



Bridging Standards and Identity: Integrating National and International Accreditation to Strengthen the Quality and Global Competitiveness of Indonesian Higher Education

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Abstract :

This study aims to analyze the urgency of national and international accreditation for universities in Indonesia in facing the dynamics of globalization of higher education. Using a library-based qualitative research approach, this study examines various documents, regulations, and academic literature from accreditation institutions such as BAN-PT, AUN-QA, ABET, AACSB, and ISO 21001. The analysis was carried out through content analysis techniques with the stages of unitizing, coding, categorization, and synthesis to identify conceptual patterns between national and international accreditation systems. The results of the study show that national accreditation serves as an external legal and quality assurance mechanism that ensures the conformity of universities with national standards, while international accreditation strengthens global reputation and expands cross-border academic networks. The integration of the two accreditation systems results in an adaptive quality assurance model that balances regulatory compliance and continuous improvement. In practical terms, the results of the research provide a strategic basis for the development of a sustainable higher education accreditation and internationalization policy that is sustainable, competitive, and relevant to the local context.

INTRODUCTION

Higher education in Indonesia is currently at a crossroads when local demands are faced with increasingly intense globalization pressures (Sibawaihi & Fernandes, 2023; Rosser, 2023; Sibawaihi et al., 2024). The government through the National Accreditation Board for Higher Education (BAN-PT) and the Independent Accreditation Institute (LAM) sets national standards that include vision-mission, governance, human resources, curriculum, and research as a legal framework for internal and external quality assurance (BAN-PT, 2023). On the other hand, more and more universities are adopting international standards such as the ASEAN University Network-Quality Assurance (AUN-QA), the Accreditation Board for Engineering and Technology (ABET), the Association to Advance Collegiate Schools of Business (AACSB), as well as the ISO 21001 quality management system to strengthen global credibility and expand international academic networks (Anh et al., 2021; Bazaluk et al., 2024; Özkan, 2025). This effort is in line with Indonesia's internationalization strategy of higher education which demands to improve the quality of globally competitive graduates and recognition at the ASEAN and world levels (Dermanowski, 2023). However, the integration between national and international accreditation has not been systematically formulated within the framework of quality assurance of higher education in Indonesia, so there is a need to understand the dynamics and implications of the combination of the two systems.

Several previous studies have discussed the issue of accreditation in the context of Indonesian higher education. Study by Pratiwi & Kusumah (2024) shows that the integration of the EduQual model with the BAN-PT standard can identify 21 priority improvements for private universities in improving their accreditation rating from C to B or higher. Research Dermanowski (2023) examine the impact of international accreditation on the internationalization strategy of higher education and find that global accreditation can be part of an institution's globalization strategy, despite internal capacity constraints. In addition, several general studies confirm that international accreditation contributes to global mobility, recognition of diplomas, the establishment of scientific networks, and the strengthening of a culture of sustainable quality (Shen et al., 2022; Hou et al., 2021; Sziegat, 2021). However, there is still little literature that explicitly examines the synergy between national and international accreditation systems in Indonesia. The existing study is only limited to providing a conceptual foundation without developing an integrative model that links national legitimacy with global credibility.

Although national and international accreditation have important functions—national accreditation as a legal mechanism and internal quality control, while international accreditation as an instrument of reputation and global benchmarking—the two often run in parallel without adequate integration. This condition has led to several significant research gaps. First, there are still limited studies that explain how the two systems can be synergized in an adaptive and sustainable quality assurance framework. Second, there have not been many empirical studies that illustrate how Indonesian universities manage the tension between compliance with national regulations and global demand-based innovation. Third, there is no conceptual model that explains the process of integrating national and international accreditation in the context of the local identity of Indonesian universities.

