Neraca Keuangan: Jurnal Akuntansi dan Keuangan, 20 (3) (2025) 416-430
Print ISSN : 1858-2214 Online ISSN : 2654-7880

Enhancing HEI's Performance: The Strategic Role of Accreditation and Motivation

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ABSTRACT

This study aims to analyze the effect of accreditation on higher education institutions (HEI's) performance with motivation as a mediating variable. The main research question addresses how accreditation contributes to improving HEI's performance, both directly and through enhancing lecturers' motivation. The research employed a quantitative approach using Partial Least Square Structural Equation Modeling (PLS-SEM) based on data collected from 342 lecturers under LLDIKTI 17. The findings indicate that accreditation has a positive and significant effect on both HEI's performance and lecturers' motivation, while motivation also significantly influences HEI's performance. Furthermore, motivation was found to mediate the relationship between accreditation and performance, highlighting the psychological role of academic staff in implementing institutional quality standards. The results suggest that efforts to improve accreditation quality should be accompanied by strategies to strengthen motivation in order to achieve sustainable institutional performance excellence. This study contributes theoretically to the development of performance models grounded in the Resource-Based View (RBV) framework and offers practical implications for higher education management in designing effective quality assurance and incentive policies.

Keywords*: Accreditation, Motivation, HEI's Performance, Academic Quality, Resource Based View.*

Corresponding author: reni@unilak.ac.id
How to cite this article:
History of Article: Received: 9 October 2025. Revision: 11 October 2025. Published: 19 October 2025.
DOI Prefix 10.32832/neraca

INTRODUCTION

The level of a country's welfare is measured based on the Human Development Index (HDI). The higher the level of education achieved by citizens within a country, the higher the country's overall welfare. Higher education institutions play a crucial role in improving the quality of education within a nation. Universities contribute to national welfare by enhancing human resource quality, research excellence, competitiveness, and access to resources. To effectively fulfill this important role, higher education institutions must demonstrate strong organizational performance.

Indonesia is one of the countries with the largest number of higher education institutions in the world. According to the 2024 Statista Report, Indonesia has 4,075 universities, making it the second-highest in the world after India. Carey (2017) argues that a country with a large number of universities should have at least one institution ranked among the world's top 100 or at least in the top 200 (Murdowo, 2018). Of the total 4,075 HEI's in Indonesia, Riau Province has 119 higher education institutions as of 2024 (BPS, 2024). However, in the list of Indonesia's best universities for 2024, only two universities from Riau made it onto the list: Universitas Riau (UR), ranked 53rd nationally, and Universitas Islam Riau (UIR), ranked 98th (kemendikbudristek.go.id). One indicator of university performance is institutional ranking, which evaluates HEI's based on multiple performance indicators (Hermawan et al., 2019).

HEI's performance has been an engaging topic of discussion for several decades (Torre et al., 2017) and is assessed from various perspectives such as assessment, accreditation, benchmarking, and audit (Vlasceanu et al., 2007). Performance in higher education differs from that in other sectors, especially in its economic dimensions, which encompass the quality of human resources in areas such as entrepreneurship, fundamental and applied research, research and development, evaluation and action studies, as well as knowledge creation, accumulation, dissemination, utilization, and integration into industry, along with fulfilling social and national responsibilities. (Urdari et al., 2017). Internal processes, such as financial performance, also play an important role (Asif & Searcy, 2014). Enhancing university performance can be achieved, among others, through accreditation strategies. Earlier research has highlighted various advantages of accreditation, such as enhancing an institution's reputation and credibility, boosting student admissions and graduate employability, and promoting internationalization, research development, teaching quality, and innovation (Ibrahim, 2014; Arrieta & Avolio, 2020; Kumar et al., 2020). Given that Higher Education Institutions (HEIs) especially private ones function within dynamic and often unpredictable environments that demand both adherence to regulations and adaptive flexibility (Farwitawati et al., 2025), it becomes essential to explore this connection to support effective governance and enhance institutional performance.

