

Islamic Community Development
Study Program Strategy Towards Superior Accreditation
(SWOT Analysis of the PMI UIN Alauddin Makassar Study Program)

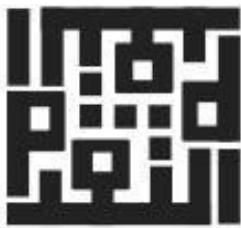
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ABSTRACT



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This research aims to identify and map the Strengths, Weaknesses, Opportunities and Challenges of the Islamic Community Development Study Program at the Faculty of Da'wah and Communication at UIN Alauddin Makassar to become a superior accredited study program. This type of research is descriptive qualitative using a phenomenological approach. Data collection techniques through observation, interviews and documentation. The results of this research show that: 1) The strengths of the Islamic Community Development study program include the availability of formal governance and governance system documents, the availability of formal organizational structure documents, and the availability of valid evidence that includes credibility, transparency, accountability, responsibility and fairness. 2) The weaknesses of the Islamic Community Development study program are the lack of competent teaching staff, limited curriculum, limited facilities, lack of funding, and minimal collaboration with external parties. 3) Opportunities for the Islamic Community Development study program include developing a relevant and innovative curriculum, collaborating with leading institutions, using digital technology, training and competency development. 4) The challenges of the Islamic Community Development study program are limited human resources, limited funding, limited infrastructure and facilities, curriculum challenges, competition with other study programs, bureaucratic and regulatory obstacles, challenges in research and publication.

Introduction

Every study program has the goal of becoming a superior accredited study program. Not only superior administratively but also superior in every process involved. Likewise, the Islamic Community Development Study Program under the guidance of the Faculty of Da'wah and Communication at UIN Alauddin Makassar has the goal of superior accreditation, both

administratively and practically. So far, the 64 study programs at Alauddin Makassar State Islamic University have not been fully accredited as superior, especially the study programs at the Faculty of Da'wah and Communication, so this is an opportunity to encourage the Islamic Community Development Study Program to achieve superior accreditation.

Study programs that have superior accreditation will automatically increase the reputation of the

department and even the campus where the study program is based. Because accreditation is an indicator that the campus or study program has global standard quality, curriculum, programs, teachers, students and graduates. Because of the importance of accreditation, quite a few universities spend large budgets to obtain the title of superior accreditation nationally.

The public believes that study programs that have superior accreditation will indirectly open up greater opportunities to be recruited by large companies, and have greater opportunities for success in various fields. Besides that, the campus or study program will automatically have a good image in the eyes of society.

Currently the Islamic Community Development study program has accreditation status A or very good based on BAN-PT decision No. 707/SK/BAN-PT/Akred/S/II/2021. The Islamic Community Development Study Program, Faculty of Da'wah and Communication, UIN Alauddin Makassar was officially opened in 1999 with the vision of becoming a superior and innovative study program in empowering, mentoring and developing a civilization-based society by 2025. This vision is then described in the mission, namely (1) Organizing education and scientific teaching for the development of Islamic society to produce graduates who are competitive and have good morals; (2) Carrying out research in the field of community development; (3) Carrying out community service in the field of community empowerment and assistance; and (4) Developing cooperation with various institutions on a local, regional, national and international scale in the field of Islamic community development.

The Islamic Community Development Study Program aims to (1) produce Islamic scholars who have good morals, are qualified and professional in community development; (2) produce intervention products in community assistance; (3) produce a da'wah model that can solve environmental, humanitarian and religious problems; and (4) produce graduates who are able to collaborate with various government and private parties both at home and abroad.

Based on the vision and mission, objectives of the Islamic Community Development Study Program above, we can see that superior accreditation is an institutional vision that should

be realized, and manifested through recognition on a national scale. However, until now, the Islamic Community Development Study Program (PMI) at UIN Alauddin Makassar still faces a number of challenges that need to be overcome to achieve superior accreditation. Therefore, this research aims to conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify internal and external factors that can influence the development of the Islamic Community Development Study Program towards superior accreditation.

