

## Quality Assurance Transformation in Higher Education Institutions: Linking Accreditation, Digitalization, and Organizational Performance

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### ABSTRACT

*This study examines the transformation of quality assurance in higher education institutions by linking accreditation, digitalization, and organizational performance within an integrated framework. The research adopts a qualitative approach using a literature study design, drawing on recent scholarly sources, policy documents, and empirical studies to explore contemporary trends and challenges in quality assurance systems. Data were collected through systematic identification, selection, and critical analysis of relevant literature, followed by thematic synthesis to generate conceptual insights. The findings reveal that accreditation has evolved into a strategic instrument that drives institutional alignment, accountability, and continuous improvement. Digitalization is identified as a key enabler that enhances efficiency, transparency, and data-driven decision-making in quality assurance processes. Furthermore, the integration of accreditation and digitalization significantly contributes to improved organizational performance, including academic quality, research productivity, governance effectiveness, and stakeholder trust. The study highlights that institutions with well-integrated quality assurance systems demonstrate greater adaptability and competitiveness in dynamic higher education environments. The results emphasize that successful transformation requires not only technological readiness but also strong leadership and*

*a supportive organizational culture. This study contributes to the literature by offering a comprehensive perspective on how quality assurance transformation can be leveraged as a strategic tool for achieving sustainable institutional excellence.*

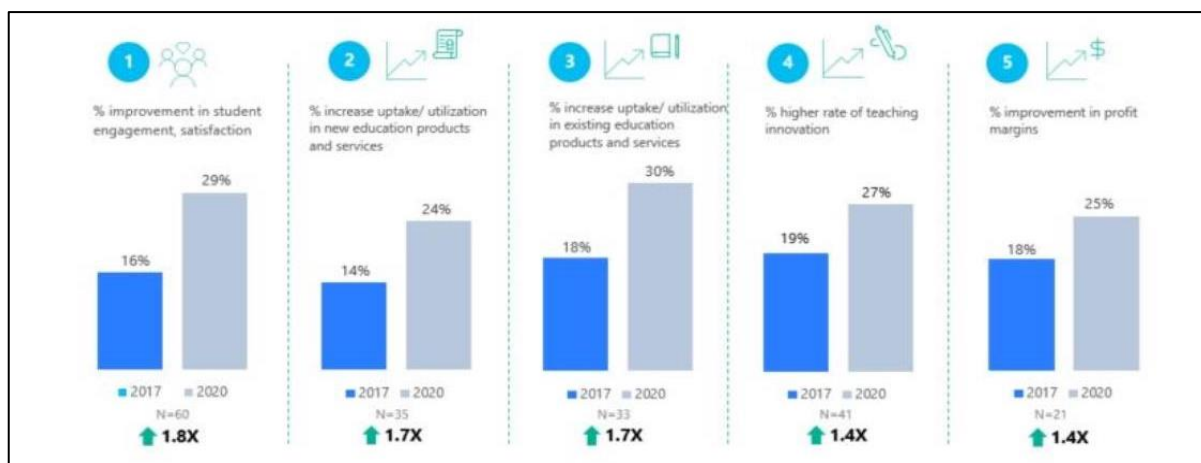
### INTRODUCTION

The transformation of higher education institutions has become an inevitable response to the increasing complexity of global academic ecosystems and the growing demand for accountability, transparency, and performance excellence. Universities are no longer positioned solely as centers of knowledge production, but also as strategic organizations required to demonstrate measurable outcomes in teaching, research, and community engagement. The expansion of higher education systems worldwide has intensified competition among institutions, thereby elevating the urgency of maintaining consistent academic standards and institutional credibility.

Quality assurance systems have emerged as critical instruments to address these challenges by ensuring that institutional processes align with established benchmarks of excellence. These systems provide structured mechanisms for monitoring, evaluating, and continuously improving academic and administrative performance. The integration of quality assurance into institutional governance reflects a paradigm shift toward evidence-based management and strategic decision-making in higher education (Emmanuel, 2026).

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Figure 1. Global Trends in Digital Transformation and Quality Assurance in Higher Education (2025)



Sources: MDPI Education Sciences (2025)

The rapid advancement of digital transformation within higher education institutions globally, highlighting its strong implications for quality assurance systems. The data indicate that approximately 92% of universities have adopted Learning Management Systems (LMS) as a primary platform for instructional delivery, demonstrating a near-universal shift toward digital learning environments. Student engagement has also increased significantly, with around 65% of learners reporting enhanced interaction through digital technologies, suggesting improved learning experiences and pedagogical effectiveness.