This study aims to analyze how the integration between national and international accreditation can strengthen the quality assurance system in Indonesian universities. The focus is on efforts to maintain national identity while increasing the global competitiveness of institutions. By examining policies, regulations, accreditation reports, and the latest academic literature, this study seeks to formulate a conceptual model that combines two main dimensions: national legitimacy and global credibility. This research offers novelty by proposing an integrative conceptual framework that is rarely systematically discussed in the Indonesian context. A qualitative approach based on literature studies is used to trace the conceptual pattern of integration of the two systems. Practically, this research produces an adaptive quality assurance model that balances compliance with national standards with the principles of continuous improvement and global benchmarking. In addition, this study provides strategic recommendations for policymakers and university leaders on how to implement dual accreditation synergistically in the context of geographically and culturally diverse Indonesia.

RESEARCH METHOD

This study uses a qualitative design with a literature study approach (Pyo et al., 2023; Morgan, 2022 Cole, 2024). The selection of this method is based on the objective of conceptual and analytical research, namely examining the urgency of national and international accreditation in quality assurance of higher education in Indonesia. This

approach allows researchers to understand the relationship between accreditation policies, quality assurance systems, and institutional competitiveness through a critical examination of documents, regulations, and previous research results. Analysis was carried out on scientific texts, BAN-PT reports, and publications of international accreditation institutions such as AUN-QA, ABET, and AACSB. This approach is in line with the view of Lim, (2025) that qualitative research focuses on the contextual meaning of phenomena. Meanwhile, Chigbu et al. (2023) affirm that literature studies are effectively used to explore and synthesize conceptual ideas from credible written sources.

The source of data for this research is in the form of secondary documents that are relevant to the issue of accreditation and quality assurance of higher education. The data includes laws and regulations such as BAN-PT Regulation Number 11 of 2023, Permendikbudristek Number 53 of 2023, accreditation reports and guidelines from BAN-PT, as well as international institution documents such as AUN-QA, ABET, AACSB, and ISO 21001. In addition, scientific literature derived from journals, books, research reports, and education policy articles is also critically analyzed. The data collection process is carried out through systematic searches on academic databases, official websites of accreditation institutions, and government publications. The inclusion criteria include sources published within the last ten years and have academic credibility. Each selected document is then classified according to the main topics: national accreditation, international accreditation, and the balance between global standards and local relevance. The stages of this research are as shown in figure 1.

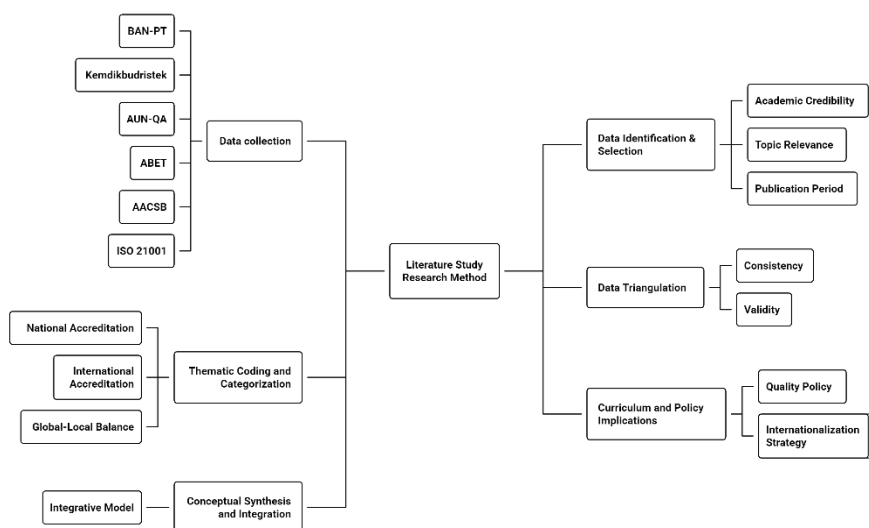


Figure 1. Stages of Literature Study Research Methods

Data analysis was carried out using qualitative content analysis of the Vespestad & Clancy model, (2021), with the stages of unitizing, coding, categorization, and synthesis. This stage is used to identify thematic patterns that explain the functions, implications, and relationships between national and international accreditation. The encoded data is then synthesized to find a conceptual model of an adaptive and sustainable higher education quality assurance system. Triangulation is carried out by comparing the results of analysis from various sources—regulations, institutional reports, and academic literature—to increase the credibility of interpretation. The validity of research results is maintained through the principle of trustworthiness (Ahmed & Ishtiaq, 2021; Adler, 2022; Enworo, 2023), including: (1) credibility, by comparing various literature and official

