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## Strategic Management of the Quality Control Group (GKM) in Preparing Program Study Accreditation at the Faculty of Teacher Training and Education, Universitas Widya Gama Mahakam Samarinda

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### Abstract

Strategic management of the Quality Control Circle (QCC) is a quality control approach that emphasizes active participation, collaboration, and creativity of group members in systematically and continuously solving quality problems to achieve improvements in work quality and organizational productivity. The QCC is responsible for carrying out the quality assurance process, primarily through monitoring, evaluation, and control of the implementation of education and teaching, with the main objective of achieving the quality standards set by the educational institution. The purpose of this study is to describe and analyze the management strategy of the Quality Control Circle (QCC) in optimizing the preparation for study program accreditation at the Faculty of Teacher Training and Education, Widya Gama Mahakam University Samarinda. The research focuses on four managerial aspects: planning, organizing, implementation, and supervision in the context of quality improvement through the QCC strategy. This research uses a qualitative approach with a case study method. Data were collected through in-depth interviews, observation, and documentation involving relevant parties, such as faculty leaders, lecturers, and the QCC team. The results of the study show that: 1) The QCC strategy in preparing for accreditation at the Faculty of Teacher Training and Education, Widya Gama Mahakam University Samarinda begins with planning based on SWOT analysis, resulting in a targeted work plan for improving the quality of the study program. 2) Organization is carried out participatively with a clear structure, involving lecturers, staff, and students according to their competencies. 3) Implementation has proven effective through improvements in learning quality, utilization of technology, and the involvement of all faculty elements, which are evaluated using the PPEPP cycle and accreditation achievement indicators. 4) Supervision is conducted through regular evaluation, internal quality audits, and follow-up actions, ensuring that the QCC strategy remains adaptive to changing standards and is able to address the challenges of educational quality in a sustainable manner.

**Keyword:** Accreditation; Education Quality; Higher Education; Strategic Management; Quality Control Circles

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## 1. Introduction

Accreditation began in 1975 for schools through the Decree of the Minister of Education and Culture Number 025/U/1975 and rapidly developed following the enactment of Law Number 2 of 1989 concerning the National Education System, which emphasized the need for periodic assessment of educational units. Specifically for higher education institutions, accreditation has been officially implemented since the establishment of the National Accreditation Board for Higher Education (BAN-PT) in 1994. BAN-PT is responsible for assessing and ensuring the quality of study programs and higher education institutions, both public and private, with assessment scopes and standards that continue to evolve to this day (Fitriyah et al., 2024).

Accreditation is a process of evaluation and official recognition of the educational quality standards implemented by a higher education institution. One of the main indicators for assessing the quality of a university is through the accreditation of its study programs (Semigina & Tetyana, 2023). In efforts to maintain and improve the quality of higher education nationwide in Indonesia, Quality Control Units (Gugus Kendali Mutu, GKM) have been established in various universities as quality control units at the faculty and study program levels. GKM plays a vital role in continuously monitoring, evaluating, and controlling quality, enabling institutions to meet national and international standards set by BAN-PT.

Widya Gama Mahakam Samarinda University (UWGM), particularly the Faculty of Teacher Training and Education (FKIP), demonstrates its commitment to quality assurance through consistently good accreditation achievements across its study programs. FKIP UWGM has three main study programs: English Education, Primary School Teacher Education (PGSD), and Early Childhood Teacher Education (PG-PAUD). All three programs have successfully obtained accreditation with ratings of B and Very Good, indicating that the faculty's educational quality is recognized and meets the national standards set by BAN-PT (Warman, 2022).

Maintaining a good accreditation status is not an easy task. Accreditation is not merely a static achievement but a dynamic process requiring ongoing evaluation and improvement (Rahmad et al., 2024). BAN-PT periodically reviews and updates accreditation criteria, so each study program must continuously adapt and improve itself. Furthermore, quality enhancement in Indonesian higher education must now also align with more demanding international best practices (Rejeki S et al., 2024).