The issuance of Minister of Education and Culture Regulation No. 20 of 2020 on Accreditation states that accreditation aims to determine eligibility and evaluate educational quality. This means that accreditation serves not only as a compliance mechanism with higher education standards but also as a tool to measure university performance (BAN-PT, 2019). According to the criteria set in Ministerial Regulation No. 5 of 2020, of the 119 higher education institutions in Riau Province (BPS, 2024), 22% remain unaccredited and 14% hold a "Fair" (C) accreditation rating as of 2024. Interestingly, many unaccredited universities remain active and are mostly long-established private institutions. Data from pddikti.kemdikbud.go.id shows that some private universities established as early as 1992 are still active but have yet to receive accreditation. The following table presents the accreditation data of higher education institutions in Riau Province for 2024.

Table 1. Higher Education Accreditation Data in Riau Province for 2024

No	HEIs Accreditation Status	Number of HEIs	Percentage
1	Excellent	3	2,5
2	A	3	2,5
3	B	71	59
4	C	16	14
5	Not Yet Accredited	26	22
Jumlah		119	100

Source: *PD-Dikti (2024)*

The indicators used to evaluate accreditation scores and ratings include curriculum, educational facilities, human resource quality, governance, and the achievements related to the implementation of the Tri Dharma of Higher Education (Ilkom, 2023). To maintain the quality of higher education institutions (HEIs) both nationally and internationally, it is ideal for every institution to attain an "A" accreditation rating (Islami, 2018). Accreditation acts as a fundamental component of quality assurance administered by authorized agencies (Schomaker, 2015) and serves as a tool for evaluating the quality of academic programs (Hegji, 2020; Vlasceanu et al., 2007) or institutions as a whole (Vlasceanu et al., 2007). Although numerous studies have examined accreditation within the context of HEIs, their findings remain inconclusive. Some research has demonstrated the positive influence of accreditation on various institutional dimensions (Makhoul, 2019; Kumar et al., 2020; Nguyen & Ta, 2017), whereas others have reported minimal or even adverse effects on teaching, learning, and institutional quality (Jalal et al., 2017, 2020; Dattey et al., 2017). Moreover, the majority of these studies employed qualitative approaches, resulting in a limited amount of robust empirical evidence concerning the relationship between accreditation and higher education performance.

Nevertheless, accreditation alone will not yield the desired outcomes if it is not accompanied by the motivation of faculty members to effectively implement accreditation standards. Researchers have argued that teacher motivation significantly influences job satisfaction, productivity, and performance quality by improving input (instruction/teaching), output, and overall outcomes within the education system (Ofojebe & Ezugoh, 2010). Conversely, a lack of motivation among faculty members can have detrimental effects on both universities and individual performance. Schomaker (2015) noted that low motivation and insufficient salaries have led to a shortage of qualified teaching personnel in Egyptian universities, ultimately contributing to declining academic standards and instances of corruption. Previous studies have examined motivation in multiple contexts, including its role as a mediating variable; however, the results remain inconsistent (Hassi et al., 2021; Nurfaizi & Muafi, 2022) and reveal several empirical as well as methodological shortcomings (Gautam & Basnet, 2021; Akosile & Ekemen, 2022; Mata et al., 2021).

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

HEI's Performance

The concept of organizational performance has become increasingly fragmented within higher education institutions (HEIs), leading to a lack of consensus among researchers regarding appropriate performance measurement approaches. Some scholars emphasize financial indicators (Feranecová & Krigovská, 2016), whereas others focus on non-financial dimensions such as innovation, research, operations, services, internationalization, and governance (Lokuwaduge & Armstrong, 2015; Gao, 2018; Rodriguez-Gonzalez & Segarra, 2016; Alshaikhmubarak et al., 2020; Asiedu et al., 2020; Kinanti et al., 2020; Martin & Thawabieh, 2018; Hernandez-Diaz et al., 2020).

A global study identified fifteen key performance domains for universities, with teaching, research, and service being the most significant (Iqbal et al., 2022). Teaching performance, in particular, refers to outcomes aligned with the goals of teaching and learning within higher education systems (Agasisti & Bertoletti, 2019). However, teaching performance remains a critical challenge in higher education due to various factors, including outdated curricula, insufficiently updated knowledge, ineffective pedagogical methods, weak learning skills, poor evaluation systems, politically influenced recruitment (Banuri, 2021; Murtaza & Hui, 2021), student indiscipline, academic misconduct by lecturers, limited working hours (Hoodbhoy, 2009), and the shortage of faculty with doctoral qualifications (Hoodbhoy, 2009; Murtaza & Hui, 2021)..

