Enhancing Study Program Accreditation Scores at Islamic University: Developing the *Puladasa* Data Service Center in Alignment With BAN-PT Version 9 Criteria

Lukman Asha[1], Sarwo Edy[2], Sri Rahmaningsih[3], Eka Apriani[4], Erfin Wijayanti[5], Farida Esmianti[6], Megi Ari Pratama[7]

[1] Institut Agama Islam Negeri Curup, Indonesia; lukman.asha@iaincurup.ac.id
[2] Institut Agama Islam Negeri Curup, Indonesia; edywong59@yahoo.com
[3] Institut Agama Islam Negeri Curup, Indonesia; srirahmaningsih@gmail.com
[4] Institut Agama Islam Negeri Curup, Indonesia; eka.apriani@iaincurup.ac.id
[5] Institut Agama Islam Negeri Fattahul Muluk Papua, Indonesia; erfinsunaryo05@gmail.com
[6] Poltekkes Kemenkes Bengkulu, Indonesia; faridaesmianti15@gmail.com
[7] Institut Agama Islam Negeri Curup, Indonesia; pari884@gmail.com

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ABSTRACT

This research focuses on the development of the Integrated Data Service Center (*PULADASA*), a data center used in the accreditation process for study programs. It aims to increase accreditation value in areas like Vision, Mission, Goals, Strategy, Governance, Student Affairs, Human Resources, Finance, Facilities, Education, Research, Community Service, and Achievement. Expert assessment by 2 media experts, namely Material Experts, and assessment by 17 study programs as users. This Integrated Data Service Center (*PULADASA*) service, as well as knowing user responses to the Integrated Data Service Center (*PULADASA*) that has been developed. This research is research and development (R&D). Data analysis in this study used quantitative and qualitative analysis. Quality variables are arranged based on display aspects, programming aspects, media completeness aspects, language, implementation, and ease of operation. Student response variables to learning media are arranged based on a grid, namely: navigation structure, appearance, and language. Based on the assessment by 2 experts on the One-Stop Data Service Center *(PULADASA)*, it received a score of 87.6 from the ideal maximum score of 120, so it is included in the good category (B) with an ideal percentage of 80%. The assessment by 17 study programs showed students scored 102.5 out of 120, indicating a very good category (SB) with an ideal percentage of 85.5%. The one-stop data service center (*PULADASA*) can assist in accreditation processes with nine standards, with a user response score of 859.

Corresponding Author:
Lukman Asha
Institut Agama Islam Negeri Curup, Indonesia; lukman.asha@iaincurup.ac.id

1. INTRODUCTION

Amid high competition in the world of education, especially at the tertiary level, every educational institution must have a qualified strategy for attracting prospective students. One of them is by improving the quality of higher education or the study programs offered. This quality improvement can be done by increasing the value of accreditation in higher education or each existing study program. This is because accreditation of a college or study program is a form of recognition that the college or study program, in carrying out educational programs and the quality of graduates it produces, has met the standards set by the National Accreditation Board for Higher Education (BAN-PT). The determination of accreditation by BAN-PT is carried out by assessing the process and performance as well as the relationship between the objectives, inputs, processes, and outputs of a college or study program, which is the responsibility of each college or study program (BAN-PT, 2008a).

Accreditation provides an overview of the level of institutional performance and is used as a tool for guidance, development, and improvement of higher education in terms of quality, effectiveness, efficiency, productivity, and innovation. Seven accreditation standards are assessed: Vision, mission, goals, and objectives, as well as achievement strategies, Governance, leadership, management system, and quality assurance, Students and graduates, Human resources, Curriculum, learning, and academic atmosphere, Financing, facilities and infrastructure, and information systems and Research, service, community service, and cooperation to become one of the leading private universities nationally and internationally (BAN-PT, 2008b).

With the many standards that must be met to improve the internal quality of the campus or study program offered, many universities or study programs are unable to achieve good grades by the BAN-PT Form standards. Official data from the National Accreditation Board for Higher Education (BAN-PT) support this claim by demonstrating how few and insufficient the number of A-accredited public and private universities in Indonesia is currently. Of the approximately 4,529 public and private universities in Indonesia, only 50 are accredited by A (BAN-PT, 2017).

On the other hand, to improve the internal quality of universities in Indonesia, BAN-PT in 2015 changed from 7 (seven) standards to 9 (nine) criteria for obtaining accreditation scores per BAN-PT Form standards. The nine (nine) new criteria for filling out the accreditation form by BAN-PT standards are Vision, Mission, Goals, and Strategy, Governance, Governance, and Cooperation, Students, Human Resources, Finance, Facilities, and Infrastructure, Education, Research, Community Service and Outputs and achievements of *tridarma* (Three main functions in Indonesia's higher education system) (BAN-PT, 2016).