The GKM at FKIP UWGM holds a strategic role as the frontline in implementing quality standards across all faculty activities, from curriculum planning, teaching processes, to evaluation and graduate quality assurance (Almurayh et al., 2022). Effective quality management requires a holistic and participatory approach, where all institutional elements—lecturers, students, and administrative staff—actively engage in quality improvement efforts (Rifa' & Tarbiyah, 2019). Various strategies have been implemented by FKIP UWGM's GKM, including enhancing the competencies of lecturers and educational staff through training and workshops, as well as initiating programs that encourage active student participation in quality assurance. One such program is the implementation of student satisfaction surveys on the



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learning process, with results used as feedback for continuous improvement (Najwa et al., 2023).

However, these strategies face several challenges. A major obstacle is limited resources, both financial and skilled human resources in quality management. This challenge is common in many Indonesian higher education institutions, especially in developing regions where funding allocation for quality development is often constrained (Abdurrahmansyah & Rismawati, 2022). Therefore, more efficient and innovative management strategies are needed to enable GKM to function optimally despite limited resources.

The involvement of the entire academic community in the quality assurance process is also a key factor in GKM's success. stated, the success of quality management in higher education heavily depends on the awareness and commitment of all parties involved. At FKIP UWGM, efforts to raise this awareness have been conducted through regular socialization about the importance of accreditation and each individual's role in maintaining educational quality. Through this participatory approach, GKM is expected to foster a strong quality culture within the faculty, making accreditation preparation not only GKM's responsibility but a shared commitment of the entire academic community (Billah & Karim, 2021)

This research to explore in depth the management strategies of GKM in optimizing the accreditation preparation of study programs at FKIP UWGM. By examining best practices implemented and identifying existing challenges and opportunities, this research is expected to contribute significantly to efforts to improve the quality of higher education in Indonesia, particularly within FKIP UWGM. Additionally, the findings are anticipated to serve as a reference for other educational institutions in formulating effective quality management strategies.

Another novelty of this research lies in the development of a continuous supervision model based on the PPEPP evaluation cycle (Establishment, Implementation, Evaluation, Control, and Improvement), adapted to changes in national accreditation standards. This model provides a significant contribution to ensuring that GKM's strategies remain relevant, adaptive, and oriented towards continuous improvement. The study also produces practical recommendations that can be directly implemented by other educational institutions and enriches the literature on educational quality management with new insights on the effectiveness of participatory organizational structures and the integration of technology in supporting accreditation achievements. Thus, this research not only offers practical benefits for FKIP UWGM but also serves as an important reference for the development of quality management theory and practice in Indonesian higher education.

## 2. Method

### 2.1. Research Type and Approach

The type of research used in this study is descriptive research with a qualitative approach. The research was conducted to identify the issues under investigation by verifying



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them through research methods. Qualitative research is defined as a research procedure that produces data in the form of written or spoken words from observable human behavior (Muhammad et al., 2023).

## 2.2. Research Location and Time

This study was conducted at the Faculty of Teacher Training and Education (FKIP), Widya Gama Mahakam University Samarinda, located at Jl. Wahid Hasyim 2 No.28, Sempaja Selatan, North Samarinda District, Samarinda City, East Kalimantan 75243. The research was carried out from January 2025 to May 2025.

## 2.3. Data and Data Sources

This qualitative research utilized two main types of data sources: primary and secondary data. Primary data were obtained directly from first-hand sources through in-depth interviews with the Chairperson and members of the Quality Control Unit (Gugus Kendali Mutu, GKM), the Dean and Vice Dean of FKIP, as well as direct observations of GKM activities such as coordination meetings and evaluations. Additionally, perceptions from lecturers and administrative staff, along with internal GKM documents such as self-evaluation reports and work plans, were included as primary data to provide an in-depth understanding of the strategies and implementation of accreditation preparation.

