

Strengthening Academic Digitalization Policies to Enhance Student Service Quality at State Islamic Universities

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Abstract: The strengthening of academic digitalization policies is a process of improving student services through the utilization of digital technology. Student academic activities encompassing learning, research, and academic administration are facilitated by digital platforms to help ensure the quality of graduates. These fundamental needs can transform services for the better, provided that digital infrastructure, specifically internet networks, servers, applications, and data security, is well-established. Conversely, if these basic services fail to meet quality standards, it will result in a decline in student quality. In this context, strengthening policies to undertake digital transformation in order to fulfill student academic services is a timely and strategic breakthrough. This study aims to critically analyze the strengthening of academic digitalization amidst the era of disruption, specifically at UIN Maulana Malik Ibrahim Malang, in enhancing student quality. This study employs a qualitative approach with a case study method, where data were obtained through in-depth interviews, documentation studies, and participant observation. The primary data sources consist of institutional documents, particularly those concerning the strengthening of academic digitalization policies. The research results indicate that strengthening academic digitalization policies contributes significantly to maximizing service quality through the implementation of 'new ways of working.' This is achieved through digital innovation for academic and administrative efficiency, accountable budget allocation within the RKAKL to expand service access, and the university's mission to integrate science and Islam across all learning policies and administrative services for students. These findings confirm that leadership policy reinforcement through digital technology can address internal challenges while simultaneously enhancing the competitive quality of UIN graduates in the global arena.

Keyword: Academic digitalization policy, student service quality, UIN

Abstrak: Penguatan kebijakan digitalisasi akademik adalah proses peningkatan layanan mahasiswa yang menggunakan teknologi digital. Aktivitas akademik mahasiswa mencakup pembelajaran, penelitian, dan administrasi akademik yang mendapatkan fasilitas platform digital agar dapat membantu menjamin mutu lulusan. Kebutuhan dasar tersebut dapat menghadirkan perubahan layanan menjadi lebih baik manakala infrastruktur digital, yaitu aspek jaringan internet, server, aplikasi, dan keamanan data. Sebaliknya, layanan dasar itu tidak memenuhi standart mutu akan berdampak ke penurunan mutu mahasiswa. Dalam konteks ini, penguatan kebijakan melakukan transformasi digital

*dalam rangka memenuhi layanan akademik mahasiswa, merupakan langkah terobosan yang tepat. Penelitian ini bertujuan menganalisis secara kritis penguatan digitalisasi akademik di tengah-tengah era disrupsi, khususnya UIN Maulana Malik Ibrahim Malang, dalam meningkatkan mutu mahasiswa. Studi ini menggunakan pendekatan kualitatif dengan metode studi kasus, di mana data diperoleh melalui wawancara mendalam, studi dokumentasi, dan observasi partisipatif. Sumber data utama berupa dokumen institusional, khususnya dokumen penguatan kebijakan digitalisasi akademik. Hasil penelitian menunjukkan bahwa penguatan kebijakan digitalisasi akademik berkontribusi signifikan terhadap mutu layanan secara maksimal melalui implementasi *new ways of working* untuk efisiensi layanan akademik dan administratif melalui inovasi digital, penempatan alokasi dana yang akuntabel dalam RKAKL untuk memperluas akses layanan, dan misi universitas untuk memadukan ilmu pengetahuan dan Islam dalam seluruh kebijakan pembelajaran dan layanan administratif akademik kepada mahasiswa. Temuan ini menegaskan bahwa penguatan kebijakan pimpinan menggunakan teknologi digital dapat menjawab tantangan internal sekaligus meningkatkan daya saing mutu lulusan UIN dalam percaturan global.*

Kata kunci : Kebijakan digitalisasi akademik, mutu layanan mahasiswa, UIN

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Introduction

Digital transformation has introduced novel services that enhance efficiency within the academic sphere of higher education. The implementation of digitalization encompasses academic data transparency, pedagogical innovation, and the enhancement of graduate competitiveness. A technological approach has proven to be an effective strategy in improving student quality while simultaneously strengthening the institutional quality of service. The modernization of digital services has become a relevant necessity, as it not only shapes positive perceptions of student service quality but also bolsters public trust in an institution's reputation. The presence of digital platforms further alters the learning ecosystem in the era of disruption by delivering faster, easier, and more adaptive services. Academic digitalization also contributes to the strengthening of governance and the enhancement of institutional resilience in facing dynamic changes.