With the change from 7 *Borang* (formal documents used to collect and report data required by accreditation agencies.) standards to 9 (nine) BAN-PT *Borang* criteria for accreditation value management in 2016, universities have to work harder for the fulfillment of accreditation criteria by BAN-PT forms. The transition from seven to nine accreditation criteria is expected to significantly impact IAIN Curup's development of *PULADASA,* an integrated accreditation data service center. This change will require an expanded scope of criteria, including requirements related to curriculum development, student outcomes assessment, faculty qualifications, infrastructure, research, community engagement, and governance. *PULADASA* must be designed to efficiently collect, store, analyze, and report on diverse data sets. It must also integrate both quantitative and qualitative data, meeting stakeholder expectations for transparency, accountability, and evidence-based decision-making. The system must adapt to changing processes and workflows, offering intuitive interfaces, workflow automation features, data validation checks, and audit trails to ensure data integrity. Continuous monitoring and improvement are also crucial, enabling ongoing monitoring of key performance indicators and benchmarking against industry standards. Regular updates and refinements are essential to maintain its relevance and effectiveness in supporting IAIN Curup's accreditation goals. And it is undeniable that this can make the number of universities in Indonesia, both public and private, smaller. This is because, with the existence of seven standards on BAN-PT, only very few universities are accredited, especially with the addition of two (2) new standards.

This is also the case with the IAIN Curup. IAIN Curup, which has just switched status from STAIN Curup, received an accreditation score of C. Not only on the campus accreditation value, but the study

programs at IAIN Curup also experienced the same thing of the 19 study programs from the 3 faculties offered, only one (1) study program obtained an A accreditation score, namely the Islamic Education Study Program. The low accreditation scores at IAIN Curup indicate weaknesses in areas such as curriculum quality, faculty qualifications, student outcomes, infrastructure, governance, and community engagement. *PULADASA* can help identify these weaknesses by collecting and analyzing data across different accreditation criteria. It enables data-driven decision-making by providing real-time access to key performance indicators and benchmarks related to accreditation standards. *PULADASA* facilitates continuous monitoring of progress toward accreditation goals and ensures compliance with standards over time. It streamlines documentation processes, improves the quality of accreditation reports, promotes stakeholder engagement, and optimizes the efficiency and effectiveness of accreditation processes. By leveraging data-driven insights, promoting accountability, facilitating stakeholder collaboration, and improving efficiency, *PULADASA* can help IAIN Curup address its accreditation challenges and work towards higher scores in the future. Furthermore, only 4 (7) study programs are accredited B, namely the Ahwal Al-Syaksyiah Study Program, Islamic Broadcasting Communication, Arabic Language Education, English Tadris, Madrasah Ibtidaiyah Teacher Education, Sharia Banking, and AlQ'uran Tafsir Science. Meanwhile, the other 5(2) study programs only received a C grade, namely Islamic Guidance and Islamic Education Management. As well as nine (nine) new study programs, namely Tadris Mathematics, Tadris Bahasa Indonesia, PIAUD, Islamic Constitutional Law, Library Science, Islamic Guidance and Counseling, Sharia Economics, S2 Islamic Religious Education, and S2 Islamic Family Law, which do not yet have an accreditation value or only get minimum accreditation recognition from BAN-PT (BAN-PT, 2022). On the campus of IAIN Curup, a system or one-stop accreditation data service center is urgently needed that increase the accreditation value by the 9 BAN-PT Form assessment criteria.

With the provision of a one-stop accreditation data service center, it is expected to be able to increase the accreditation value of IAIN Curup and increase the interest of prospective students who register for the study programs offered. The one-stop accreditation data service center is expected to be able to monitor the fulfillment of the BAN-PT Form standards with nine assessment criteria so that the provision of requirements to achieve quality performance following the BAN-PT Form assessment criteria is easily implemented. In this way, the campus or study program can monitor the extent to which performance achievements have been obtained, which standards have not been achieved, or whether the evidence is still lacking. So it can be said that with the provision of a one-stop accreditation data service center at the IAIN Curup campus, it is expected to be able to increase the accreditation value of the campus and study programs on this campus. Based on this background, the researchers need to conduct a research project entitled "Designing a One-Stop Accreditation Data Service Center *(PULADASA)* to Increase the Accreditation Value of the Study Program Version 9 BAN-PT Criteria at IAIN Curup."