documents; (2) transferability, through an in-depth description of the policy context; and (3) dependability, with transparent tracking of the analysis trail. This process resulted in a conceptual synthesis of integrative strategies for national and international accreditation in strengthening the global competitiveness of Indonesian higher education.

RESULT AND DISCUSSION

Result

The Role of National Accreditation in Higher Education Quality Assurance

National accreditation is an external evaluation system used by the government to ensure the quality of higher education in Indonesia. This process is carried out by the National Accreditation Board for Higher Education (BAN-PT) and the Independent Accreditation Institute (LAM) as official institutions that assess the feasibility of institutions and study programs. The goal is to ensure that each university meets national higher education standards that include curriculum, lecturers, facilities, and governance (BAN-PT, 2023). In the context of quality management, national accreditation is a measure of legitimacy and the basis for continuous improvement (Saprudin et al., 2025). Universities that obtain accreditation demonstrate a commitment to institutional quality and transparency. Thus, national accreditation is not just an administrative obligation, but an integral part of the strategy to strengthen quality and public accountability in higher education in Indonesia.

The literature shows that national accreditation functions as an external quality control mechanism that complements the internal quality assurance system of universities (Yoga Budi Bhakti et al., 2022). Through the combination of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME), universities can build a sustainable quality culture. BAN-PT assesses the quality of institutions based on nine criteria, including vision-mission, governance, human resources, research, and community service (Sari, 2023). This process encourages transparency, management effectiveness, and academic innovation. Several studies confirm that the results of accreditation are the primary basis for increasing public reputation and trust in educational institutions (Indri Febrianti, 2023). This means that national accreditation has a dual effect—guaranteeing academic standards as well as being an institutional promotional tool in national higher education competitions.

The findings of the literature show three important points. First, national accreditation serves as a legal mechanism that ensures institutions meet government requirements. Second, it is the basis for public assessment of the credibility and accountability of the institution. Third, accreditation encourages universities to apply the principles of Total Quality Management (Wahidah et al., 2024). BAN-PT (2023) and BAN-PDM (2024) emphasized that the success of accreditation is not only measured by rankings, but also by the consistency of institutions in following up on evaluation results. The literature also highlights that national accreditation helps to form a sustainable quality ecosystem by involving all academic elements. Through this mechanism, universities build a systematic and measurable cycle of quality improvement, while strengthening Indonesia's position in the map of Southeast Asian higher education. Based on the results of the synthesis of various literatures, the role of national accreditation in ensuring the quality of higher education in Indonesia can be identified through several main dimensions. Each dimension represents the contribution of accreditation to the

governance, legitimacy, and sustainability of higher education institutions. A summary of these roles is presented in Table 1.

Table 1. The Role of National Accreditation in Higher Education Quality Assurance

Role Dimensions	Form of Implementation	Implication
Regulative	Providing a legal basis for universities and study programs (BAN-PT & LAM)	Ensure the institution's conformity with national standards of higher education
Evaluative	Conducting quality assessments based on national accreditation criteria	Encourage a culture of reflection, continuous improvement, and institutional accountability
Public Credibility	Becoming an indicator of the institution's reputation in the eyes of the public and the government	Increase public trust and student engagement
Managerial	Directing strategic planning and internal quality governance	Strengthening the effectiveness of institutional management and the achievement of performance indicators
Institutional Development	Becoming the basis for formulating a strategy towards international accreditation	Increasing the global competitiveness and readiness of Indonesian universities