As elucidated by Mayen et al. (2025), digital technology plays a dominant role in the world of business and industry, including the education sector. Consequently, planned and measurable digitalization governance is a vital prerequisite for its implementation to yield genuine benefits for students. The appropriate utilization of technology is capable of bridging the limitations of learning facilities and transcending territorial boundaries in access to learning.

Nevertheless, studies on academic digitalization also indicate several gaps, such as disparities in digital technology access (Carmo et al., 2025a), digital literacy

(Carolus et al., 2023), and the quality of learning (Liu & Wu, 2024). These gaps have the potential to create inequality in learning opportunities (Kokot et al., 2023). Therefore, a comprehensive integration of policies is required so that digitalization programs do not become a burden on student quality improvement, but rather serve as instruments for strengthening transparent and efficient academic data governance. Appropriate leadership policies in introducing digitalization have the potential to enhance graduate quality (Dillon et al., 2024a).

Current studies tend to emphasize the benefits of digitalization descriptively; however, they have yet to offer profound conceptual and empirical solutions. Furthermore, the discourse on digital literacy has not fully directed students to utilize technology critically, ethically, and effectively. On one hand, the digital era opens opportunities for global access to learning resources and operational efficiency. On the other hand, challenges such as the negative impacts of social media and participation gaps persist. Nonetheless, evidence suggests that universities implementing academic digitalization policies experience improvements in service efficiency, data accuracy, governance transparency, and better student time management (Carmo et al., 2025b).

This article aims to address the conceptual and empirical gaps in studies of university leadership policies regarding academic digitalization. Specifically, this research investigates how academic digitalization policies mediate and reconstruct academic service governance, serving as both a learning medium and an instrument for student data transparency to improve quality. Prior to the implementation of digitalization policies, academic services were conducted manually, resulting in limited access and service inefficiency.

This research focuses on the relationship between the strengthening of academic digitalization policies as the independent variable and the improvement of student quality as the dependent variable. Specifically, this study traces how digitalization policies reposition manual governance into digital systems that accelerate access to various campus facilities. Moreover, this research examines how digital platforms can shorten service queues and enable access from various locations. Utilizing a qualitative approach through a case study of academic digitalization policies at the State Islamic University (UIN) Maliki Malang, this article provides a profound understanding of policy reinforcement, digital technology utilization, and service quality improvement in the era of disruption.

This article argues that academic digitalization has the potential to improve student quality through the provision of flexible and personalized learning access, encouraging self-directed learning, and increasing the effectiveness of the learning process through the use of Learning Management Systems (LMS) and more interactive digital engagement. These benefits include improved learning outcomes,

the development of critical attitudes, and readiness to face the challenges of the modern world. However, successful implementation remains dependent on leadership policy support, particularly in infrastructure provision and the strengthening of digital literacy.

In this context, the transformation of academic digitalization not only ensures the standardization of student services but also introduces breakthroughs in decision-making and provides tangible benefits for institutional management. These assumptions are tested through an analysis of leadership policies, the dynamics of digitalization platforms, and student service quality standards. This study asserts that digitalization policy is not merely a matter of institutional existence but a conceptual foundation aligned with Islamic values in the processes of formulation, verification, and policy implementation in Islamic higher education. Therefore, the discussion on digital technology must transcend the normative vision of the institution and be positioned as a strategic instrument in translating the vision and mission into high-quality administrative and academic service practices.

Method

The unit of analysis in this study is the strengthening of academic digitalization policies to enhance the quality of student services at State Islamic University (UIN) Maulana Malik Ibrahim Malang. The selection of this State Islamic Higher Education Institution (PTKIN) is based on considerations of its specific excellence and prominent institutional character. UIN Maliki Malang possesses a unique academic foundation that integrates modern higher education traditions with the tradition of language learning and Kitab Kuning (classical Islamic texts) within the Ma'had (boarding school) system. Freshmen are required to reside in the Ma'had for one year as part of developing linguistic competence, internalizing moral values (adab), and pesantren traditions. The Ma'had serves as a strategic platform for both language skill development and the reinforcement of academic-spiritual character. Furthermore, this institution integrates the pesantren tradition with a smart campus-based academic tradition. Historically, it is the only institution to transition directly from a State Islamic College (STAIN) to a UIN. Coupled with its "Excellent" (Unggul) accreditation across nearly all study programs, UIN Maliki Malang serves as a benchmark for how academic strengthening and Ma'had traditions can coexist.