Secondary data were collected from various supporting documents, including previous accreditation reports of study programs, accreditation policies and guidelines from BAN-PT, academic literature and journals related to higher education quality management, as well as relevant annual reports and higher education regulations. These secondary data served as complementary and comparative materials to strengthen the analysis and validity of the research findings, while also providing the theoretical and policy context underpinning the quality management strategies at FKIP Widya Gama Mahakam University Samarinda.

## 2.4. Data Collection and Analysis Techniques

The data collection techniques employed in this study involved three primary methods: semi-structured interviews, observation, and documentation. Interviews were conducted with key informants such as the Dean, Vice Dean, Heads of Study Programs, Program Secretaries, members of the Quality Control Unit (GKM), and administrative staff to gather detailed information regarding the strategies and implementation of accreditation preparation. Observations focused on analyzing GKM's strategic management, including planning, organizing, implementation, supervision, as well as innovations and technology utilization. Important documents such as performance reports, strategic plans, and other supporting materials were collected to gain a comprehensive understanding of the processes. Documentation was used to complement and reinforce the data, enabling a thorough analysis from planning to evaluation and follow-up.



For data analysis, this study adopted the qualitative model of four main stages: data collection, data reduction, data display, and conclusion drawing/verification. Data collection was conducted simultaneously through interviews, observations, and documentation. Data reduction aimed to simplify and select relevant data from field notes and interview transcripts. Data display involved organizing information to facilitate understanding and deeper analysis. The final stage, conclusion drawing and verification, was carried out continuously throughout the data collection and analysis process to ensure the validity and accuracy of the research findings.

### 3. Findings and Discussion

Higher education accreditation is a systematic and comprehensive evaluation process conducted by an independent agency to determine whether a university or study program meets established quality standards. The primary purpose of accreditation is to ensure that the education provided by the institution meets or even exceeds the quality standards expected by society and stakeholders (Finley & Tiede, 2025). In many countries, accreditation is a mandatory requirement for universities to be officially recognized by the government. Without accreditation, graduates from such institutions may not be officially acknowledged. Accreditation also serves as a tool to protect students' rights, ensuring they receive quality education that corresponds to the costs they incur (Azzahra, 2024).

Accreditation functions not only as a means to assess quality but also as a mechanism to enhance public accountability. It allows educational institutions to demonstrate to the public that they provide quality education in accordance with recognized standards (Ihsan & Eka Mahmud, 2025). The accreditation process involves evaluating various aspects, including curriculum, faculty, facilities, management, and quality assurance processes. The results of this process determine the accreditation status of the institution or study program, typically categorized into levels such as A (excellent), B (good), and C (satisfactory).

The Quality Control Unit (Gugus Kendali Mutu, GKM) is a quality management concept adapted from the industrial sector and applied in education to improve the quality of educational services. This concept first emerged in the manufacturing sector in Japan during the 1960s, aiming to increase employee involvement in product quality improvement processes. In the educational context, GKM is defined as a working group consisting of lecturers, administrative staff, and sometimes students, tasked with identifying, analyzing, and resolving quality issues within the educational institution (Dale, 2019).

The main objective of GKM is to foster a culture of quality within the educational environment, where every individual feels responsible for improving quality in all aspects, both academic and non-academic. This group operates independently and often focuses on specific areas such as curriculum, teaching, or student services. By involving various stakeholders, GKM aims to develop innovative and effective solutions to quality problems faced by the educational institution (Yasin & Sujarwo, 2024).



Based on the above perspectives, it can be concluded that higher education accreditation is an evaluation process by an independent agency to ensure that universities or study programs meet established quality standards, while also protecting student rights and enhancing institutional accountability. The Quality Control Unit (GKM) is a working group composed of lecturers, staff, and students responsible for identifying and resolving educational quality issues and fostering a culture of continuous quality improvement within the academic environment.