Table 1 explains that national accreditation has a strategic role in the quality assurance system of universities. In the regulatory dimension, accreditation functions to provide a basis for legality for institutions and study programs through BAN-PT and LAM, ensuring conformity with national standards for higher education. From the evaluative side, the accreditation process encourages a reflective culture and continuous improvement through quality criteria-based assessment. The dimension of public credibility shows that accreditation status is a benchmark for reputation that increases public trust and attracts the interest of prospective students. Meanwhile, the managerial role emphasizes the accreditation function in directing strategic planning and internal governance to be more effective. Finally, from the aspect of institutional development, accreditation is the foundation for universities in designing strategies towards international recognition.

The literature synthesis shows that national accreditation is the central pillar in the quality assurance system of Indonesian higher education. He connects aspects of legality, academic quality, and institutional social responsibility. Through BAN-PT and LAM, the government ensures that all universities apply uniform standards while encouraging innovation based on continuous evaluation. Accreditation also functions as a means of fostering institutions to be more adaptive to changes in policies and community needs. Thus, national accreditation becomes the initial foundation for universities to step towards international accreditation and compete globally without losing the national quality orientation.

The Urgency and Implications of International Accreditation

International accreditation is an external quality evaluation process carried out by global quality assurance institutions such as AUN-QA, ABET, AACSB, and ISO 21001. The goal is to ensure that study programs or educational institutions meet internationally recognized international standards (Lertnaikiat, 2025; ABET, 2015). In the Indonesian context, this accreditation is considered important to increase the competitiveness of graduates, strengthen the institution's reputation, and expand cross-border academic networks (Buchori, 2025). The urgency is not only in global recognition, but also in the

encouragement for universities to adapt to world higher education practices that emphasize outcomes-based education and sustainable innovation. Thus, international accreditation is a strategic instrument to realize the vision of a world class university that is in line with the internationalization policy of national higher education.

The literature confirms that international accreditation opens up opportunities for research collaboration, lecturer and student exchanges, and increased diploma recognition at the global level (Akhmaloka et al., 2023; Syafi'i et al., 2022). Institutions such as AUN-QA focus on the harmonization of educational standards in Southeast Asia, while ABET emphasizes quality assurance based on learning outcomes in engineering and technology. AACSB assesses the credibility of business programs through curriculum, research, and academic leadership. Meanwhile, ISO 21001 highlights the quality management system of educational institutions (Rexy, 2024). Literature review shows that the international accreditation process requires document readiness, evaluation consistency, and a strong quality culture (Nizam, 2023). In addition to improving the global image, the success of obtaining this accreditation strengthens the trust of international industry partners and expands access to global research funding (Ridhloah et al., 2024).

International accreditation has three main implications. First, increasing global recognition of diplomas and graduate competencies which has an impact on expanding academic and professional mobility (Kemenristekdikti, 2020). Second, strengthening cross-border academic collaboration through research partnerships and global university networks (Gadjah Mada University, 2025). Third, encouraging institutional quality transformation through the implementation of *an international standard continuous improvement* and *quality assurance* system (Arham, 2024). However, several studies highlight significant challenges such as high accreditation costs, limited human resources, and mismatches between international standards and national policies (Nizam, 2023). Despite these obstacles, international accreditation remains the leading benchmark of university readiness to face global competition and build sustainable academic excellence. **Table 2. Variations in the Urgency and Implications of International Accreditation for Universities**