Second, research performance refers to "the research outputs produced by academic staff and university researchers" (Agasisti & Bertoletti, 2019). It encompasses the creation of new knowledge through research and its dissemination to broader audiences (Bazeley, 2010). Research performance in higher education institutions is often suboptimal due to several factors, such as corrupt institutional cultures, the proliferation of predatory journals, inadequate evaluation standards for research (Banuri, 2021; Hoodbhoy, 2009), a lack of high-quality studies, an imbalance between teaching and research duties, and limited research competencies (Nisar, 2019).

Third, service performance represents another area of weakness in higher education. Service can be defined as a combination of tangible outcomes, processes, and overall performance (Zeithaml et al., 2018), and is also viewed as a core dimension that captures a university's contributions to society beyond its academic functions (Agasisti & Bertoletti, 2019). However, given the diverse stakeholders and competing interests involved in educational delivery (Srikanthan & Dalrymple, 2003), poor service performance in universities is often attributed to these inherent complexities (Hwarng & Teo, 2001). In light of the observed limitations across teaching, research, and service, this study operationalizes

university performance using these three interrelated dimensions.

Accreditation and HEI Performance

Accreditation is generally regarded as a process of formal recognition granted to an educational institution or its academic programs by an external body based on predetermined minimum standards. For instance, accreditation is defined as a process conducted by an independent (nongovernmental) agency to evaluate whether a university or a specific study program meets the established quality criteria or minimum standards (Vlasceanu et al., 2007). Accreditation has been shown to positively influence teaching quality (Makhoul, 2019; Nguyen & Ta, 2017), academic excellence (Ulker & Bakioglu, 2018; Chang et al., 2016; Kumar et al., 2020), and university management (Nguyen & Ta, 2017). However, some studies have found that accreditation does not necessarily enhance program quality or graduate outcomes (Jalal et al., 2017). Other researchers suggest that accreditation has only a limited or insignificant effect on assuring program quality and developing graduate attributes in higher education institutions (Jalal et al., 2017). Likewise, accreditation has been reported to have no measurable impact on curriculum quality, faculty quantity, student–staff ratios, or library resources (Dattey et al., 2017). Given these inconsistent results across both qualitative and quantitative research, along with the scarcity of robust empirical evidence on the link between accreditation and higher education performance, the following hypothesis is proposed:

H1: Accreditation has a significant and positive effect on HEI's performance.

Accreditation and Motivation

Previous research has demonstrated that both accreditation and motivation positively contribute to improving academic quality (Greenfield et al., 2011; Aldoseri & Sharadgah, 2021; Saad, 2022). Nonetheless, scholars have noted that engaging staff in the accreditation process remains a significant challenge for organizations, especially in the health and education sectors (Greenfield et al., 2011). In essence, staff motivation serves as a critical prerequisite for the successful implementation of accreditation standards and the attainment of academic quality and excellence. A study conducted at Midwestern University found that accreditation enhances the prestige and status of academic programs; however, it may also impose an additional workload on faculty members when their efforts are not properly acknowledged. Accordingly, the researchers suggested involving faculty members in accreditation decision-making and recognizing their contributions throughout the process (Hail et al., 2019). The issue of faculty motivation within the context of accreditation has likewise been emphasized in several exploratory investigations (Greenfield et al., 2011; Bigdeli et al., 2021; Addas, 2018). Given the scarcity of empirical evidence examining the link between accreditation and motivation, the following hypothesis is proposed:

H2: Accreditation has a significant and positive effect on motivation

Motivation and HEI Performance

Motivation is the internal energy that activates, directs, and regulates human behavior (Inceoglu et al., 2012), or the process of providing incentives that encourage individuals to act toward specific goals (Certo, 2019). It can be categorized as either intrinsic or extrinsic, depending on the underlying factors that stimulate behavior (Deci et al., 1975). Intrinsic motivation originates from within the individual and has a positive impact on behavior, performance, and overall well-being (Ryan & Deci, 2000). Conversely, extrinsic motivation is driven by external rewards or recognition, where satisfaction stems not from the activity

itself but from the resulting external outcomes (Rita et al., 2018).