This study employs a qualitative approach with a case study method to analyze the strengthening of academic digitalization policies and their impact on improving the quality of student services. The analysis encompasses the direction of academic policy, digital academic service areas, institutional digitalization governance, digital learning support facilities, student trust levels in digital platforms, student literature facilities, as well as efficiency governance and quality management. This approach was selected not only to identify the forms of academic digitalization policies but

also to delineate the implementation models within the smart campus framework that facilitate services, increase regulatory transparency, and contribute to the quality of graduates.

Research data were obtained through interviews, documentation, and institutional website searches. The primary data sources consist of institutional documents, specifically university leadership policies that form the basis for implementing academic digitalization programs. Utilizing current information allows this research to identify forms of academic policy strengthening while providing an in-depth analysis of their implementation in supporting the improvement of student service quality.

Data collection was conducted through the analysis of official documents and institutional website searches from June 2024 to January 2025. The focus was directed at university leadership policy documents representing the strengthening of academic policy in efforts to improve service quality. Intensive website searches were performed to obtain relevant supporting data. From this process, three primary forms of data were identified as the basis for analysis: (1) policies for strengthening academic digitalization, (2) institutional quality management, and (3) infrastructure and digital platform support within the smart campus framework.

Data analysis was performed through a data condensation process using thematic coding of interview transcripts and documentation. The primary categories developed include planning, organizing, motivating, controlling, and evaluating. The data are presented in tables and descriptive narratives to highlight institutional specificities. The conclusion-drawing process was verified through peer debriefing and continuous engagement with relevant theoretical frameworks. To ensure the validity and reliability of the findings, the researcher consistently refers to Total Quality Management (TQM) theory and involves research colleagues in the validation process. This methodological framework provides a comprehensive understanding of the alignment between visionary policy, institutional service quality challenges, and best practices in digital-based education management.

Results And Discussion

Results

Academic Service Policy

The primary basis of university leadership policy is prioritizing digital-based academic work programs. This step is taken in response to future needs and the conditions of globalization, which allow the internet to be a tool. The goal is to expand the university's vision of seizing opportunities and improving academic services relevant to the times. To this end, university leadership is taking strategic steps, including budget efficiency policies and mapping data validity and the quality of digital-based academic services. This approach simplifies and shortens service

waiting times, without compromising the quality of the campus's services. The direction of academic policy services can be seen in the following table:

Table 1: . Direction of Academic Policy of UIN Malang

<i>Policy Focus</i>	<i>Description</i>	<i>Data source</i>
Improving the quality of digitalization	Implementation of New Ways of Working for efficiency of academic and administrative services through digital innovation	UIN Malang Holds 2025 Leadership Meeting
Expansion of infrastructure and accessibility	Accountable allocation of funds in the RKAKL to expand access to services	UIN Malang Planning
Integration of science and Islam	The university's mission is to integrate science and Islam in all academic policies.	UIN Malang Integrates Science and Religion

The leadership's policy priorities include improving the quality of digitalization, expanding infrastructure and accessibility, and integrating science and Islam. Technological developments in the modern era have brought major transformations to various aspects of life, including changes in academic services. Advances in information and communication technology enable service systems to develop more dynamically, providing broader access and increasing efficiency in the learning process. The digitalization of education has become an unavoidable reality, along with the increasing use of digital devices in various services at universities. The academic service areas are shown in the following table:

Table 2. Digital Academic Service Areas

<i>Service Area</i>	<i>Description</i>	<i>Data source</i>
Academic administration	Active college letter services, research permits, transcripts, diplomas, and student ID cards	Akademik UIN Malang
Academic Information System (SIKAD)	Access class schedules, academic calendars, and KRS online	SIKAD UIN Malang
Guideline document	Educational guidelines, academic calendar, and postgraduate guidelines	Pedoman Akademik 2024
Postgraduate Services	Guidelines for Master's and Doctoral education with integration of science and Islam	Pedoman Pascasarjana
Student Services	Scholarships, digital literacy, and program outreach	Layanan Mahasiswa

Digital library	Access electronic journals, repositories, and digital collections	Perpustakaan UIN Malang
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Academic information systems (Siakad), provision of guidance documents, postgraduate student services, student affairs services, and digital libraries. These services are the foundation for IT development, which needs to increase capacity and meet the needs of male and female students. Student service areas require standards that adapt to current and future developments. Aspects of the student service area serve as the basis for developing digital-based service innovations.