Research Methods

Phenomenological research using a qualitative methodology is what this study is. Research utilizing a qualitative methodology reveals more about social movements, history, behavior, organizational functionalism, community life, and kinship links and yields findings that cannot be obtained using statistical or quantitative methods. (M.Ag. Dr. Moh. Miftachul Choiri, Dr. Umar Sidiq, 2019). The use of qualitative research is justified by its emphasis on narratively describing data gathered using scientific methods, with the researcher serving as the primary instrument.

The Chair, Secretary, and Study Program Monitoring and Evaluation Team of the Islamic Community Development study program at the Faculty of Da'wah and Communication, UIN Alauddin Makassar, provided the primary data sources. In addition, primary data was gathered from students, alumni, lecturers, faculty leadership, the Faculty Quality Assurance Team, the Study Program Quality Assurance Group, and other stakeholders of the Islamic Community Development study program in order to compile more thorough data. Documents pertaining to the Islamic Community Development study program at UIN Alauddin Makassar's Faculty of Da'wah and Communication served as the secondary data sources.

In this study, documentation, interviews, and observation were the methods employed to collect data. SWOT analysis is the data analysis method employed in this study, which compares each indicator to both internal and external factors. A technique for assessing a business venture's strengths, weaknesses, opportunities, and dangers is SWOT analysis (Strengths, Weakness, Opportunities, dangers). Data collection, knowledge gathering, and decision making are the

steps involved in creating a plan using SWOT analysis. (Fatimah, 2016).

Results and Discussion

Strengths, Weaknesses, Opportunities and Challenges of the Islamic Community Development Study Program to Become a Superior Accredited Study Program.

1. Strengths of the Islamic Community Development Study Program

The Islamic Community Development study program has strengths such as civil service and governance which include a) The availability of official documents related to the governance system and civil service to establish strategic direction in line with the institutional framework, ensuring transparency, accountability, and sustainability while also reducing potential risks. b) The availability of official documentation outlining the institution's organizational structure, operational procedures, and primary responsibilities. c) The existence of reliable data pertaining to best practices for implementing GUG, which encompass the following five pillars: accountability, responsibility, transparency, credibility, and fairness.

Access to court records and reliable evidence, as well as the efficacy of a leader's work, which encompasses three key areas: public, organizational, and operational leadership. Formal documentation proving the university's operational and functional management system—which covers staffing, organizing, leading, and controlling—is in place.

Formal documentation and reliable proof of the application of management policies and guidelines that address the following topics are available: education, research, PkM, HR, Finance, Facilities and Infrastructure, Quality Assurance System, Student Affairs, and Cooperation. Existence of a Quality Assurance Framework: Official records for the creation of SMPPPI, at the very least: official records used to create internal quality assurance implementation components. Documents pertaining to quality include the quality handbook, standards, policy, quality commitment statement, and other necessary documents. Strategy, policy, and stakeholder empowerment comprise the quality assurance plan, which is a component of the medium- and long-term plan. Verifiable

evidence of quality assurance implementation (PPEPP). Realistic, persistent, and well-organized proof of the monitoring and assessment of quality assurance. reliable proof of.

The presence of official records and proof of the processes (financial and resource planning, risk management and control, regulatory compliance, conflicts of interest, reporting, and audits) for approving and determining RENSTRA Formal records regarding the establishment of partnerships and networks, both domestically and internationally, as well as the maintenance and contentment of cooperation partners, are readily available. Documents for partnership and network development planning that were created to attain VMTS are available. Data about the quantity, range, importance, and advantages of collaboration are available. Evidence of partnership program implementation monitoring and assessment, partner satisfaction levels, and initiatives to enhance network and partnership quality in order to guarantee VMTS successes should all be made available. Verifiable proof of the tridharma partnership, accompanied by the findings of data analysis concerning the.

The suitability of the permanent teachers, who typically hold doctorate-level degrees and hold academic posts as lecturers and professors, is another strength of the PMI Study Program. Sufficient infrastructure in terms of quality and accessibility to guarantee the attainment of learning objectives and enhance the academic environment.