### 3.1. Profile of the Quality Control Unit (GKM) at FKIP UWGM Samarinda

The Quality Control Unit (Gugus Kendali Mutu, GKM) of the Faculty of Teacher Training and Education (FKIP) at Widya Gama Mahakam University Samarinda was officially established in 2019 as an integral part of the faculty-level quality assurance system. GKM plays a strategic role in supervising, controlling, and enhancing academic quality as well as the learning process within FKIP. Structurally, FKIP's GKM operates under the coordination of the University Quality Assurance Institute (Lembaga Penjaminan Mutu, LPM) of UWGM, which for the 2025-2028 period is led by Chairperson Godefridus Bali Geroda, M.Pd. Through this coordination, GKM serves as the spearhead in implementing educational quality standards aligned with university policies and national higher education standards.

The organizational structure of FKIP's GKM for the 2025-2028 period consists of several coordinators overseeing each study program. The GKM Coordinator for the English Education Study Program is Andi Alif Tunru, M.Pd; for the Primary School Teacher Education Program, Siska Oktaviani, M.Pd; and for the Early Childhood Teacher Education Program, Andi Aslindah, M.Pd. FKIP's GKM is supported by an internal quality assurance system (Sistem Penjaminan Mutu Internal, SPMI), which is regularly conducted twice a year, every semester. The SPMI implementation is carried out randomly by GKM members from other faculties, ensuring objectivity and transparency in the faculty's academic quality evaluations.

The scheduled and systematic internal quality audits conducted every semester by the entire GKM team across faculties within UWGM Samarinda enable comprehensive monitoring and evaluation of various academic aspects, ranging from the learning process, lecturer quality, to supporting facilities. The evaluation results serve as the basis for formulating recommendations for improvements and development of study programs, thereby enhancing graduate quality and the faculty's competitiveness. This approach also strengthens a sustainable quality culture within FKIP and ensures that all academic activities comply with standards set by BAN-PT, LAMDIK, and other accreditation bodies.

FKIP's GKM commitment to maintaining and improving educational quality extends beyond academic aspects to also support study program accreditation processes and the development of qualified human resources (Suharyanti et al., 2024). With the support of competent teaching staff and adequate learning facilities, FKIP's GKM plays a crucial role in creating a conducive academic environment for the development of innovative teaching and research. Through transparent and accountable quality control mechanisms, FKIP's GKM ensures that the Faculty of Teacher Training and Education at UWGM consistently produces



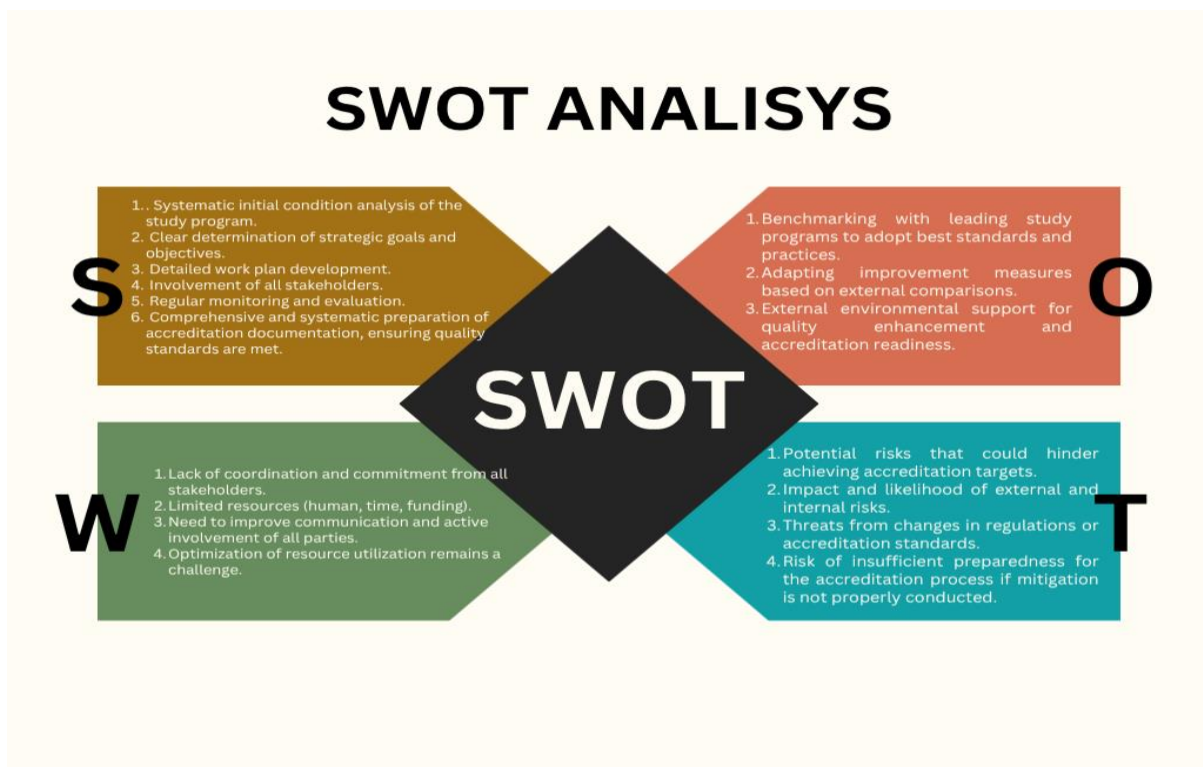
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graduates who are professional, possess strong character, and are ready to contribute to the advancement of education at local, national, and global levels.