Based on the data presented above, it is clear that the basic needs area is to improve student services in accordance with current technological modernization and ensure the quality of learning and student administrative needs. Student needs are a top priority in maintaining the quality of the institution, which places users in a position to experience satisfaction from institutional services. This also requires access to references for student scientific assignments, both papers and theses. The student needs an area that requires easily accessible services. Institutional governance can be seen in the following table:

Table 3. Institutional Digitalization Governance

Governance Aspects	Description	Data source
Digital service transformation	Increasing the credibility of digital-based academic services	Perkuat Layanan Digital
Maliki Gate System	One-stop service system for efficiency and fast access	Maliki Gate System
Web professionalism	Strengthening the capacity of network and website managers to support global rankings	Perkuat Layanan Digital

The idea and formulation of academic digitalization strategies, the revitalization of the WiFi network, is an important step in building a campus that is ready to face the challenges of the digital era, and supports digital-based governance transformation: UIN Maliki Malang holds EA training. The scope reflects the importance of network revitalization and IT mastery, directly increasing competitiveness through transparency, so that academic data is more valid, fast, and easily accessible. Efficiency: academic administration management is more effective and minimizes bureaucracy. This has an impact on the image of the institution as being modern, innovative, and competent

Credibility of student service implementation through digital technology

The credibility of the implementation of digitalization of student services at UIN Malang is considered to be in the process of transformation towards a more efficient and integrated system, with a strong commitment to presenting the Maliki Gate System as a comprehensive one-stop service system, although it still requires

thorough evaluation and preparation to achieve an effective digital-based system. As data in Table 4: Institutional digitalization governance.

Table 4. Digital Learning Support Facilities

<i>Facility</i>	<i>Description</i>	<i>Data source</i>
Digital library	Electronic journal collection, repository, and campus Wi-Fi access	Perpustakaan Online
A variety of digital coaching	Training in creating interactive content, infographics, audio and video	Digitalisasi Media Belajar
E-learning platform	Google Classroom, Google Meet, digital badges, and digital books	Kolaborasi ICE

Based on available data, digital learning support facilities on campus encompass various important aspects. The digital library provides access to e-journal collections, repositories, and the campus Wi-Fi network, making it easier for students to access online knowledge resources. Furthermore, a variety of digital coaching is provided through training in interactive content creation, infographics, audio, and video, encouraging students' creativity and digital skills. Furthermore, the use of e-learning platforms such as Google Classroom, Google Meet, digital badges, and digital books, facilitated through the ICE collaboration, broadens the learning experience while integrating technology into the academic process.

Available digital learning facilities demonstrate the integration of technology to more effectively support academic activities. The online library serves as a resource center with access to electronic journals, scientific repositories, and campus internet connections. The mentoring program focuses on developing student skills through interactive media production training, both visual and audio, resulting in more engaging learning content. Meanwhile, the use of a Google-based e-learning platform and ICE support allows for a more flexible, collaborative, and digitally documented learning process.

Student trust in digital platform services

The two students mentioned above have a track record of soft skills competency. They had the opportunity to study in classes related to their respective study programs. Students' academic abilities still require non-academic support. Students' career paths will be further enhanced by career training, which can boost their confidence. The university has demonstrated the students' trust in digital platform services. Their backgrounds demonstrate their commitment to participating in the training organized by the CDC UIN Maulana Malik Ibrahim Malang. The two students' training results were adopted by the company as employee candidates. Their selection was based on competency, learning motivation, and digital mastery. Students' trust in digital platform services can be seen in the following table:

Table 5. Student Trust in Digital Platform Services

<i>Student Name</i>	<i>Description</i>	<i>Data source</i>
M. Ilham Fany (Faculty of Humanities alumnus, originally from Sampit, Central Kalimantan)	T was selected as an employee candidate at PT. Pura Barutama after attending the CDC UIN Malang career development workshop. Only two of the best CVs were chosen from hundreds of participants. Information was obtained through social media and the CDC website.	UIN Malang, 2023a
Fitri Purwanti (Faculty of Science and Technology student, Architectural Engineering study program)	was selected as an employee candidate at PT. Pura Barutama with the best CV. She has architectural project experience since 2019, a Google IT Support and Digital Security certification from Coursera, and a First Place Winner in the Islamic Architecture Design (OASE) competition. She is also active in Islamic boarding school planning and masterplan projects. (OASE). Also active in Islamic boarding school planning and masterplan projects.	UIN Malang, 2023b

Table 6 below summarizes the various student literature support facilities that have been developed to support the academic process at UIN Malang. These facilities encompass not only the availability of technological infrastructure but also competency development programs and the use of digital platforms that support hybrid learning. With the digital library, various media development programs, and online learning platforms, students and faculty gain broader access to learning resources and the opportunity to continuously improve their digital literacy.