Accreditation Bodies	Key Assessment Focus	Academic Contributions
AUN-QA (ASEAN University Network-Quality Assurance)	Harmonization of quality between ASEAN universities based on learning outcomes	Improving the equality of regional educational standards and student exchange opportunities
ABET (Accreditation Board for Engineering and Technology)	Learning outcomes standards in engineering and technology	Graduates are globally recognized and more competitive in the industrial sector
AACSB (Association to Advance Collegiate Schools of Business)	Quality of curriculum, research, and academic leadership in the field of business	Enhancing the reputation of the business school and international corporate networks
ISO 21001	Education quality management system and institutional services	Improve consistency of academic procedures and operational efficiency
Ministry of Research, Technology and Higher Education (international accreditation recognized by the government)	Global accreditation body validation and institution status reporting	Ensuring transparency and integration of national-global policies

Based on the results of the literature synthesis, various international accreditation institutions have different focuses and impacts on improving the quality of higher education in Indonesia. Each institution brings academic implications as well as implementation challenges that need to be managed strategically. Details of the comparison are presented in Table 2.

Table 2 explains the variation in the urgency and implications of various international accreditation institutions on the quality of higher education. AUN-QA focuses on harmonizing educational standards between universities in the ASEAN region with an emphasis on learning outcomes, which encourages increased mobility and regional academic collaboration. ABET assesses learning achievements in the field of engineering and technology to ensure graduates have global competencies that are recognized by the international industry. AACSB emphasizes the quality of curriculum, research, and academic leadership in business schools, thereby enhancing the institution's reputation and expanding its network of cooperation with the global business world. ISO 21001 is oriented towards an education quality management system that strengthens the consistency and efficiency of institutional governance. Meanwhile, accreditation recognized by the Ministry of Research, Technology and Higher Education serves to ensure the validity of global institutions and conformity with national policies.

The results of the synthesis confirm that international accreditation has a strategic role in strengthening the global competitiveness of Indonesian universities. This accreditation is not just a symbol of prestige, but a real instrument to build a quality culture that is oriented towards innovation and cross-border collaboration. Through the application of international standards, universities can adjust their curriculum, research, and governance without neglecting local values and identity. Although the process is complex and requires significant resources, the long-term benefits include improved graduate competencies, academic reputation, and managerial efficiency. Thus, international accreditation serves as a key catalyst in the transformation of Indonesian higher education towards a sustainable and globally recognized quality assurance system.

Balance between Global Demands and Local Relevance

The balance between global demands and local relevance in higher education accreditation reflects efforts to maintain alignment between international standards and national contexts. International accreditation encourages universities to be oriented towards global benchmarking, while national accreditation emphasizes compliance with Indonesia's values, regulations, and socio-economic needs (Mulyoto et al., 2023; Ministry of Education and Culture, 2023). Universities need to integrate these two orientations so as not to lose their academic identity and local contribution. In the framework of quality assurance, this balance is important so that the internationalization process not only generates global recognition, but also provides tangible benefits for regional development. The integration of global quality and local contexts is the basis for the sustainability of the higher education accreditation system in Indonesia.

The tension between global standards and local needs arises due to differences in orientation and institutional capacity (BAN-PT, 2023; Nizam, 2023). Global standards emphasize efficiency, transparency, and *performance-based outcomes*, while local contexts demand adjustments to regional cultures, policies, and resources. Universities need to balance these two orientations to remain nationally relevant and competitive at the global level. Strategies that are widely recommended include harmonizing the

national accreditation system with international institutions through the alignment of assessment indicators, increasing the capacity of human resources, and supporting government funding (Akhmaloka et al., 2023). Empirical findings show that universities that can balance these two dimensions tend to have a stable reputation, a sustainable quality system, and a substantial social contribution.

The concept of global-local balance is in line with the theory of glocalization in higher education (Ganefri, 2021). Universities in Indonesia need to adopt global standards such as AUN-QA and ISO 21001, while maintaining local values that reflect nationality, Islam, and regional wisdom. The Ministry of Research, Technology and Higher Education (2020) emphasizes the importance of dual orientation in quality policy, namely global competitiveness and local responsiveness. The application of this balance can be seen through the design of adaptive curriculums, the active involvement of local stakeholders, and the implementation of Total Quality Management adapted to the national context (Wahidah et al., 2024). The integration forms an inclusive and responsive model of higher education, making accreditation not only a symbol of global prestige, but also an instrument of sustainable development rooted in national identity.