### 3.2. Strategic Planning Using SWOT Analysis by the Quality Control Unit (GKM) to Optimize Accreditation Preparation of Study Programs at the Faculty of Teacher Training and Education, Widya Gama Mahakam University Samarinda

The strategic planning conducted by the Quality Control Unit (Gugus Kendali Mutu, GKM) at the Faculty of Teacher Training and Education, Widya Gama Mahakam University Samarinda, represents a crucial initial stage to ensure the institution's readiness in facing the accreditation process. The approach employed is the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), a method recommended in educational strategic management as emphasized by (Hamrul & Zulkarnaim, 2021), due to its ability to systematically map the institution's internal and external conditions. By identifying internal strengths and weaknesses as well as external opportunities and threats, GKM can formulate appropriate strategic steps to enhance quality and meet the accreditation standards set by LAMDIK.

Table 1. SWOT Analysis





- 1) In developing a SWOT-based strategic plan, the Quality Control Unit (GKM) of FKIP UWGM leverages internal strengths such as the competencies of lecturers holding master's (S2) and doctoral (S3) degrees, as well as the availability of adequate learning support facilities. This aligns with the perspective of (Sulaiman et al., 2022), who emphasize that the quality of human resources and infrastructure are two key indicators in achieving higher education quality. Furthermore, the established culture of collaboration among the academic community serves as an important social capital that strengthens GKM's planning in effectively executing quality strategies.
- 2) The identified weaknesses include budget constraints and a lack of continuous training for educational staff, as also highlighted by (Muhajirin & Wijiharta, 2022). They note that limited resources, both human and financial, are common obstacles in managing education quality in developing regions. Therefore, GKM has formulated strategies to strengthen internal capacity through internal training, utilization of information technology, and cross-unit collaboration to support accreditation documentation and reporting, thereby minimizing these weaknesses.
- 3) Opportunities in GKM's strategic planning include policy support from university leadership and new outcome-based accreditation regulations issued by LAMDIK. GKM views these policies as strategic opportunities to build a quality assurance system more oriented toward learning outcomes and graduate performance. This is consistent with the explanation by (Febrianti et al., 2023) who state that LAMDIK provides room for study programs to demonstrate excellence based on the unique characteristics of each institution, thereby enhancing competitiveness sustainably.
- 4) Threats faced by GKM include rapid regulatory changes and increasing competition among educational institutions. To address these challenges, GKM adopts a proactive approach by conducting benchmarking and regular reviews of accreditation standard developments. As stated by (Basuki et al., 2023) an institution's ability to innovate and adapt to policy changes is a key determinant in maintaining accreditation status and educational quality.