2.　METHODS

This study uses the research and development method (Research and Development) (Prasetyo, 2012). In this research, four stages of the process will be carried out, namely, analysis, design, development, and testing. The four stages can be seen in the following chart:
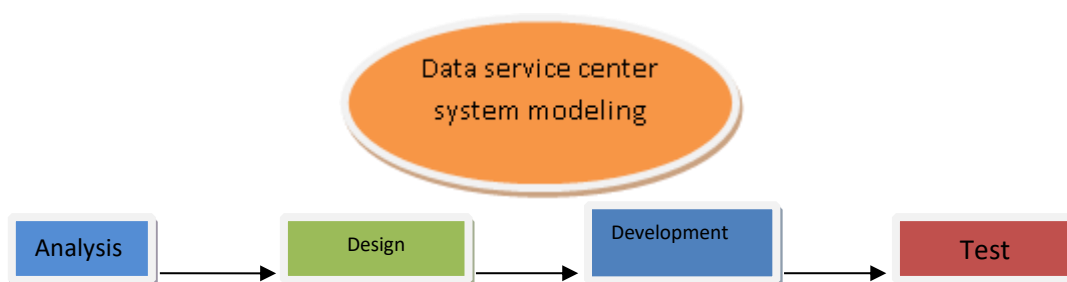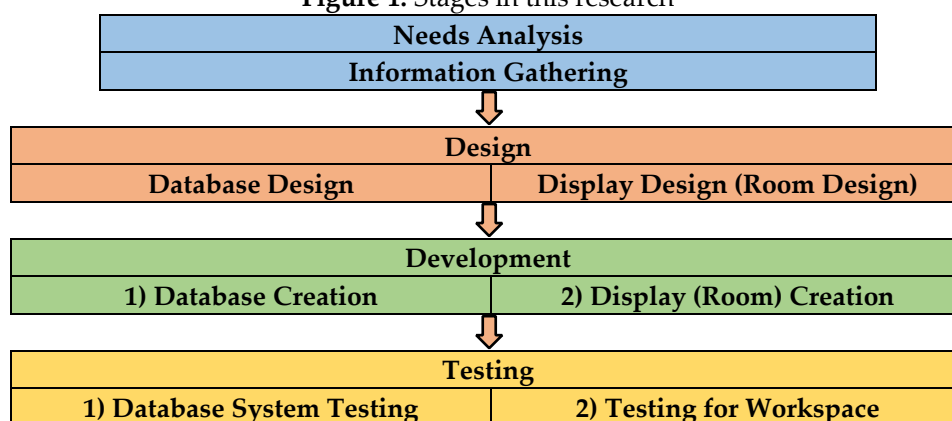
Figure 1. Stages in this research

Figure 2. Development Model of IAIN Curup One-Stop Accreditation Data Service Center

Based on the picture above, there are four process stages, and each unit will have different work procedures. The four process stages are: 1) needs analysis; 2) design; 3) development; and 4) Testing.

In this process, researchers conducted needs analysis activities aimed at collecting various information related to the development of a one-stop accreditation data service center at IAIN Curup. This activity includes retrieval focusing on what is needed in the development of one-stop accreditation services and, secondly, field studies that focus on the basic needs of what is needed by the campus in the development of the One-Stop Accreditation Data Service Center. Needs analysis is important because it is expected that what is produced will meet the needs of the IAIN Curup staff who will work in this unit later. To conduct a needs analysis at IAIN Curup, define objectives, involve stakeholders, develop validated questionnaires, conduct pilot testing, use various data collection methods, ensure anonymity and confidentiality, employ response validation techniques, process and interpret questionnaire responses, provide feedback and iteration, and document the entire process. This ensures accurate needs analysis, reliable insights, and effective communication of findings to stakeholders, leading to effective decision-making and improvement initiatives. At this stage, researchers conducted a needs analysis based on the study program accreditation needs set by BAN-PT in government regulation No/234/BAN-PT/2019, which contains nine standards needed in the standardization of study programs in higher education. The following table lists the things needed in analyzing the 9 standard documents:

Table 1. Needs Analysis Grid

No	9 Accreditation Standard Criteria	Indicators	LPM Verification / Notes
1	Vision, Mission, Objectives, and Strategy (VMTS)	1. Background 2. Policy (a formal document that includes the preparation of evaluation, socialization, and implementation of VMTS. 3. VMTS Achievement (Strategy contains documents on the achievement of VMTS in UPPS. 4. Key performance indicators	
2	Governance and Cooperation	1. Cooperation Cooperation documents for the last 3 years which include international, national, local/regional cooperation	
3	Students	1. Students - Contains documents on student data: number of prospective students, students who passed the selection, number of new students, and number of active students in the last 5 years. - Registered foreign students	
4	Human Resources	1. Data on permanent lecturers who teach courses 2. Lecturer teaching time data 3. Final project supervisor data 4. Lecturer performance; DTPS expertise/prestige/performance recognition document 5. Lecturer research data 6. Community service data 7. Lecturer scientific publication data 8. Lecturer Research/PKM Dues Data 9. Data on lecturers' works that have been cited in the last 3 years 10. Data on the work of lecturers adopted by industry or society relevant to the study program.	
5	Finance, Facilities and Infrastructure	1. Data on the use of funds managed by UPPS and data on the use of funds allocated to study programs in the last 3 years	
6	Education	1. Curriculum; Program structure data and the completeness of course data are by the study program curriculum document. 2. Integration of research and learning activities; 3. Data on lecturers' research and PKM titles, which have become the basis for course development in the last 3 years 4. User satisfaction; Data from measuring student satisfaction with the educational process	
7	Research	1. DTPS research involving students	