Based on the results of the literature review, the balance between global demands and local relevance in the accreditation system can be seen through several strategic dimensions that illustrate how universities navigate these two interests as shown in Table 3.

Table 3. The Balance between Global Standards and Local Relevance

Aspects	Global Focus	Local Adaptation
Policies and Regulations	Following the guidelines of international institutions (AUN-QA, ABET, ISO 21001)	Adjusting to the regulations of the Ministry of Education and Culture and BAN-PT
Curriculum and Learning	Oriented to learning outcomes and global competencies	Integrating national, cultural, and local values
Academic HR Capacity	Develop international publications and research networks	Empowering local lecturers through national training and collaboration
Funding and Infrastructure	Access international grants and programs	Maintaining the affordability of education for local communities
The Social Role of Higher Education	Contribute to global forums and collaborations	Strengthening community empowerment at the regional level

Table 3 illustrates the strategic balance between the application of global standards and local relevance in the quality management of higher education. In terms of policies and regulations, universities need to follow the guidelines of international institutions such as AUN-QA, ABET, and ISO 21001, but still adjust them to national provisions from the Ministry of Education and Culture and BAN-PT. In curriculum development, a global orientation to *learning outcomes* and international competencies is combined with national, cultural, and local needs values so that learning remains contextual. Strengthening the capacity of human resources is directed to increase international publications and collaboration, as well as empowering local lecturers through national training programs. On the funding side, participation in international programs needs to be balanced with a commitment to maintain the affordability of education costs. In addition, the social role of universities is expected not only to contribute to global forums, but also to be active in community empowerment at the local level.

A balance between global demands and local relevance is at the heart of sustainable higher education quality system development. Colleges cannot fully adopt global standards without considering the national context and the needs of society. The *glocalization* approach allows educational institutions to remain competitive at the international level while contributing to national development. The key to the success of this balance lies in policy synergy, resource capacity, and institutional commitment to local values. Thus, the integration between national and international accreditation not only answers the demands of the globalization of education, but also strengthens the strategic role of universities in shaping the future of a competitive and identity nation.

Discussion

This study aims to analyze the urgency of national and international accreditation for universities in Indonesia by highlighting the balance between global demands and local relevance. This topic was chosen because accreditation has become the primary mechanism for quality assurance in higher education as well as a symbol of the global reputation of educational institutions (BAN-PT, 2023; Saprudin et al., 2025). In the context of globalization of education, the issue of accreditation not only includes the fulfillment of administrative standards, but also the transformation of the quality paradigm based on continuous improvement and accountability. Theoretically, this study is rooted in the concept of Total Quality Management (TQM) and quality assurance theory that emphasizes the synergy between internal and external evaluations (Wahidah et al., 2024; Bhakti et al., 2022). The uniqueness of this research lies in its efforts to integrate two national and international perspectives in a single conceptual framework that explains how the two systems can complement each other to strengthen the competitiveness and sustainability of the quality of higher education in Indonesia.

The literature synthesis shows three key conceptual findings. First, national accreditation functions as a legal mechanism and external quality assurance that ensures the conformity of universities with national standards for higher education (BAN-PT, 2023). Second, international accreditation strengthens global reputation through the harmonization of quality standards, increased academic mobility, and cross-border collaboration (Akhmaloka et al., 2023; Lertnaikiat, 2025). Third, the balance between global demands and local relevance is a strategic issue that determines the sustainability of the quality of education (Mulyoto et al., 2023). While the national system guarantees compliance with regulations, the international system encourages innovation and global benchmarking. However, some studies have also highlighted limitations such as the high cost of accreditation, gaps in human resource capacity, and mismatches between global standards and national policies (Nizam, 2023; Buchori, 2025).