The results of this SWOT analysis serve as the foundation for GKM to establish strategic priorities in the annual quality work plan document. The formulated strategies include strengthening curriculum documents based on learning outcomes, implementing data-driven evaluation systems based on satisfaction surveys, and integrating research and community service activities into the faculty's quality management system. This approach aligns with the Total Quality Management (TQM) theory proposed by (Herman Setyawan et al., 2024) which emphasizes the importance of a holistic and continuous approach to improving higher education quality. Thus, GKM's strategic planning not only focuses on meeting accreditation standards but also on enhancing the overall quality of educational substance comprehensively.





### 3.3. Organization of the GKM Team in Accreditation Preparation at the Faculty

In the organizational stage, placing human resources according to their competencies is crucial. Information about structural officials (Dean, Vice Dean, Heads and Secretaries of Study Programs), as well as the number and qualifications of lecturers, forms the basis for establishing an effective and participatory GKM team structure. This structure involves permanent lecturers from various study programs according to their areas of expertise within the GKM team.

The organization of the Quality Control Unit (Gugus Kendali Mutu, GKM) team in preparing for accreditation at the Faculty of Teacher Training and Education, Widya Gama Mahakam University (FKIP UWGM), is a strategic step aimed at ensuring that all aspects of quality management run systematically and in a coordinated manner. This organizational process begins with forming a team structure that reflects representation from all study programs within the faculty. As explained by (Handoyono et al., 2022; Utami et al., 2021), in the educational context, an ideal GKM consists of various members ranging from lecturers, administrative staff, to student representatives to ensure diverse perspectives and cross-functional collaboration in quality management.

The organizational structure of FKIP UWGM's GKM is hierarchical yet flexible, with the GKM Chairperson serving as the primary leader who reports directly to the Dean. This structure is supported by sub-coordinators responsible for specific areas such as curriculum, human resources, facilities, and evaluation. This concept aligns with Ishikawa's theory (2020), which states that the effectiveness of GKM highly depends on clear roles and proportional task distribution among members, enabling each process to run optimally and purposefully. Such organization allows efficient task allocation based on each member's competencies.

In carrying out its role, the GKM team is not only responsible for conducting administrative quality evaluations but also acts as a facilitator in collecting and compiling accreditation documents. This task requires technical skills such as interpreting LAMDIK accreditation forms, utilizing self-evaluation instruments, and coordinating data with other units within the faculty. As noted by (Handoyono et al., 2022) the success of GKM greatly depends on inter-unit communication skills and the technical capabilities of team members in preparing valid and comprehensive quality reports.

The organization of GKM also reflects the principles of Total Quality Management (TQM), which emphasizes the full involvement of all organizational elements in continuous quality improvement efforts, state that implementing TQM in education requires forming cross-functional teams with collective commitment and a strong culture of collaboration. FKIP UWGM adopts this principle by assigning lecturers from diverse academic backgrounds to work as a unified team, thereby supporting the integration of the faculty's quality vision comprehensively.

During the organizational process, FKIP UWGM also conducts training and mentoring for GKM members, especially in understanding the dynamics of accreditation regulations and data processing techniques based on quality information systems. This aligns with the assertion that limited technical knowledge can be a major barrier in quality management implementation,



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making training an essential part of strengthening GKM team capacity. In addition to internal training, FKIP UWGM collaborates with external assessors as discussion partners to provide valuable input in preparing accreditation reports that meet standards.

With a systematic, function-based, and responsive organizational approach, FKIP UWGM's GKM team has successfully created a collaborative and quality-oriented work environment. This organization forms a strong foundation for executing the entire accreditation cycle, from planning and implementation to evaluation. As emphasized by Rifa' and Tarbiyah (2019), a good quality organization is not only measured by its formal structure but also by the collective work culture that develops within it. Therefore, effective GKM organization directly contributes to enhancing the faculty's readiness to face the accreditation process.