Table 6. Supporting Facilities for Student Literature

<i>Facilities</i>	<i>Description</i>	<i>Data Source</i>
Literature Access	Provides e-journals, repositories, a Self-Access Center (SAC), a multimedia laboratory for digital content production, and Wi-Fi throughout campus.	UIN Malang Library, 2024, UIN Malang, 2016
Digital Development	Digital media development program in the form of infographics, audio, video, and interactive multimedia. Also includes training for lecturers and teachers to improve the quality of technology-based learning	UIN Malang, 2025a, LPDP UIN Malang, 2024
Digital Platform	Utilization of Google Classroom, Google Meet, digital badges, and digital books developed by UIN Press. Supports hybrid learning and student digital literacy.	UIN Malang, 2022a, UIN Malang, 2022b

Table 7 presents various policies and strategic steps taken by UIN Malang in efficiency governance and quality management. These efforts include budget savings to ensure funding is more focused on academic priorities, implementing international standards through audits and ISO certification, and strengthening the evaluation of academic service quality using student satisfaction instruments. Through this approach, the institution strives to maintain accountability while continuously improving the quality of education.

Table 7. Efficiency Governance and Quality Management

<i>Policy Aspect</i>	<i>Description</i>	<i>Data Source</i>
Budget Efficiency	Rector's Circular No. 778/2025 concerning savings in RM and BOPTN expenditures. This policy emphasizes the efficiency of non-essential activities (meetings, official travel) to support academic priorities.	UIN Malang, 2025a
ISO Standards	Preparation for ISO 9001:2015 and ISO 21001:2018 recertification audits (November 6–8, 2023) in collaboration with PT Degra Group Indonesia.	UIN Malang, 2023a
Quality Management Steps	The Quality Assurance Institute (LPM) developed a student satisfaction instrument for lecturers and educational staff (2021) as part of its ongoing evaluation.	LPM UIN Malang, 2021

The data presented shows that student trust in UIN Malang's digital platform services is not only built through individual experiences but also strengthened by the provision of digital learning support facilities and governance that emphasizes efficiency and quality. Students' successful use of career services, the comprehensive digital infrastructure, and accountability-oriented quality management policies affirm UIN Malang's position as a university adapting to digital transformation.

The entire table illustrates the interconnectedness between student trust, digital support, and quality governance at UIN Malang. On the one hand, students demonstrate career achievements through the use of digital platforms; on the other hand, the institution provides resources such as a digital library, various mentoring programs, and a hybrid learning platform that strengthens digital literacy. This support is further emphasized through budget efficiency policies, the implementation of ISO standards, and quality evaluation instruments implemented by the Student Leadership Council (LPM). Thus, the data in section 5 confirms that UIN Malang's digital transformation is taking place systematically, encompassing the individual, institutional, and educational quality governance levels.

Discussion

This research confirms a fundamental shift in academic services provided to students, characterized by the transition toward student academic digitalization platforms. These services emphasize the standardization of student satisfaction and

aim to exceed student expectations. This standardization can be defined as quality in perception, whereas quality, in fact, is manifested through the consistency of results derived from visionary university leadership policies. The fundamental rationale for transforming student services—driven by leadership data on digitalization—is the implementation of "new ways of working" to enhance the efficiency of academic and administrative services through digital innovation and accountable budget allocation within the RKAKL (Budget Implementation Entry List) to expand service access. The leadership's ability to execute these policies effectively addresses budget constraints, limited infrastructure, bureaucratic delays (in course registration, tutoring, and graduation), manual administrative hurdles, and the difficulty of accessing adequate research facilities or international exchange opportunities.

Digital technological transformation has permeated the industrial sector, accompanied by rapid innovation, offering convenience, speed, accuracy, and customer trust. Digital platforms hold significant relevance in the education sector amidst government policies on budget efficiency. As a strategic response to the Ministry of Religious Affairs' policies, university leaders have strengthened digital academic infrastructure, specifically the integrated Academic Information System (SIKAD) for registration, course enrollment (KRS), grade reports (KHS), and Learning Management Systems (LMS). Academic digitalization also bolsters campus libraries and repositories as hubs for student academic literacy, virtual laboratories, digital competency development, and academic internationalization. Consequently, leadership policies have become increasingly institutionalized, fulfilling student satisfaction and modernizing administrative workflows.