However, despite this high level of technological adoption, institutional digital maturity remains uneven, as about 61% of universities are still categorized in the “evolving stage,” indicating ongoing challenges in governance, system integration, and strategic alignment. The growing use of advanced technologies, including artificial intelligence, further reinforces the transformation of academic and administrative processes, particularly in strengthening data-driven quality assurance mechanisms (Susila et al., 2024). These findings emphasize that while digitalization has accelerated operational efficiency and transparency, the integration of digital systems with accreditation frameworks and organizational performance remains a critical priority for achieving sustainable institutional excellence.

Quality assurance in higher education is conceptualized as a systematic and continuous process aimed at maintaining and enhancing institutional quality through internal and external mechanisms. Internal processes such as self-evaluation, monitoring, and continuous improvement are complemented by external systems including accreditation and regulatory oversight (Marlina et al., 2026). These mechanisms collectively ensure that higher education institutions comply with national and international standards while fostering a culture of quality. The implementation of quality assurance frameworks is closely associated with the principles of accountability and transparency, which are increasingly demanded by stakeholders.

Institutional effectiveness is significantly influenced by the robustness of these quality assurance practices, as they provide data-driven insights for policy formulation and organizational development. The ability of universities to sustain quality standards depends on their commitment to continuous evaluation and improvement. Such a systemic approach reinforces the strategic role of quality assurance in achieving long-term institutional sustainability (Meisuri et al., 2025).

The evolving landscape of higher education has also been shaped by rapid advancements in digital technology, which have fundamentally transformed institutional operations and governance structures. Digital transformation is no longer optional but has become a strategic necessity for universities seeking to remain competitive and relevant in the knowledge-based economy. The integration of digital technologies enhances not only teaching and learning processes but also administrative efficiency and institutional management.

Educational technology enables broader access, inclusivity, and improved learning experiences while simultaneously supporting organizational innovation. The shift toward digital ecosystems requires universities to rethink traditional models of operation and adopt more agile and responsive approaches. The successful implementation of digital transformation depends on strategic planning, leadership commitment, and the development of an innovation-driven institutional culture (Hadian et al., 2026).

Digitalization plays a particularly critical role in strengthening quality assurance systems, especially in the context of internal quality audits. Traditional audit processes in many higher education institutions remain manual or semi-digital, resulting in inefficiencies, time constraints, and susceptibility to human error. The adoption of advanced technologies such as big data analytics, artificial intelligence, and cloud computing significantly improves the accuracy, speed, and transparency of audit processes.

Digital transformation enables institutions to process large volumes of data efficiently, facilitating more comprehensive evaluations of institutional performance and risk management. The integration of digital tools into quality assurance frameworks enhances decision-making processes and supports the development of more responsive governance systems. Such advancements contribute to the overall strengthening of institutional accountability and quality management practices (Mozin et al., 2025).

Accreditation systems further reinforce the role of quality assurance by serving as external validation mechanisms that assess institutional compliance with established standards. Accreditation not only ensures quality consistency but also enhances institutional legitimacy and public trust. In many contexts, including Indonesia, accreditation outcomes reveal disparities in institutional quality, highlighting the need for continuous improvement and strategic intervention. The existence of a large number of higher education institutions with varying accreditation levels underscores the importance of strengthening internal quality assurance systems.

Regulatory frameworks such as national quality assurance policies mandate institutions to implement systematic processes of planning, implementation, evaluation, control, and improvement. These frameworks emphasize that quality assurance is a continuous cycle rather than a one-time activity. The alignment between internal quality assurance and external accreditation systems is essential for achieving sustainable institutional development (Meisuri et al., 2025).