2. Weaknesses of the Islamic Community Development Study Program

The weaknesses of the Islamic Community Development Study Program, Faculty of Da'wah and Communication, UIN Alauddin Makassar are: a) Deficiency of qualified instructors with relevant work experience and academic credentials in the field of Islamic community development. b) The curriculum is less relevant to community development and overly theoretical. Occasionally, the practical abilities required in the field are not included in the curriculum. c) A lack of adequate supporting infrastructure, including social laboratories, libraries, and information technology, which can impede research and learning. d) This study program has received very little money, which may have an impact on the caliber of instruction

and research as well as participation in actual community development initiatives. e) The dearth of pertinent studies and publications in the subject of Islamic community development that instructors and students might use as a resource and guidance.

3. Opportunities for the Islamic community development study program

There are a number of ways to improve the Islamic Community Development Study Program, such as: a) Incorporating the theory and practice of values-based community development Islam into the curriculum to create a curriculum that is both innovative and relevant to current developments and community needs. bringing in professionals and specialists from a range of scientific fields to enhance the academic program. b) Form alliances with educational establishments, research centers, and global community development groups. Together with joint research and community development initiatives, this collaboration can take the form of student and lecturer exchange programs. b) Motivate and assist educators and learners to carry out excellent, pertinent research. The worldwide recognition of study programs can be enhanced by publishing research findings in foreign journals. d) Implementing community development initiatives and integrating digital technologies into the educational process. The effectiveness and reach of study programs can be improved by e-learning, social media dissemination of information, and online platforms for collaboration. e) Offering community development practitioners and students training and certification programs. In line with Islamic principles, this training may cover project management, leadership, program evaluation, and communication techniques. f) Create comprehensive and contemporary Islamic study centers, social laboratories, and libraries as support facilities. Research and education can be of higher quality if these resources are invested in. g) Start a community service initiative that is impactful and sustainable. involving students in tasks that will allow them to gain experience.

4. Challenges of the Islamic Community Development Study Program

The Islamic Community Development Study Program needs to overcome a number of

potential obstacles in order to be recognized as a superior study program. Some of the primary obstacles are as follows: a) Shortage of instructors and staff with the necessary training and expertise in the field of developing Islamic communities. This may have an impact on the caliber of research and instruction provided. b) Limited resources for research, development initiatives, and the acquisition of auxiliary facilities. This may restrict the growth and innovation potential of study programs. c) Inadequate resources, such as advanced information technology, social laboratories, and libraries with collections of pertinent literature. This could make learning and research more difficult. d) Create a curriculum that takes into account the requirements of the community and contemporary developments while striking a balance between theory and practice. Effectively incorporating Islamic values into the curriculum is a difficulty in and of itself. f) The community's lack of comprehension and support for the significance of this study program. This may have an impact on teamwork and involvement in community development initiatives. g) Competition from comparable study programs offered by other universities, which can be more well-known or have superior resources. The quantity of potential students who register may be impacted by this. h) Strict rules and convoluted bureaucracy can stifle creativity and flexibility in the administration of educational initiatives. Long administrative processes can also slow down the implementation of programs and projects. i) Integrating the latest technology in the learning and development.

Management Strategy for the Islamic Community Development Study Program to become a superior accredited study program.

In this instance, the Dean of Da'wah and Communication at UIN Alauddin Makassar is using the leadership approach to make sure that the study program development plans, the administration system, the management system, the leadership, and the reported UPPS successes are all followed. After then, the dean learns about UPPS's external environment and study programs in connection with the findings of the SWOT analysis and upcoming development goals. In addition, the dean needs to be aware of the top priority for future study programs on Islamic community development.