		2.	Lecturer research data as a reference for the thesis or dissertation
8	Community service	1.	PPM that involves students
9	Tridharma Outcomes and Achievements	1.	Learning Outcomes - Graduate GPA data in the last 3 years; student achievements; - Data on academic achievements achieved by students in 5 years - Student non-academic achievement data in the last 5 years - Effectiveness and productivity of education; graduate study period data - Data on the waiting period for graduates to get a job - Data on the suitability of graduates' fields of work - Data on the size and level of graduate workplaces - Data from measuring graduate user satisfaction based on aspects of ethics, skills, language skills, use of technology, communication skills, cooperation, and self-development - PKM research outputs produced by students - Publication data of lecturers who collaborate with students - Data on the titles of scientific work articles produced with cited students - Data on products and services adopted by the community involving students data on research fees and PKM fees produced with students

The subjects or respondents of the research "Designing a One-Stop Accreditation Data Service Centre *(PULADASA)* to increase the BAN-PT Criteria Version 9 Study Programme Accreditation Score at IAIN Curup" are all IAIN Curup study programs. To analyze all study programs at IAIN Curup, follow a structured approach. Identify study programs, determine selection criteria, gather data, conduct a needs analysis process, assess the impact of *PULADASA,* identify accreditation challenges, and compile findings into an analysis report. This will help identify requirements, challenges, and areas for improvement within each program. Assess the effectiveness of *PULADASA,* evaluate its impact on the selected study programs, and determine if the programs represent a wide range of disciplines. Compile the findings into a comprehensive analysis report, highlighting recommendations for improvement and development. The number of study programmes at IAIN Curup is 20 (Anonymous, 2018).

The type of data used in this research is:
a. Qualitative Data: in the form of category scores, namely (SK) very poor, (K) poor, (C) fair, (B) good, and (SB) very good
b. Quantitative data in the form of assessment scores, namely SK = 1, K = 2, C = 3, B = 4, and SB = 5.

The data collection techniques used in this research are as follows: Observation data is used for initial data collection during the research design. The interview that will be used in this research is unstructured. Interviews were used in the needs analysis process and assessment of the results of the development of the One-Stop Data Service Centre *(PULADASA).* Unstructured interviews are crucial

in the needs analysis process and assessment of the Integrated Data Service Center (*PULADASA*) at IAIN Curup. These interviews allow for open-ended discussions with stakeholders, providing insights into their perspectives, experiences, needs, challenges, and expectations related to accreditation processes, data management, technology infrastructure, and institutional requirements. The data collected helps identify key themes and patterns, such as data collection and reporting challenges, technology requirements, usability concerns, data security considerations, integration needs, training requirements, and alignment with accreditation standards. The insights gained from these interviews inform the development strategies for *PULADASA*, such as user-friendly interfaces, robust data security measures, automated reporting capabilities, and seamless integration with existing systems. The data from unstructured interviews will be used to assess the impact and effectiveness of *PULADASA*.

The research questionnaire used in this research is aimed at finding out the needs or work results of the one-stop accreditation data service center at IAIN Curup that has been developed. There are two types of questionnaires used, namely questionnaires for needs analysis and questionnaires to determine the work results of work units that have been developed. Documentation is used for initial and final data on study program readiness for BAN-PT accreditation based on nine criteria.

Data analysis techniques in this research are as follows:

Product development data is descriptive data about the steps taken by researchers in designing the One-Stop Data Service Centre *(PULADASA)*, which consists of 3 stages:

a. The first stage is collecting references related to the data needed to prepare for study program accreditation and consulting directly with LPM IAIN Curup. The reference source used is the 9 standard guidebooks set by BAN-PT.
b. The second stage is the creation of a one-stop data service center *(PULADASA)*. At this stage, the researcher involved two experts at once: material experts (in this case, LPM IAIN Curup) and media and information technology experts (by including a questionnaire or suggestion sheet. The selection of validators is based on the expert's expertise.
c. The third stage is the assessment stage. By including an assessment questionnaire

The integrated accreditation data service center, *PULADASA*, undergoes three stages of development and testing to validate its effectiveness. The first stage involves consulting with LPM IAIN Curup to ensure it aligns with accreditation requirements and criteria. The second stage involves involving material experts from LPM IAIN Curup to address specific data and documentation needs for study program accreditation. The third stage involves an assessment questionnaire to evaluate the system's usability, data accuracy, reporting capabilities, and alignment with accreditation standards. This comprehensive approach increases the likelihood of *PULADASA* effectively supporting accreditation processes at IAIN Curup and contributing to improved accreditation scores.

Analysis of the quality of the products produced. Data from reviewers, media experts, material experts, and users is contained in the form of media value score tables and descriptions of suggestions. Then the data from suggestions will be summarised and concluded so that it can be used as a basis for revising product development results.