Numerous studies have explored intrinsic and extrinsic motivation within organizational settings. Turner (2017), for example, investigated which form of motivation—intrinsic or extrinsic—serves as the more powerful driver of employee performance in organizational environments. Although the study did not provide conclusive evidence, it found that extrinsic motivation is often used to attract employees. However, in the context of education, there is limited empirical evidence regarding intrinsic motivation, extrinsic motivation, and organizational performance. A significant relationship has been found between intrinsic motivation, extrinsic motivation, and research productivity; yet extrinsic motivation was negatively correlated with research productivity in universities (Horodnic & Zait, 2015). Conversely, other research found that extrinsic factors positively influence lecturers' motivation in higher education institutions (Rasheed et al., 2016). Given the limited and inconsistent findings, the following hypothesis is proposed:
H3: Motivation has a significant and positive effect on HEI's performance

The Mediating Effect of Motivation

Numerous scholars have explored motivation as a mediating factor, yet their results have varied. Hassi et al. (2021) reported that intrinsic motivation did not mediate the link between spirituality, intrinsic religiosity, and perceived job performance among permanent staff. Likewise, Nurfaizi and Muafi (2022) found that while intrinsic motivation served as a mediator between transformational leadership and job performance, it did not do so between work ethic and performance.

Additionally, research in educational settings has highlighted the mediating role of motivation in various relationships, such as between non-financial incentives and employee retention (Mata et al., 2021), organizational culture and training transfer (Gautam & Basnet, 2021), and core self-evaluation, job satisfaction, and turnover intention (Akosile & Ekemen, 2022). Given these mixed findings and the scarcity of empirical studies on motivation's mediating role between accreditation and university performance, the following hypothesis is proposed:
H4: Accreditation indirectly affects HEI's performance through motivation.

To address the gaps found in previous studies, a conceptual framework grounded in the Resource-Based View (RBV) theory is introduced, as shown in Figure 2.1. According to RBV, institutions can attain long-term competitive advantage by leveraging strategic resources that are valuable, unique, and difficult to replicate (Barney, 1991). These resources serve as internal capabilities that shape an organization's ability to compete and influence its overall performance (Wernerfelt, 1984; Barney, 1991). Applying this theory to higher education institutions (HEIs), lecturer motivation emerges as a key internal resource. Their motivation significantly contributes to the successful implementation of accreditation processes and academic standards, thereby strengthening institutional performance and positioning universities ahead of their peers.

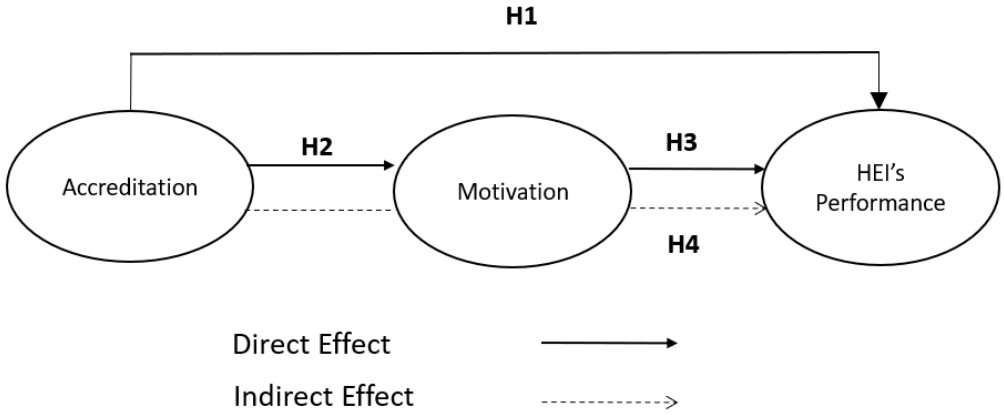

Figure 1. Research Framework

RESEARCH METHOD

The study population consists of all academic staff (lecturers) at universities within the LLDIKTI region 17, totaling 5,037 lecturers (PD-Dikti, 2024). The sample size for this study follows the guideline proposed by Hair (2010), which recommends that the sample size should range between five to twenty times the number of items in the research instrument. Given that this study involves 17 items across three variables, the minimum targeted sample size was determined to be 340 respondents (17 × 20).

The measurement scales for each variable were adapted from previous studies and further refined by the researcher to align with the study's context and objectives. All variables were measured using a five-point Likert scale, where 1 represents "strongly disagree" and 5 represents "strongly agree." Accreditation was measured using nine accreditation criteria for higher education institutions (BAN-PT, 2019). Motivation was measured using five indicators—physiological needs, social needs, safety needs, self-actualization, and esteem needs (Hasibuan, 2019). University performance was measured using three indicators: teaching performance (Goos et al., 2017; Dicker et al., 2019), research performance (Yaakub et al., 2020), and service performance (Nedwek et al., 1994; Hui et al., 2003; Badri et al., 2004; Asif et al., 2014).