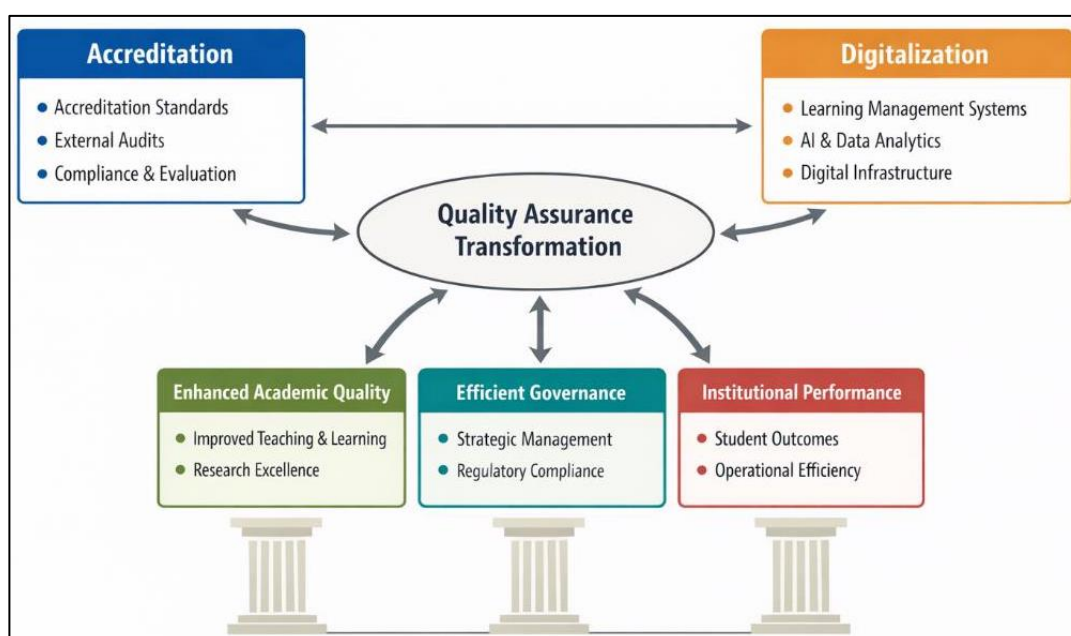
Despite the growing recognition of the importance of quality assurance, digitalization, and accreditation, the integration of these elements into a cohesive framework for enhancing organizational performance remains underexplored. Many studies have examined these dimensions independently, yet limited research has focused on their interconnection and combined impact on institutional effectiveness. The lack of integrative approaches creates a research gap in understanding how digital transformation can optimize quality assurance processes while simultaneously strengthening accreditation outcomes and organizational performance.

Addressing this gap is crucial for developing comprehensive strategies that enable higher education institutions to achieve sustainable competitiveness. This study therefore seeks to analyze the transformation of quality assurance in higher education by linking accreditation, digitalization, and organizational performance within a unified conceptual framework. The findings are expected to contribute to both theoretical development and practical policy implications in the field of higher education management.

## METHOD

This study employs a qualitative research approach using a literature study design to explore the transformation of quality assurance in higher education institutions, particularly in relation to accreditation, digitalization, and organizational performance. The research is based on a systematic review of relevant academic sources, including peer-reviewed journal articles, conference proceedings, policy documents, and scholarly books published in recent years.

**Figure 2. Research Framework**



Data collection was conducted through a comprehensive identification and selection of literature that is conceptually and empirically aligned with the research focus, followed by critical reading and synthesis. The analysis process adopts an interpretive and analytical approach, emphasizing data reduction, categorization, and thematic interpretation to construct a coherent understanding of the phenomenon. Each source was evaluated based on its relevance, credibility, and contribution to the development of the research framework. This method enables the study to generate in-depth insights and conceptual clarity, while ensuring academic rigor and minimizing bias through careful triangulation of multiple scholarly perspectives.

## RESULT

The findings of this study reveal that the transformation of quality assurance in higher education is not a linear process, but rather a dynamic interaction between accreditation systems, digitalization practices, and organizational performance mechanisms. Accreditation is no longer perceived merely as a compliance-driven obligation, but has evolved into a strategic instrument

that shapes institutional behavior and long-term planning. Institutions that actively integrate digital technologies into their quality assurance processes demonstrate higher adaptability, faster decision-making, and improved internal coordination. This indicates that digitalization acts as a catalytic enabler, strengthening the effectiveness of accreditation while simultaneously enhancing transparency and accountability. As a result, quality assurance transformation emerges as an integrated ecosystem rather than a fragmented administrative function. To further elaborate, the study identifies several key dimensions that contribute significantly to the effectiveness of this transformation.