Observation and interview data will be processed qualitatively using several stages, including data reduction, data presentation, and drawing conclusions adopted from Miles and Huberman's theory. The explanation of the stages is as follows:

1. Data Reduction
   At this stage, the researcher will reduce the data obtained from the data source. With data reduction, it is hoped that it can provide a more detailed picture and make it easier for researchers to collect the necessary data. At this stage, the researcher will classify the data and categorize the required data based on the target audience.
2. Data Presentation
   At this stage, the researcher will organize the data in such a way that it is easy to understand and appropriate to the research area, namely, one-stop data service center planning *(PULADASA)*.

3. Conclude and verify

   At this stage, the researcher will conclude the data obtained from both interviews and observations. Changes in grades from qualitative to quantitative, letter grading into scores using a Likert scale with the following conditions:

4. Documentation

   Quantitative data analysis will be used to look at the documentation data in the study "Designing a One-Stop Accreditation Data Service Centre *(PULADASA)* to increase the BAN-PT Criteria Version 9 Study Programme Accreditation Score at IAIN Curup."

3.   FINDINGS AND DISCUSSION

3.1. Needs Analysis for the One-Stop Data Service Centre (PULADASA)

In this process, researchers carried out needs analysis activities that aimed to collect various information related to the development of a one-stop accreditation data service center at IAIN Curup. At this stage, this activity includes data collection focusing on what is needed in developing a one-stop accreditation service and, secondly, a field study that focuses on the basic needs of what is needed by the campus in developing a one-stop accreditation data service Center. Needs analysis is important because it is hoped that what is produced will meet the needs of the IAIN Curup staff who will work in this unit later. Needs analysis is an important element in the construction of an integrated accreditation data service center at IAIN Curup. It facilitates the identification of the institution's particular accrediting needs, difficulties, and goals. It assists in determining the data kinds, formats, and volume required for accrediting procedures, as well as the technological infrastructure required to enable data collection, storage, analysis, and reporting. It also evaluates the present issues that IAIN Curup has when handling accreditation-related data, such as data fragmentation, manual processes, a lack of consistent reporting, and insufficient technical infrastructure. It guarantees that the data service center meets accreditation criteria, involves stakeholders, and incorporates appropriate technology. The analysis also sets the stage for a continuous improvement approach, integrating feedback mechanisms, user surveys, and performance metrics to monitor the system's effectiveness in meeting accreditation needs (Kamaruddin, et al., 2020). At this stage, the researcher carried out a needs analysis based on the study program accreditation requirements that have been determined by BAN-PT in government regulation No/234/BAN-PT/2019, which contains nine standards required for standardizing study programs in higher education.

The needs analysis required in this first stage is carried out through document analysis. This document review is based on the nine standard criteria set by BAN-PT for standardizing study programs. This study will also determine what is needed to design a one-stop data service center *(PULADASA)*. The results of the needs analysis will be discussed with the IAIN Curup LPM Team as an institution directly related to the accreditation of study programs at the Curup State Islamic Institute. The LPM team will provide input on what is needed in the development of *PULADASA* to improve the accreditation of study programs at IAIN Curup. The following table shows the things needed to analyze the nine standard documents:

Based on the data, it can be concluded that of the nine criteria required at the higher education accreditation stage, all criteria are required to be uploaded to the one-stop data service center relating to documents and photos of activities related to higher education accreditation needs. This analysis is provided to study programs that will carry out reaccreditation or that propose accreditation. The data obtained from both data sources will be the basis for developing a one-stop data service center *(PULADASA)*. Of the 19 study programs spread across 3 faculties, the average stated that all indicator data listed in the questionnaire distributed to all study programs was important to provide at the One-Stop Data Service Center. The study program's input makes uploading data or documents easier and faster.

3.2. Development of a One-Stop Data Service Centre (PULADASA)

At this stage, based on the questionnaire that has been given to users and LPM (Quality Assurance Agency) as the institution responsible for the accreditation process in higher education, the development of a one-stop data service center is being developed. Analysis of needs that have been obtained from the data sources mentioned above. The steps for developing a one-stop data service center are as follows:

3.2.1 Room View

The room in question is the room used as the database center of the One-Stop Data Service Centre *(PULADASA).* Apart from users being able to maximize online data services with guidance from officers provided in the room, users can also access offline data as well. This is one of the reasons why this one-stop data service center is integrated directly with the IAIN Curup Quality Assurance Agency. This aims to make it easier for users to retrieve the data needed in the accreditation process. The suggestion sheet that has been distributed to users is input to improve the quality and comfort of users using the room as a central document database. The suggestions and input from users regarding the appearance of the room are as follows:

1. The room should be equipped with air conditioning so that you can feel comfortable when you are in the room, considering the relatively small diameter of the room.
2. Furniture should be made more colorful so that users don't feel monotonous and bored.
3. Data files should be made neater with coding.
4. The computers provided must have high specifications and be supported by a strong network so that the process of uploading and downloading the required documents can be carried out well.
5. It would be a good idea to put up posters in the room about the importance of accreditation, but make the posters more entertaining.