### 3.4. Effectiveness of GKM Strategy Implementation in Enhancing Quality and Readiness of Study Programs to Achieve Desired Accreditation

The quality and readiness of human resources significantly influence the effectiveness of the Quality Control Unit's (Gugus Kendali Mutu, GKM) strategy implementation. Lecturers who are qualified and actively engaged in research and community service drive improvements in learning quality and the readiness of study programs to face accreditation by utilizing teaching staff with master's (S2) and doctoral (S3) backgrounds in the learning process and academic development.

The effectiveness of the strategy implementation by the GKM at the Faculty of Teacher Training and Education (FKIP), Widya Gama Mahakam University (UWGM), is evident from the strong integration among planning, organizing, and continuous execution of activities aimed at achieving accreditation targets. This strategy implementation is based on SWOT analysis results, which are not only conducted during the initial planning phase but are consistently monitored through to implementation. In line with (Bahzar, 2019), perspective, quality management effectiveness can only be achieved if every plan is executed with high commitment, consistent actions, and involvement of all institutional elements.

One of the main indicators of the successful implementation of GKM's strategy at FKIP UWGM is the improved capability of study programs in preparing accreditation documents based on evidence and learning outcomes. The GKM team has successfully facilitated data collection, satisfaction surveys, and documentation of best practices within each study program. This approach reflects the principle of outcome-based quality assurance, as explained by (Abad-Segura et al., 2020), who emphasize that the quality of higher education institutions is assessed by the tangible impact on graduates' competencies rather than merely administrative aspects.

The effectiveness of GKM's strategy implementation is also reflected in the increased awareness and participation of the academic community in quality activities. GKM has engaged lecturers, students, and educational staff in various quality enhancement programs such as accreditation document writing workshops, tracer study training, and internal quality audits. This aligns with the Total Quality Management (TQM) principle according to (Castro



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Benavides et al., 2020), which stresses that successful quality improvement depends on the full involvement of all organizational elements, not just specific task forces.

FKIP UWGM's GKM strategy also emphasizes cultivating a quality culture through regular reflective and evaluative activities. Each activity is evaluated based on predetermined performance indicators, and the evaluation results form the basis for continuous improvement recommendations. This approach corresponds with the PDCA (Plan-Do-Check-Act) cycle proposed by Deming, which underpins modern quality management models (Riley, 2024). Applying this cycle, GKM ensures that every action generates feedback that strengthens subsequent processes.

The effectiveness of GKM's strategy implementation can be measured by the improvement in accreditation rankings of FKIP UWGM's study programs. Several programs previously accredited as "B" have shown increased evaluation scores and readiness to achieve the "Very Good" rating according to LAMDIK standards. This achievement demonstrates that GKM's strategy implementation is not merely administrative but also contributes significantly to the educational substance and governance of study programs, as emphasized by (Ernest et al., 2023) in the context of performance-based quality assurance.

The implementation of FKIP UWGM's GKM strategy has proven effective in driving an adaptive, participatory, and results-oriented quality assurance system. Despite challenges such as limited resources and dynamic changes in accreditation standards, GKM has responded innovatively and solution-oriented. This reinforces (Iskandar et al., 2022) view that the effectiveness of GKM is determined not only by documentation and organizational structure but also by a living and evolving quality culture embedded in the institution's daily practices.

### 3.5. Faculty Management Oversight to Improve and Enhance GKM Strategies in Facing Future Accreditation Challenges

The oversight and evaluation of GKM strategies also involve monitoring human resource performance, including the development of lecturers and staff capacities, as well as adjusting organizational structures if necessary to address future accreditation challenges by conducting periodic evaluations of the roles of structural officials and lecturers in supporting GKM strategies. Faculty management oversight of the implementation of the Quality Control Unit (Gugus Kendali Mutu, GKM) strategies at the Faculty of Teacher Training and Education, Widya Gama Mahakam University Samarinda (FKIP UWGM), is a key factor in ensuring sustainable quality achievement and readiness to face the evolving dynamics of accreditation standards. This oversight function extends beyond administrative evaluation to include academic supervision, internal quality audits, and systematic follow-up on monitoring results. This aligns with (Laab & Asla, 2021), who emphasize that accreditation is a continuous improvement cycle requiring regular evaluation and strengthening of quality governance by institutional management.