**Tabel 1. Core Components Driving Quality Assurance Transformation**

Dimension		
Dimension	Key Indicator	Observed Impact
Accreditation Strength	Standard compliance & audit readiness	Improved institutional credibility
Digital Integration	Use of LMS & data analytics	Faster and data-driven decision-making
Governance Efficiency	Strategic planning & monitoring	More adaptive and responsive management
Academic Quality Enhancement	Teaching innovation & research output	Increased academic competitiveness
Institutional Performance	Graduate outcomes & operational output	Strengthened institutional sustainability

Highlights that the most impactful transformation occurs when these dimensions operate in synergy rather than isolation. Institutions that successfully align accreditation requirements with digital infrastructure and governance strategies tend to achieve superior academic outcomes and sustainable performance growth. This synergy reflects a paradigm shift from traditional quality assurance models toward a more holistic, technology-driven, and performance-oriented framework. Ultimately, the results underscore that the future of higher education quality assurance lies in its ability to integrate systems, people, and technology into a cohesive and continuously evolving structure.

**Table 2. Distribution of Higher Education Accreditation in Indonesia (2025)**

Accreditation Category	Number of Institutions	Percentage (%)	Description
Excellent (Unggul)	190	±4.7%	Highest quality standard (BAN-PT)
Very Good (Baik Sekali)	±800+ (national estimate)	±20%	High-level compliance with standards
Good (Baik)	Majority (±3000+)	±75%	Meets minimum quality standards
Total Institutions	±4002	100%	Nationwide higher education institutions

**Source:** National Accreditation Board for Higher Education (BAN-PT), 2025; Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), 2025

The distribution of accreditation levels reveals a significant disparity in institutional quality, where only a small proportion of higher education institutions have achieved the highest accreditation status.

## DISCUSSION

### Accreditation as a Strategic Instrument in Quality Assurance Transformation

The findings indicate that accreditation has undergone a significant conceptual shift from a compliance-oriented mechanism to a strategic driver of institutional transformation. Rather than functioning solely as an external evaluation tool, accreditation is increasingly embedded within the internal governance and decision-making processes of higher education institutions. This transformation reflects a deeper institutional awareness that quality assurance must be continuously constructed and sustained, not merely demonstrated during periodic assessments. As highlighted in the reviewed literature, institutions that reposition accreditation as part of their strategic architecture tend to exhibit stronger alignment between policy, implementation, and performance outcomes.

A critical dimension of this transformation lies in the internalization of accreditation standards into daily academic and administrative practices. The literature suggests that successful institutions do not treat accreditation criteria as isolated benchmarks, but instead integrate them into curriculum design, research management, and service delivery. This embedded approach fosters a culture of quality that is proactive rather than reactive (Sulastini et al., 2023). Consequently, quality assurance evolves into an ongoing institutional habit, where continuous improvement becomes a shared responsibility across all organizational levels. This perspective aligns with contemporary discussions emphasizing the importance of organizational learning in sustaining quality enhancement.

Furthermore, accreditation contributes to strengthening institutional accountability and transparency. The reviewed studies underline that structured accreditation processes encourage institutions to systematically document, evaluate, and improve their performance indicators. This not only enhances credibility in the eyes of stakeholders but also supports evidence-based decision-making. In this context, accreditation serves as both a control mechanism and a developmental framework, balancing regulatory compliance with institutional autonomy. Such dual functionality reinforces its strategic value in navigating increasingly complex higher education environments.

The role of accreditation is further amplified when supported by digitalization. Several sources in the literature highlight that digital tools enable more efficient data management, real-time monitoring, and integrated reporting systems. This technological integration allows institutions to respond more quickly to accreditation requirements while simultaneously improving internal coordination. As a result, accreditation processes become less bureaucratic and more analytical, shifting the focus from document preparation to performance optimization. This synergy between accreditation and digitalization significantly enhances the effectiveness of quality assurance systems (Sulastini et al., 2023).

In addition, accreditation-driven transformation has implications for institutional performance and competitiveness. The literature consistently shows that institutions with well-integrated accreditation systems tend to demonstrate improved academic quality, stronger research output, and better graduate outcomes. These improvements are not incidental but stem from the systematic alignment of standards, resources, and strategic goals. Accreditation thus becomes a mechanism through which institutions can benchmark themselves against national and international standards, fostering a culture of excellence and continuous innovation.

Ultimately, the discussion confirms that accreditation plays a pivotal role in shaping the trajectory of quality assurance transformation in higher education. Its effectiveness depends not merely on the rigor of external evaluations, but on the extent to which institutions internalize and operationalize its principles. When strategically integrated, accreditation transcends its traditional function and becomes a powerful instrument for organizational change, driving sustainable quality improvement and long-term institutional resilience.