From the suggestions that have been given, the room created is part of the implementation of these suggestions. The One-Stop Data Service Centre (*PULADASA*) should be designed to enhance user satisfaction and productivity (Agustina, et al., 2024). The room should be equipped with air conditioning for comfort, which can lead to better concentration and overall satisfaction. Colorful furniture can prevent monotony and create a lively atmosphere, making the space more inviting. Neater data files with coding facilitate efficient data management and retrieval, reducing clutter and saving time. High-spec computers and a strong network ensure smooth operations, minimizing delays and technical issues. These improvements can optimize performance, reduce downtime, and improve user experience during data-related activities. Entertaining posters about accreditation can also engage users and create awareness, fostering a sense of involvement and motivation in using *PULADASA*'s services. Overall, these suggestions aim to improve the physical environment, organization, technology, and user engagement within *PULADASA* to improve functionality and user satisfaction.

3.2.2 Layout /home web development of the One-Stop Data Service Center

After obtaining the needs analysis data that has been filled in by the user and the LPM, a Home base of the One-Stop Data Service Center is created which is linked directly to the website used by the LPM to make it easier for users to access. This page can be accessed via the http address: www.lpmiaincurup.co.id. On this page, users can immediately open the website and immediately go to the *PULADASA* icon on that page. The following image is a page of the online One-Stop Data Service Center.
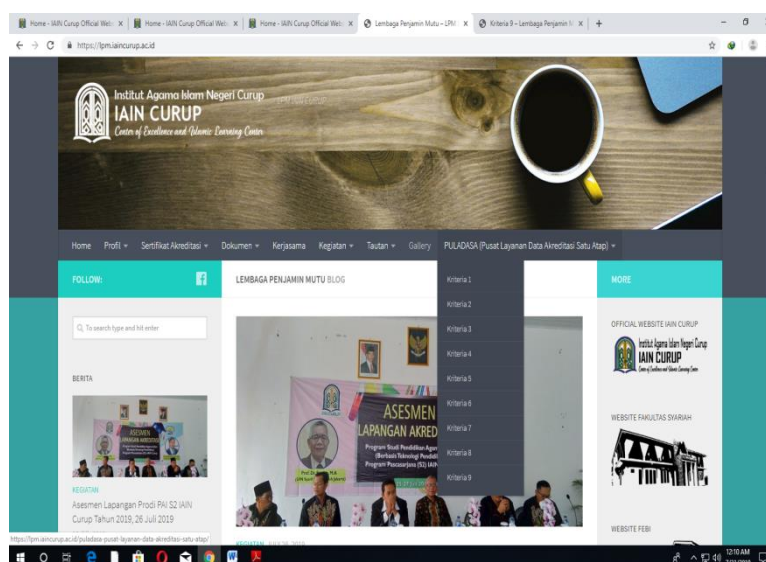
Figure 3. One-Stop Data Service Center *(PULADASA)*

From the figure above, it can be seen that users can go directly to the *PULADASA* icon and use the home to download the data that will be needed by the user (in this case, the committee or team appointed as the implementer of the accreditation of each study program. Documents that will be needed by the user can be taken at the online data service facility.
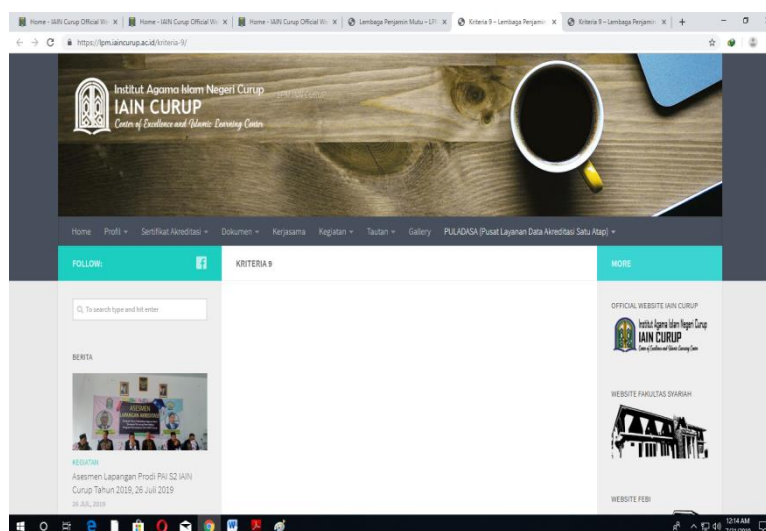

Figure 4. Icon display of the Data Service Center containing 9 standard criteria

The image above is an icon display from the data service center, which contains nine standard criteria for accreditation requirements that have been determined by BAN-PT. This image displays documents that are available for download to meet the requirements of the accreditation process, while the image after it depicts users uploading documents they already have online to make it simpler for users or form teams to fill out forms directly related to the accreditation process.