At the same time, the leadership of the Islamic Community Development study program ensures: 1) The accomplishment of good governance, the completion of the five pillars of the public service system, and the completeness of the organizational structure and effectiveness of organizational implementation. Regarding this topic, two documents must be prepared: the Additional Decree on Public Leadership regarding Job Duties and the Decree on Determining Organizational Structure. 2) The existence of two or more foreign partnerships, involving research, education, and community service projects, within the last three years. The degree to which international, national, regional, and local industry collaboration has been pertinent to the study program during the past three years is adequate. 4) Explain the utility and satisfaction survey of collaboration in terms of the sustainability, benefits, and quality of research, education, and community service collaboration. 5) Above the additional performance indicators, or SN-DIKTI. 6) examine and assess the performance achievements of the UPPS that have been found to satisfy two (two) requirements in each criterion, specifically: Performance goals are measured appropriately, the outcomes are examined and assessed, and (a) analysis of the Performance successes include pinpointing the source of the issue, highlighting the elements that facilitate and hinder meeting standards, and providing a succinct outline of the measures that will be taken in response. 7) Explain the academic and non-academic internal quality assurance system's implementation, which is supported by the following five (five) aspects: (a) legal documents outlining the components of quality assurance implementation; (b) the accessibility to quality documents, such as SPMI standards, manuals, rules, and guidelines. 8) Make sure that assessments of management service satisfaction are conducted for all relevant parties, including graduates, students, instructors, staff members in the field of education, users, and partners who meet the following requirements: utilizing valid, dependable, user-friendly satisfaction instruments; (b) implementing the measures on a regular basis and recording all data; (c) analyzing the data using appropriate techniques that aid in decision-making; (d) monitoring the degree of satisfaction and providing feedback to enhance

output quality on a regular and methodical basis; (e) conducting an evaluation of the implementation to gauge lecturer and student satisfaction; and (f) publishing the findings for easy access by both parties. 9) Verify registrant and recap data, and make sure the selection is passed. Study programs' appeal, growing interest in potential local and.

Leaders must also guarantee that student services for reasoning, interests and skills, welfare (counselling and guidance, health and scholarship services), and career and entrepreneurial guidance are available. Make sure that 50% of DTSPs hold functional roles that require GB+Lector training, and that >65% of DTSPs have the highest degree of doctoral education. Ascertain that DTSPs are designated as the primary supervisor for the final assignments of students, with a maximum of six students under its supervision. Ascertain that DTSPs's Equivalency of Full Teaching Time (EWMP) falls between 12 and 16 credits. Verify that less than 10% of instructors are temporary. Determine the ratio of NDTT to NDT (NDTT + NDT) during the training session. At the international, national, and regional levels, aim for 50% of DTSPs to be recognized. Make sure two (2) research titles are funded by foreign sources. One (1) respectable international publication, fifty percent of DTSPs papers have received citations, five (5) rights have been granted, and ten (10) volumes have been published. These 2 (two) things add up to the total value. Make sure there are two (two) administrative staff members, three (three) librarians, and five (five) laboratory assistants/technicians/analysts/operators/programmers. 2 (two) is a suitable quantity to offer services, particularly in light of the usage of computers and information technology.

To guarantee that learning objectives are met, leaders must offer enough infrastructure, facilities, and accessibility. Make sure that the graduate profiles correspond with the learning outcomes and that the features of the student-centered study programs' learning process are fulfilled. Make sure the following resources are available: (a) RPS papers that include learning objectives, study guides, instructional strategies, timetables, and evaluations of learning outcomes. (a) Students have access to RPS, which is periodically reviewed and modified. The learning material's content complies with the RPS and is

pertinent to meeting graduate learning objectives in terms of both depth and breadth. Leaders have to make sure that: (a) Instruction is implemented through interactions between instructors, students, and learning materials in specific online and offline. (b) Possess legitimate proof of the presence of a system and the execution of a learning process monitoring program that is conducted on a regular basis to verify compliance with the RPS and preserve the learning process's quality. The outcomes of the monitoring and assessment are thoroughly recorded. (c) There is convincing evidence that the SN Dikti Research is fulfilled in the research-related learning process, but it is not fulfilled in the research-related learning process. (d) There is convincing evidence that SN Dikti PkM is fulfilled in the PkM-related learning process, but it is not fulfilled in the PkM-related learning process. (f) There is reliable data demonstrating the instructional strategies.