A comparison between the literature reveals two main currents of thought. The first group emphasizes the importance of compliance with national standards as the foundation of institutional legitimacy and accountability (Sari, 2023; Indri Febrianti, 2023). The second group highlighted international accreditation as a catalyst for transformation towards a world-class university (Kemenristekdikti, 2020; Syafi'i et al., 2022). These differences show two different methodological approaches: a regulatory approach to the national system and a competitive approach to the international system. The convergence can be seen in the awareness that the two systems complement each other. Historical and policy factors also influence this difference, for example the BAN-PT regulation Number 11 of 2023 which strengthens national quality assurance, as well as

the international benchmarking policy from the Ministry of Education and Culture which encourages universities to pursue global recognition. This dynamic illustrates the paradigm shift from accreditation as an administrative obligation to a sustainable quality development instrument.

The results of the literature review show that the integration between national and international accreditation systems creates an adaptive quality assurance model. National accreditation provides a regulatory framework and basic standards, while international accreditation adds dimensions of competition, innovation, and global recognition (Arham, 2024; BAN-PT, 2023). This integration expands the application of the principle of Total Quality Management in the context of Indonesian higher education, which emphasizes continuous quality improvement based on global collaboration. Conceptually, this study enriches the theory of quality assurance by adding a dual dimension of legitimacy, namely the need for dual recognition—national and international—that mutually reinforces the credibility of higher education institutions.

Practically, these findings provide policy direction for university managers. First, the integration of the accreditation system can be the basis for the preparation of an institutional roadmap towards international accreditation without ignoring national standards (Akhmaloka et al., 2023). Second, the results of national accreditation can be used as a foothold to meet the criteria of global institutions such as AUN-QA, ABET, or ISO 21001 (Rexy, 2024). Third, increasing human resource capacity through international training and collaboration has been proven to accelerate institutional readiness to face global audits (Nizam, 2023). In addition, government incentives are needed in the form of research grants and funding support for institutions that are committed to pursuing global accreditation. Thus, accreditation must be understood not as an administrative burden, but as an institutional strategy to build sustainable reputation and quality.

Although the literature shows a synergy between the two accreditation systems, conceptual contradictions are still found. Some studies consider internationalization to potentially threaten local academic autonomy, while others view it as an opportunity to expand scientific networks (Mulyoto et al., 2023; Ganefri, 2021). This tension indicates an epistemological dilemma between the value of globalization and local wisdom. In addition, empirical research on the direct impact of international accreditation on improving the quality of learning and research is still limited. Therefore, the future of the quality assurance system in Indonesia will largely depend on the ability of institutions to manage the integration between global standards and local values without losing their academic identity.

Conceptually, this study confirms that the success of national and international accreditation depends on the ability of universities to balance global standards with local relevance. This study contributes to the development of quality assurance theory by adding an integrative dimension that connects regulative, innovative, and adaptive aspects. In addition to strengthening the theoretical foundation of quality assurance in higher education, this research also provides a practical basis for policymakers to design internationalization strategies that remain based on national identity. Thus, accreditation can be positioned as a strategic instrument in building a competitive, integrity, and sustainable higher education system.

CONCLUSION

This study confirms that the success of quality assurance of higher education in Indonesia depends on the ability of universities to integrate national and international accreditation in a balanced manner. National accreditation serves as the legal basis and internal quality control system, while international accreditation expands global recognition and encourages academic innovation and cross-border collaboration. The integration of the two forms an adaptive quality assurance model that links regulatory compliance with continuous improvement-based continuous *improvement*. Conceptually, this research enriches the theory of *quality assurance* by introducing the dimension of synergy between national legitimacy and global credibility. These findings have strategic significance for the development of higher education policies that are competitive and rooted in local values. In the future, further research can be directed to comparative studies or empirical models that assess the effectiveness of the application of dual accreditation on improving institutional performance and the quality of graduates.

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