The following is a display of the icons per standard requirement for the nine-standard accreditation process. Through this data center page, users can download or retrieve the data needed for the 9-criteria accreditation process. The web page below shows the criteria from the nine criteria provided at this one-stop data service center. This data can be retrieved and uploaded by each user to fulfill the documents required by the user, in this case, the Form Team in the 9-criteria accreditation process.
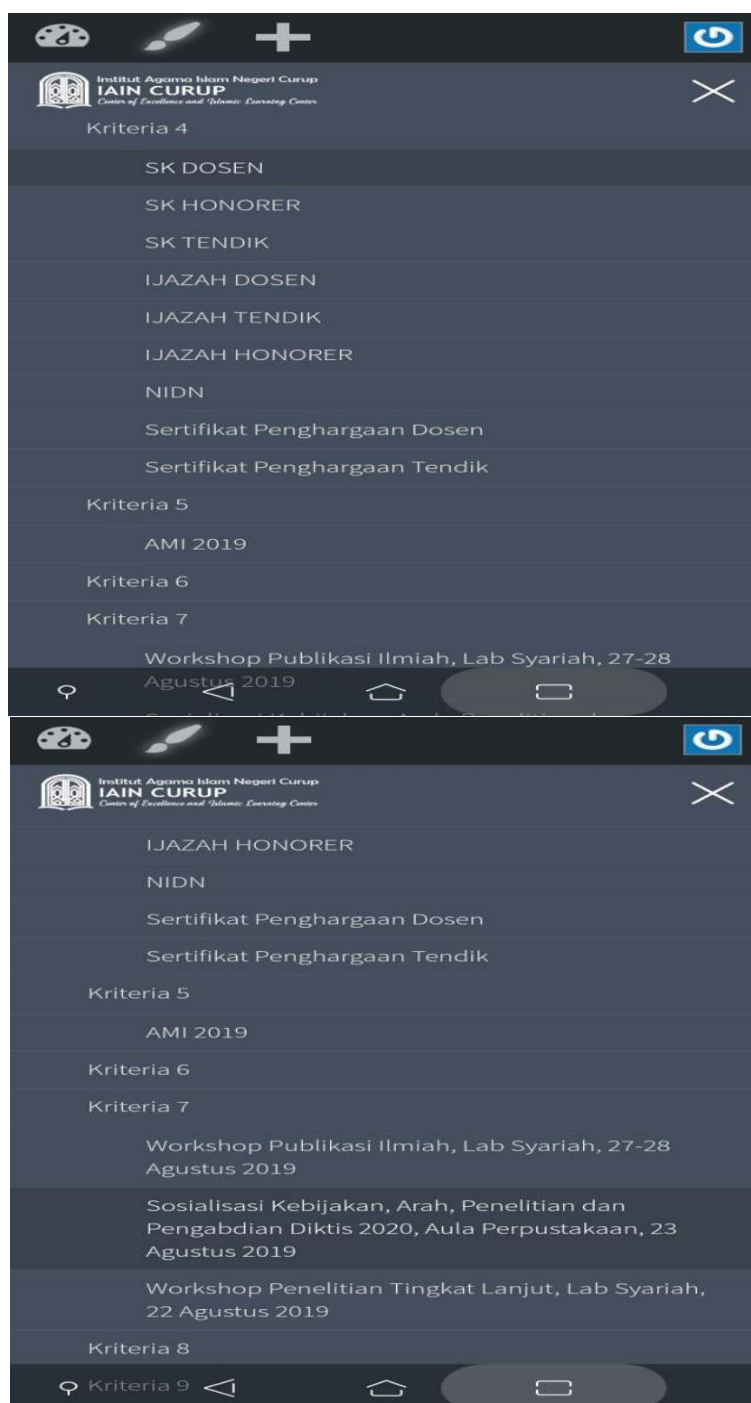
Figure 5. Display of icons per standard requirements of the 9 standard accreditation process

The accreditation procedure Standard symbols are graphic representations of the requirements for an educational institution to acquire accreditation. These icons represent the institution's vision, mission, goals, objectives, curriculum, learning, assessment, students, academic staff, research, community service, collaboration, funding, facilities, and services. The symbols underline the need for a clear and quantifiable goal, a planned curriculum, effective learning techniques, and a fair evaluation system. The symbols also emphasize the importance of students in the academic process and institutional growth. The symbols also underline the value of qualified academic personnel, research, community service, and collaboration. The symbols additionally underline the importance of transparent and sustainable finance, as well as suitable facilities and services. The symbols also underline the significance of an effective organizational structure, sound governance, and skilled

leadership. The symbols also underline the significance of having enough human resources, including non-academic workers, as well as measuring performance and improving quality. These symbols assist stakeholders in understanding the criteria and priorities that educational institutions must set to accomplish them.

