adapt their internal processes to LAM-based accreditation mechanisms, including in document preparation and the use of digital reporting systems..

Thus, while LAM has the potential to improve quality and public trust, its implementation also requires organizational readiness and adaptation, which is not easy for some universities. This resistance has gradually decreased with increasing understanding of the purpose of establishing LAM, namely to create an accreditation system that is fairer, more measurable, and appropriate to the scientific context. Through socialization, assessor training, and collaboration with professional associations, LAM is now beginning to be accepted as an integral part of a modern higher education quality assurance ecosystem that is responsive to the social dynamics of the academic community. Recommendations regarding socialization, assessor training, and collaboration with professional associations need to be elaborated more operationally to effectively support the implementation of the independent accreditation system.

First, outreach must be conducted continuously and based on needs, not only in the form of general seminars but also thematic workshops for lecturers, study program managers, and university leaders. This outreach should utilize digital media such as the national accreditation learning management system (LMS) so that each institution can independently access guidelines, FAQs, and assessment simulations. Second, assessor training needs to be strengthened through a nationally standardized certified assessor development program involving LAM, BAN-PT, and the Ministry of Education, Culture, Research, and Technology. This training will not only focus on the technical aspects of assessment but also on

ethical audits, bias reduction, and the use of digital technology in both online and offline assessment processes. Regular evaluation of assessor performance is also crucial to maintain the system's credibility. Third, collaboration with professional associations needs to be strengthened to ensure accreditation standards remain relevant to developments in the scientific field and the needs of the workplace. Professional associations can be involved as partners in developing accreditation criteria, reviewing curricula, and conducting peer reviews of graduate quality. This collaboration will ensure that the accreditation process is not merely administrative but also reflects nationally and internationally recognized professional competency standards.

Technological Aspects

The development of information technology is a key factor in the implementation of accreditation policies through the Independent Accreditation Agency (LAM). Digital transformation is driving a more efficient, transparent, and measurable accreditation process. In the Indonesian context, the implementation of the Online Higher Education Accreditation System (SAPTO), previously used by BAN-PT, has become a crucial foundation for LAM in developing a digital-based information system. Through this online system, document uploads, verification, and field assessments can be carried out efficiently and well-documented.

The main technological challenge in implementing accreditation in higher education institutions lies in the disparity in digital capacity between institutions. Many small universities, particularly in regional areas, still face limitations in technological infrastructure, internet access, and competent human resources for accreditation data management. This situation has the potential to widen the gap between large and small universities in navigating the digitalization of accreditation (Hartati, S., Sumarto, Nurdin, D., & Suryana, 2023; Priyanto, 2022). In addition, strengthening cross-institutional data integration, including connectivity with the Higher Education Database (PDDikti) and the Internal Quality Assurance System (SPMI) at each campus, is necessary so that the assessment process can be more synchronized and evidence-based (A. Jahir, A. M. Wahid, dan T. T. Sufranto, 2024). Improving data management capabilities and utilizing digital information systems is key to ensuring accreditation is carried out fairly and efficiently, while minimizing capacity gaps between higher education institutions. Looking ahead, the application of big data analytics and machine learning to quality performance monitoring represents a strategic innovation opportunity. This approach has been used by several international accreditation bodies, such as ABET and AACSB, to improve the effectiveness of assessments and evidence-based decision-making, although its implementation in Indonesia is still prospective (Hartati, S., Sumarto, Nurdin, D., & Suryana, 2023).

From a policy perspective, strengthening digital capacity is not solely the responsibility of LAM (Academic Institutions), but also requires support from the government and the educational technology industry. Investment in digital infrastructure, human resource training, and data security needs to be prioritized so that all higher education institutions can participate equally in a technology-based accreditation system. Furthermore, to strengthen the technological aspect of

LAM implementation, strategic policies are needed that emphasize the digital transformation of accreditation. First, the government needs to develop a national integrated platform that connects all LAMs with the higher education data system to create efficiency and information accuracy. Second, digital accreditation training should be implemented for assessors and quality operators at higher education institutions to make data upload and verification processes more professional. Third, funding policies need to be directed toward assisting universities that are lagging behind in digital access and literacy. Thus, the technological dimension of LAM policy serves not only as an administrative tool but also as a driving force for quality innovation and efficiency in national higher education governance.

Environmental Aspects

In the context of higher education, environmental aspects are becoming increasingly relevant as awareness of sustainable development grows. LAM, as a quality assurance institution, not only assesses academic and managerial quality but also integrates sustainability principles into the accreditation process. Although the Independent Accreditation Institution (LAM) has not yet officially included environmental sustainability or green campus criteria as accreditation indicators, many universities in Indonesia have begun implementing sustainability principles independently. Some universities are implementing environmentally friendly laboratories, medical waste management, energy efficiency, and green technology development as part of their green campus efforts. These practices are more internal campus initiatives than formal accreditation requirements, but they can improve the quality of education and the institution's overall reputation (Dermawan, O., Defriyanto, D., Irawansyah, I., Busmayaril, B., & Sain, 2025; Subki, 2025).