The findings reinforce quality management theory and efficiency concepts by reducing manual, time-consuming bureaucratic processes. In this study, academic digitalization platforms offer accountability and transparency; services become clearer, monitorable, and measurable. This model facilitates interactive and adaptive learning materials, supporting digital competencies and preparing students for the global workforce. Higher education acts as a sub-system of the educational organization, characterized by the service sector. This phenomenon indicates that an institution's value is reflected in customer satisfaction and public perception, where the customer is the primary arbiter of quality. Technological sophistication serves to resolve classic constraints faced by the broader community.

Academic services meet quality standards when measured by quality in fact and quality in perception. This refers to quality management discourse, explaining that digitalization platforms address student needs swiftly. Prompt service provides a foundation where quality is assessed via technical specifications and consistent, measurable standards set by Quality Assurance (QA) systems. Conversely, service

becomes "easy" when judged by student satisfaction and their perception of the service provided by administrative staff. While digitalization offers efficient information access and flexible collaboration, it also presents implications such as access gaps, potential distractions, the need for digital literacy, and cybersecurity risks. This study extends the boundaries of quality management theory within State Islamic Higher Education Institutions (PTKIN), moving beyond technical specifications toward satisfaction-based academic quality standards. Academic modernization serves as the root of digital facility development, where the institution and digital platforms form a unified entity to improve campus-wide services.

This research transcends previous descriptive studies that focused primarily on popularity metrics. While earlier studies discussed the impact of digitalization on student behavior (Martínez-Serna et al., 2024; Ika Sari et al., 2024), they often overlooked leadership policy analysis as a quality assurance mechanism and failed to address institutional substance. This study offers a quality management approach that integrates leadership policy with both factual and perceptual management within a single conceptual framework. By focusing on the PTKIN locus and the empirical context of university status, this article enriches the global literature, which has historically highlighted Western experiences in general digital higher education. In fact, universities under the Ministry of Religious Affairs have experienced significant leaps in progress. This approach differentiates itself by incorporating critical dimensions of Islamic higher education that remain largely unexplored in Islamic Education Management studies. (C): Consequently, this article contributes significantly to the understanding that digital technology does not merely change message distribution but transforms core leadership values toward quality assurance changes.

Conclusion

The transformation from manual to digital academic services has resulted in enhanced time efficiency, accessibility, and transparency for students. Digital innovations accessible via websites or applications ensure that academic and administrative data are more transparent as they are displayed directly within the system. In essence, academic services serve as the primary support for measurable quality learning within the university's academic calendar. In the era of disruption, the use of digital platforms is the most appropriate approach because algorithms prioritize engagement and accessibility. All data is systematically recorded, facilitating academic performance analysis, problem detection, and data-driven decision-making. While these platforms offer convenience, they also shift student behavior; the transition from a face-to-face culture to application-based systems may initially encounter resistance from students or staff. Therefore, this study

emphasizes the importance of academic staff focusing on analytical and consultative tasks rather than routine administration to mitigate negative impacts.

These results contribute significantly to policy analysis within the PTKIN environment. The construction of digital algorithms has built a perception of a "trusted institution" among students and strengthened the academic ecosystem. It bridges the gap between institutional services and student needs, removing the distance between academic managers and activities. The findings show that the digital transformation process increases public trust, aligning with user-centered quality management theory – where value is determined by the benefits provided to the community and adherence to institutional quality assurance standards.

This empirical evidence necessitates a new framework that integrates public policy analysis based on Islamic Education Management with rapid digital technology development. Academic service innovation is inevitable in the era of disruption; fast and easy service is now a dominant determinant of institutional progress. Digital platforms have proven to reduce operational costs and allow services to be accessed remotely. This implies that academic regulatory policies should act as the guardian of services, ensuring that quality standards are not dependent on individuals but on robust institutional systems.

Finally, this study surpasses previous descriptive public policy research. While prior works addressed digital regulation dominance (Tuckerman et al., 2023) or technical execution (Simpson & Obdalova, 2014), they lacked depth regarding the impact aligned with Islamic education management. By focusing on UIN's specific language programs and Ma'had traditions, this article enriches the eco-global literature. It introduces the dimension of leadership crisis and reconstructs power structures, where digital platforms act as tools to transform institutional quality within the context of Islamic universities.

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