3.2.3 Website Page View Assessment

After the layout of the One-Stop Data Service Centre *(PULADASA)* home base has been designed, the next step is to carry out a professional judgment, meaning that the finished appearance is handed over to IT experts for input to maximize the One-Stop Data Service Centre home base. The professional judgment team is as follows: First, Mr "S", is a professional in the IT field who works in the Computer and Media Laboratory at Bengkulu University (UNIB). His selection as a validator was based on his expertise in the IT field and his experience in teaching and producing IT products. So that it can provide significant input in the One-Stop Data Service Centre *(PULADASA)* home base. Second, Mr "S". He is one of the ASNs within IAIN Curup. The consideration in choosing him as a validator was his expertise and experience in the multimedia field. From the results of the analysis, it can be seen that the ideal average is smaller than the ideal minimum score average and the ideal standard deviation. This means that the results of the product analysis show that the media expert's opinion on the quality of the One-Stop Data Service Centre is Good. From the data, it can be seen that all indicators from the assessment show that the criteria are good; however, there are several notes given by the validator: Firstly, there are several indicators that need to be improved, namely the need to add interaction icons in the one-stop data service, which makes it easier for users to interact with each other considering that during the accreditation process, documents sometimes come from various study programs, so a place to interact with other users is needed. Second, the video feature is needed (Salehi, & Payravi, 2017).

3.2.4 Assessment of User Response to the One-Stop Data Service Centre *(PULADASA)*

Based on the data obtained, an overview of the results of the trials carried out at the one-stop data service center will be provided. In this case, it is given to the user, namely, a team form from each study program. Users respond to the one-stop data service center that has been developed, and then the data obtained will be processed qualitatively, which will later be converted into quantitative data. Based on the user's response to the one-stop data service center *(PULADASA)*, it can also be seen that the score obtained from the user's response is 787 out of a maximum score of 1000. The results of this analysis show that the user response to the one-stop data service center *(PULADASA)* is very good (SB), with a response rate in percentage of 83%. From these results, it can be concluded that the One-Stop Data Service Centre *(PULADASA)* is very helpful in preparing the accreditation process for the nine criteria that have been set by BAN-PT for study programs that will meet these criteria after being officially determined by BAN-PT.

The study reveals that *PULADASA* has successfully met user needs with a high response rate and excellent scores, indicating its one-stop approach. The service quality and user experience are also high, indicating positive experiences, potentially increasing satisfaction and loyalty (Djafri, et al., 2023). However, there are opportunities for improvement and development, with qualitative analysis of user responses providing insights. The evaluation model, which combines qualitative and quantitative analysis, provides a comprehensive understanding of *PULADASA*'s success, serving as a guideline for other organizations. With high scores and high satisfaction levels, *PULADASA* has the potential to become the best model in integrated data services, serving as a reference for other institutions seeking to improve their data and information management services.

The research reveals that a high user response rate of 83% to the one-stop data service center (*PULADASA*) can significantly impact the accreditation process. This indicates that the services provided by *PULADASA* are considered excellent by users, which can improve accreditation ratings. This also indicates operational efficiency, as satisfied users can indicate better data collection and processing. Performance measurement can be used to evaluate institutional performance, and if high satisfaction scores are maintained consistently, it can be evidence for upgrading or maintaining

accreditation status. Data-driven decision-making can be achieved by converting qualitative data into quantitative data, which can enhance an institution's reputation in the eyes of the public and relevant institutions. Therefore, high user satisfaction with *PULADASA* can be a crucial factor in supporting positive accreditation results for educational institutions.

4. CONCLUSION

Based on the results of research and development that have been discussed in previous chapters, it can be concluded that the research and development of the One-Stop Data Service Centre *(PULADASA)* uses a procedural development method, which means it uses a descriptive method, using steps that must be implemented in its development. The One-Stop Data Service Centre (*PULADASA*) uses a procedural development method for research and development. This systematic approach involves sequential steps, documented procedures, and iterative feedback loops. Benefits include clarity, efficiency, quality assurance, risk mitigation, and scalability. The method ensures clear procedures, sequential steps, documentation, and adaptability to varying project sizes, ensuring successful outcomes aligned with organizational goals and user requirements. The procedural development stages include planning, implementation, and finally the product assessment stage. Based on the results of the media expert's assessment of the One-Stop Data Service Centre *(PULADASA)*.

The research on enhancing study program accreditation scores at Islamic University through the development of the *PULADASA* Data Service Center in alignment with BAN-PT Version 9 criteria has limitations. These include limited financial resources, time constraints, technical challenges, staff training, and limited user feedback. To address these limitations, the research suggests prioritizing investments in areas with significant impact on accreditation scores, collaborating with experts, implementing continuous improvement systems, providing staff development opportunities, and engaging stakeholders. By addressing these limitations and implementing these suggestions, the *PULADASA* Data Service Center can contribute to improved study program accreditation scores at Islamic University.

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