Table 2. GKM Strategies in Facing Future Accreditation Challenges

No	Aspect of Oversight	Research Findings	Observation Results
1.	Periodic Evaluation	GKM conducts regular evaluations of work program implementation and accreditation target achievements.	There is a scheduled routine evaluation and documented evaluation reports.
2.	Internal Quality Audit	Internal quality audits are conducted to assess compliance with established standards and SOPs.	Observations show audit implementation and follow-up on audit findings.
3.	Follow-up Actions	Every finding from evaluations and audits is followed up with improvements and strategy adjustments.	Follow-ups are discussed in evaluation meetings and implemented in subsequent work programs.

In facing future accreditation challenges, such as the digitalization of accreditation processes and the shift towards outcome-based accreditation, management oversight is also directed at enhancing GKM's adaptive readiness, state that future accreditation processes heavily rely on the utilization of information technology, big data, and flexible quality management systems to respond to global higher education dynamics. FKIP UWGM addresses this by refining its digital quality reporting system and conducting intensive training for staff on the latest accreditation instruments from LAMDIK.

Faculty management oversight also optimizes stakeholder involvement in quality improvement processes, from lecturers to students. Highlights that low stakeholder participation is a major barrier in accreditation, necessitating a participatory and inclusive oversight model. At FKIP UWGM, this involvement is realized through curriculum evaluation forums, open discussions on internal audit results, and accreditation achievement socialization aimed at motivating and strengthening the collective commitment of the entire academic community. Management oversight includes strengthening the capacity of the GKM team as the frontline of quality assurance. Emphasize the importance of training and mentoring GKM members to overcome human and technical resource limitations, especially in developing regions. In response, FKIP management regularly organizes technical assistance from external assessors and facilitates benchmarking with other faculties that have achieved excellent accreditation. This approach makes oversight not only a control tool but also a process of empowerment and capacity building.

Faculty management oversight at FKIP UWGM aims to build an adaptive, collaborative, and continuously evaluative GKM strategy system. While adhering to national



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standards and international best practices, this oversight strengthens the quality cycle at the study program level and prepares the institution to face future accreditation challenges. assert, future accreditation demands institutions not only maintain quality but also demonstrate strategy effectiveness through rigorous oversight and results-based strategy adjustments.

#### 4. Conclusion

This study confirms that the SWOT-based strategy implemented by the Quality Control Unit (GKM) at the Faculty of Teacher Training and Education, Widya Gama Mahakam University Samarinda, has been effective in optimizing accreditation preparation for study programs. The faculty has successfully leveraged internal strengths, such as human resources and existing advantages, to support program quality improvement. Weaknesses such as lack of coordination, commitment, and resource limitations have been addressed through intensive communication, involvement of all faculty elements, and regular monitoring and evaluation. Additionally, the faculty actively benchmarks against leading study programs and adopts standards and best practices to enhance accreditation readiness. Management oversight is conducted through routine evaluations, internal quality audits, and systematic follow-ups, ensuring that GKM strategies remain adaptive and capable of responding to changing accreditation standards while sustaining educational quality.

The primary recommendation from this study is the development of a more adaptive SWOT analysis model to support practical benefits and rapid responsiveness to environmental changes, enabling more effective GKM strategy formulation in accreditation preparation. The study also recommends optimizing coordination and role distribution within the GKM team, as well as evaluating the use of information technology to improve learning quality and quality management. Furthermore, developing a continuous oversight system is essential so that the faculty can adjust strategies according to accreditation standard changes while strengthening contributions to the development of higher education quality management theory and practice in Indonesia. The findings are expected to serve as an important reference for other educational institutions in integrating technology and building effective participatory organizational structures.

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