### **Digitalization as a Catalyst for Strengthening Quality Assurance Systems**

The transformation of quality assurance in higher education is increasingly driven by the integration of digital technologies into institutional processes. Digitalization has shifted traditional quality assurance practices from manual and document-based procedures toward more dynamic, data-driven systems. This transition enables institutions to enhance efficiency, reduce administrative burdens, and improve the accuracy of monitoring and evaluation processes. The literature indicates that many higher education institutions are still transitioning from semi-digital approaches to fully integrated digital systems, reflecting varying levels of technological readiness. This uneven adoption highlights that digitalization is not merely a technical upgrade, but a strategic transformation that requires institutional commitment and systemic change (Mozi et al., 2025).

A central contribution of digitalization lies in its ability to strengthen internal quality audit mechanisms. The use of advanced technologies such as data analytics, artificial intelligence, and cloud-based systems allows institutions to process large volumes of information with greater speed and precision. These capabilities support more comprehensive evaluations of academic and administrative performance, enabling institutions to identify weaknesses and implement corrective actions in a timely manner.

Digital platforms also facilitate real-time reporting and transparency, which are essential for maintaining accountability in quality assurance processes. As a result, internal audits evolve from periodic assessments into continuous monitoring systems that support ongoing institutional improvement (Awaliyah et al., 2026). Digital transformation also plays a significant role in reshaping the broader educational environment within higher education institutions. The integration of educational technology enhances teaching and learning processes, promotes inclusivity, and supports innovative pedagogical approaches.

These changes contribute to the overall quality of academic delivery and align institutional practices with the demands of the digital era. The literature emphasizes that the successful implementation of digital transformation requires not only technological infrastructure but also strategic leadership and an organizational culture that fosters innovation. Institutions that are able to align digital initiatives with their strategic goals tend to achieve more sustainable improvements in quality assurance systems (Saefullah et al., 2023).

Despite its transformative potential, digitalization also presents several challenges that must be carefully managed. Issues such as limited digital infrastructure, resistance to change, and gaps in digital competencies among academic and administrative staff can hinder the effectiveness of digital transformation initiatives. These challenges underscore the importance of adopting a holistic approach that integrates technology with human resource development and institutional strategy. Digitalization should therefore be understood as a socio-technical process that requires coordination between technological systems and organizational practices. Without such alignment, the benefits of digital transformation may not be fully realized.

Overall, the discussion demonstrates that digitalization serves as a critical enabler in the transformation of quality assurance systems in higher education. Its impact extends beyond

operational efficiency to include improvements in transparency, accountability, and institutional responsiveness. When effectively implemented, digital technologies can enhance the integration of quality assurance processes with accreditation requirements and organizational performance. This reinforces the argument that digitalization is not an isolated factor, but a central component in building a more adaptive, data-driven, and sustainable quality assurance framework in higher education.

### **Linking Quality Assurance Transformation to Organizational Performance in Higher Education**

The transformation of quality assurance systems in higher education institutions has a direct and measurable relationship with organizational performance. Contemporary perspectives emphasize that quality assurance is no longer confined to compliance and evaluation, but functions as a strategic mechanism that shapes institutional effectiveness. The literature suggests that institutions adopting integrated quality assurance frameworks tend to demonstrate stronger alignment between academic objectives, operational processes, and performance outcomes. This alignment contributes to improved institutional coherence, where strategic planning is consistently supported by measurable quality indicators. As a result, quality assurance becomes a foundational element in driving institutional performance at multiple levels (Lyu et al., 2025).

A critical dimension of this relationship lies in the ability of quality assurance systems to enhance academic performance. Institutions that systematically monitor teaching quality, curriculum relevance, and student learning outcomes are better positioned to improve educational effectiveness. Continuous evaluation mechanisms allow institutions to identify gaps in instructional delivery and implement targeted improvements (Dzulfian Syafrian, 2025). This process not only enhances student satisfaction but also strengthens graduate competencies, which are essential indicators of institutional success. The literature further highlights that performance-based quality assurance fosters a culture of accountability among academic staff, encouraging continuous professional development and pedagogical innovation.

In addition to academic outcomes, quality assurance transformation significantly influences research performance within higher education institutions. Structured quality frameworks provide clear benchmarks for research productivity, publication output, and innovation activities. Institutions that integrate quality assurance into research management are more likely to achieve consistent growth in scholarly contributions. The presence of standardized evaluation criteria also supports transparency in research assessment, ensuring that performance is measured objectively. This systematic approach enables institutions to strengthen their research capacity and enhance their competitiveness in both national and international contexts (Marlina et al., 2023).