Valid evidence of the system and implementation of monitoring and evaluation of the learning process, which includes features, planning, implementation, learning processes, and student learning loads that are carried out consistently, is one of the strategic steps for the Study Program Management Unit. (a) Minimum of 50% of the courses include an evaluation rubric or portfolio and there is valid proof that the five (five) assessment principles have been fulfilled. These assessments are conducted in an integrated way. (b) There is reliable data demonstrating the applicability of assessment methods and tools for 50 to 50 minimal learning outcomes. Less than 75% of the total courses. (c) There is reliable data demonstrating that assessment methods and tools are appropriate for achieving the minimal learning objectives of 50 to 50. Less than 75% of the total courses. Leaders are responsible for making sure that there are four RPS that combine PkM and research, and that planned scientific activities are completed every three to six months. Every semester, leaders need to make sure that the findings of the measurements are examined, followed up on, and utilized to enhance the educational process and demonstrate progress in learning objectives.

The Study Program Management Unit fulfills elements 1, 2, and 3 in terms of the relevance of lecturer and student research (Roadmaps,

Research Monitoring), and > 25 Percent of Research Involves Students. UPPS meets elements 1, 2, and 3 in terms of the relevance of PkM for lecturers and students (Roadmaps and Monitoring Roadmaps), and > 25% of PkM Involves Students. Leaders must ensure that students' average GPA is 3.25, and ensure that there is 1 (one) international achievement, and 1 (one) student has a non-academic achievement. The tracer study carried out by UPPS covers 3 aspects, namely: (a) implementation of a coordinated tracer study at the PT level, (b) tracer study activities are carried out regularly every year and documented, (c) the contents of the questionnaire cover all the core questions of the DIKTI tracer study.

The Study Program Management Unit carries out an analysis of performance achievements which: (a) the analysis is supported by relevant data/information (referring to the achievement of higher education quality standards) and quality (reliable and adequate) which is supported by the existence of an integrated institutional database. (b) consistent with most of the criteria described previously, (c) the analysis is carried out comprehensively and precisely to identify the root of the problem in UPPS. (d) the results are published to internal stakeholders and are easily accessible. UPPS carries out a SWOT analysis and fulfills the following aspects: (a) identifying strengths or driving factors, weaknesses or inhibiting factors, opportunities and threats faced by UPPS is carried out appropriately. (b) is related to the results of performance achievement analysis, and (c) formulates an appropriate UPPS development strategy. However, the development program offered needs to be clarified further. UPPS determines development program priorities based on the results of a SWOT analysis which comprehensively considers: (a) UPPS capacity, (b) UPPS and PS needs in the future, (c) applicable UPPS strategic plans, and (d) aspirations of internal stakeholders and external. UPPS has policies and efforts that are included in various regulations to ensure program sustainability which includes: (a) resource allocation. (b) implementation capability, and (c) ongoing quality assurance plan. However, support from external stakeholders is unclear.

Conclusion

By utilizing opportunities strategically, the Islamic Community Development Study Program, Faculty of Da'wah and Communication, UIN Alauddin Makassar can become a superior study program, highly competitive, and make a real contribution to society. The strength of the Islamic Community Development Study program lies in the availability of formal documents such as governance, leadership, management guidelines, RENSTRA, and the adequacy of permanent lecturers.

The weaknesses of the Islamic Community Development Study Program lie in the lack of competent teaching staff, limited curriculum, limited facilities, lack of funding, lack of collaboration with external parties, lack of research and publications, and difficulty in implementing the program, as well as lack of awareness and understanding. Opportunities for the Islamic Community Development Program to achieve excellence include curriculum development, continuous improvement of cooperation, continuous encouragement of research and publications, use of technology, training and competency development, improvement of facilities and resources, progressive community service programs, involvement in public policy, and promotion and branding that continues to be carried out by the leadership of the Islamic Community Development Study Program.

The challenges of the Islamic Community Development Study Program are limited human resources, limited funding, limited infrastructure, curriculum challenges, lack of community awareness and support, competition with other study programs, bureaucratic and regulatory obstacles, adaptation to technological developments, challenges in research and publication, coordination between departments and institutions, social and economic change, and resistance to change.

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