However, the main challenge still arises from the disparity in awareness and commitment among higher education institutions. Many small universities are unable to meet sustainability indicators due to limited funding, land, or internal policies. Therefore, the LAM needs to promote an accreditation model that not only measures administrative compliance but also encourages a green cultural transformation within the campus environment. Policy recommendations on the environmental aspect emphasize the importance of integrating sustainability principles into the accreditation system through the implementation of green campus indicators and providing incentives for green universities. First, the government and LAM need to incorporate environmental indicators into accreditation standards, such as energy efficiency, waste management, water conservation, environmentally friendly transportation, and sustainability-oriented curricula and research. These indicators should not only provide added value but also be part of the primary assessment of institutional quality. Second, an incentive mechanism based on environmental performance is needed, for example, in the form of priority funding for green research, access to environmentally friendly infrastructure assistance, or reduced accreditation fees for universities that meet green campus criteria. This step will encourage a transformation of academic culture toward sustainable higher education that aligns with the national green development agenda.

Legal aspect

The legal aspect is the main foundation in the implementation of the Independent Accreditation Agency (LAM) policy. The existence of LAM is not merely the result of administrative policies, but has strong legitimacy through various legal instruments. The first legal basis is Law Number 12 of 2012 concerning Higher Education, specifically Article 55 paragraph (5) which states that "Study Program Accreditation as a form of public accountability is carried out by an independent accreditation agency..." This paragraph is the basis for the development of independent quality assurance agencies such as LAM. Furthermore, Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, Article 6 paragraph (1) emphasizes that "the external quality assurance system is carried out through accreditation by the National Accreditation Agency for Higher Education and/or independent accreditation agencies." Furthermore, Permendikbud Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education Article 4 Paragraph 1 states that Accreditation for Study Programs is carried out by LAM. This provision marks a shift in authority from a centralized system (BAN-PT) to a decentralized system based on scientific clusters, and this regulation confirms that the results of accreditation carried out by LAM have the same legal force and are recognized by the state.

With a regulatory basis in the form of Law Number 12 of 2012 concerning Higher Education (and the mandate to transfer study program accreditation from the National Accreditation Board for Higher Education / BAN PT to several LAMs), LAMs have obtained a legal standing recognized by the government as part of the external quality assurance system (LLDIKTI Wilayah I, 2022). However, in practice, a number of regulatory and legal challenges have been encountered: synchronization of regulations between LAM and the government has not been completely smooth, there is the potential for overlapping authority, and criticism that the transfer of accreditation authority to independent institutions could challenge the state's responsibility for ensuring the quality of higher education. (Kompas., 2025).

For example, in April 2025, a group of law faculty deans and academics filed a judicial review petition with the Constitutional Court of the Republic of Indonesia (MK), challenging articles in the National Education System Law and the Higher Education Law concerning accreditation by independent institutions. They argued that delegating accreditation authority to LAM (Academic Institutions for Higher Education) results in the state abdicating its responsibility for quality assurance and potentially creating commercialization and discrimination in accreditation standards (Kompas., 2025). In the judicial review hearing, although the government stated that the existence of LAM does not reduce the state's responsibility for quality assurance, the existence of LAM still demands improvements to the accountability, transparency and regular evaluation mechanisms so that the credibility of accreditation is maintained (MKRI., 2025).

Therefore, going forward, legal aspects must be directed at strengthening the autonomy of LAM institutions—while still being accompanied by strict legal accountability: clear technical regulations, standard procedures, external

evaluation mechanisms (e.g., by BAN-PT or the government), and transparency of costs and assessment processes. Thus, the accreditation process is not only a formal legal matter but also ensures consistency, fairness, and real quality for all higher education institutions in Indonesia. Furthermore, policy recommendations on the legal aspects need to be directed at preventing overlapping authority between BAN-PT and LAM, particularly in the context of automatic accreditation stipulated in the Freedom to Learn policy.

The government, through the Ministry of Research and Technology, needs to develop more operational and harmonized derivative regulations, for example in the form of a Ministerial Regulation or Joint Regulation of BAN-PT and LAM, which defines the functional boundaries, coordination mechanisms, and division of roles between the two institutions. Furthermore, a regulatory synchronization forum under the Directorate General of Higher Education needs to be established to ensure that data, quality standards, and accreditation results from BAN-PT and LAM are integrated into a single national higher education quality system (for example, through the Higher Education Quality Assurance Data System). This step will ensure automatic accreditation for study programs with high quality achievements without conflict of authority, while also ensuring fairness, transparency, and legal certainty in the implementation of higher education quality assurance in Indonesia.

CONCLUSION

The implementation of the Independent Accreditation Institution (LAM) represents a strategic reform in higher education quality assurance in Indonesia. Based on a PESTEL analysis, this policy has a strong legal basis, supports decentralization, and encourages the participation of professional associations in maintaining quality standards. Economically, despite the relatively high cost of accreditation, LAM contributes to improving the reputation and global competitiveness of higher education institutions. Socially, the presence of LAM increases public trust in educational quality, despite initial resistance from some institutions. Technological advances strengthen the efficiency and transparency of the accreditation process through system digitization, while environmental aspects emphasize the importance of sustainability and campus social responsibility. Legally, LAM's position has been legitimized as an independent institution that remains within the coordination of the national system. Thus, the LAM policy can be considered a progressive step toward a more adaptive, professional, and sustainable accreditation system, provided it is supported by inter-institutional synergy, regulatory harmonization, and strengthening the capacity of higher education resources.

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