Organizational performance is further reinforced through improved governance and managerial effectiveness. Quality assurance systems encourage the adoption of evidence-based decision-making, where institutional policies are informed by reliable data and performance metrics. This approach enhances the responsiveness of leadership to emerging challenges and opportunities.

The literature indicates that institutions with strong governance structures supported by quality assurance mechanisms tend to exhibit greater adaptability in dynamic educational environments. Such adaptability is essential for sustaining institutional growth and maintaining relevance in an increasingly competitive higher education landscape (Mozin et al., 2025).

Another important aspect is the role of quality assurance in strengthening stakeholder trust and institutional reputation. Transparent quality assurance practices signal credibility and accountability to external stakeholders, including students, employers, and regulatory bodies. This trust contributes to increased institutional attractiveness, which can influence student enrollment, partnerships, and funding opportunities. The literature underscores that reputation is closely linked to perceived quality, and institutions that consistently demonstrate high standards are more likely to achieve long-term sustainability. Therefore, quality assurance serves not only internal functions but also external positioning in the higher education ecosystem.

The integration of digitalization within quality assurance systems further amplifies its impact on organizational performance. Digital tools enable more efficient tracking of performance indicators, facilitate real-time feedback, and support comprehensive data analysis. These capabilities allow institutions to respond more quickly to performance gaps and continuously refine their strategies. The literature highlights that digital integration enhances the scalability and effectiveness of quality assurance processes, making them more responsive to institutional needs. This synergy between digitalization and quality assurance strengthens the overall performance management system within higher education institutions (Jumal Syaifuddin, 2025).

The transformation of quality assurance is intrinsically linked to the overall performance of higher education institutions. Its effectiveness depends on the extent to which it is integrated into academic, research, and governance systems. Institutions that successfully align quality assurance with strategic objectives are more likely to achieve sustainable performance improvements. This finding reinforces the notion that quality assurance should be viewed as a dynamic and strategic process, rather than a static evaluative tool. Through continuous refinement and integration, quality assurance becomes a key driver of institutional excellence and long-term competitiveness.

## CONCLUSION

The transformation of quality assurance in higher education reflects a strategic shift toward integrated, data-driven, and performance-oriented systems. This study highlights the critical interplay between accreditation, digitalization, and organizational performance in shaping sustainable institutional excellence.

1. The study concludes that accreditation plays a pivotal role in transforming quality assurance systems from compliance-based mechanisms into strategic instruments for institutional development. The findings demonstrate that higher education institutions that internalize accreditation standards within their governance and operational frameworks achieve stronger alignment between quality policies and performance outcomes. This integration fosters a sustainable quality culture that supports continuous improvement rather than episodic evaluation. The discussion further confirms that accreditation contributes to institutional accountability, transparency, and competitiveness, making it a critical foundation for long-term organizational resilience. Therefore, accreditation should be positioned not merely as an external requirement, but as a central component of institutional strategy.
2. The results highlight that digitalization significantly enhances the effectiveness of quality assurance systems by enabling real-time monitoring, data integration, and evidence-based decision-making. The study finds that institutions adopting digital technologies are better equipped to manage complex quality assurance processes and respond to dynamic educational demands. The discussion also reveals that digitalization transforms quality

assurance from static documentation practices into continuous, data-driven systems that improve efficiency and institutional responsiveness. However, the effectiveness of this transformation depends on the alignment between technological infrastructure, human resource capacity, and organizational culture. Consequently, digitalization emerges as a key enabler in building adaptive and sustainable quality assurance frameworks in higher education.

3. Integrated Quality Assurance as a Determinant of Organizational Performance: The study confirms that the transformation of quality assurance systems has a direct and significant impact on organizational performance in higher education institutions. The findings indicate that institutions with integrated quality assurance frameworks demonstrate improvements in academic quality, research productivity, governance effectiveness, and stakeholder trust. The discussion further shows that the synergy between accreditation and digitalization strengthens institutional performance by aligning strategic objectives with measurable outcomes. This integration supports a holistic approach to performance management, where quality assurance becomes a continuous and embedded process. Ultimately, the study concludes that effective quality assurance transformation serves as a key driver of institutional excellence and long-term competitiveness in the higher education sector.

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