Data analysis was conducted using SmartPLS software, with descriptive statistical analysis applied initially. Before hypothesis testing, validity and reliability tests were performed. Hypotheses were tested using the t-statistic value with a 5% significance level through the bootstrapping process (complete bootstrapping method). Hypotheses were accepted or rejected based on the p-value, where if $p < 0.05$, the alternative hypothesis (Ha) was accepted (Ghozali & Latan, 2020).

RESULT AND DISCUSSION

Based on data from 342 respondents, the majority were from Riau Province (71.9%), while the remaining 28.1% were from the Riau Islands. Female respondents (62.6%) outnumbered males (37.4%). In terms of age distribution, most respondents were between 35–50 years old (72.2%), followed by those aged 25–34 years (16.1%) and above 50 years (11.7%). Regarding work experience, the majority had worked for more than 10 years (66.1%), followed by 6–10 years (24.0%) and 3–5 years (9.9%). In terms of educational background, most respondents held a Master's degree (71.6%), while 28.4% had a Doctoral degree. Overall, the respondent profile is dominated by experienced lecturers with long tenures, high educational attainment, and within the productive age range, indicating that they possess broad insights to assess university performance and are therefore relevant participants for this study.

Table 1. Demographic Characteristics

Characteristics	Frequency	%
Province		
Kepri	96	28,1
Riau	246	71,9

Gender		
Male	128	37,4
Female	214	62,6
Educational background		
Doctoral Degree	245	71,6
Master Degree	97	28,4
Age		
25-34 y.o	55	16,1
35-50 y.o	247	72,2
> 50 y.o	40	11,7
Work experience		
3-5 y	34	9,9
6-10 y	82	24,0
>10 y	226	66,1

Source: Created by Authors

As the first phase in conducting Partial Least Squares Structural Equation Modeling (PLS-SEM), the measurement model (Figure 2) was examined to determine internal consistency reliability, convergent validity, and discriminant validity, in line with the guidelines provided by Hair et al. (2022). Items with factor loadings below 0.600 were excluded, unless the construct's Average Variance Extracted (AVE) remained at or above the acceptable threshold of 0.500. Reliability was measured using Cronbach's alpha, and both reliability and validity indicators surpassed the widely recognized benchmark of 0.700. Additionally, all AVE values fulfilled the minimum criterion of 0.500, aligning with established standards (Hair et al., 2014; 2019).

To assess discriminant validity—an essential aspect of construct validity—the Fornell-Larcker criterion was employed. This technique involves comparing the square root of the AVE for each construct with its correlations to other constructs in the model. Discriminant validity is deemed adequate when the square root of a construct's AVE exceeds its correlations with other constructs (Hair et al., 2022). The complete results of the factor loading, reliability, and validity assessments are presented in Figure 2 and detailed in Tables 2 and 3.

Table 2. Cross Loading, Reliability, and Convergent Validity Result

	Accreditation	**HEI's Performance**	**Motivation**	**Cronbach's Alpha**
Accreditation (CR = 0.965; AVE = 0.753)				
ACR1	0.833	0.843	0.892	0.959
ACR2	0.896	0.710	0.705	
ACR3	0.881	0.668	0.668	
ACR4	0.892	0.695	0.701	
ACR5	0.888	0.688	0.698	
ACR6	0.881	0.681	0.683	
ACR7	0.829	0.815	0.864	
ACR8	0.811	0.794	0.836	
ACR9	0.897	0.703	0.704	
HEI's Performance (CR = 0.967; AVE = 0.908)				
HP1	0.809	0.957	0.899	0.949
HP2	0.834	0.950	0.908	
HP3	0.803	0.951	0.895	
Motivation (CR = 0.971; AVE = 0.871)				
MT1	0.873	0.900	0.960	0.963
MT2	0.815	0.906	0.931	

MT3	0.800	0.884	0.919
MT4	0.795	0.896	0.938
MT5	0.814	0.824	0.917

Source: Created by Authors

Table 3. Discriminant Validity

	Accreditation	**HEI's Performance**	**Motivation**
Accreditation	0.868		
HEI's Performance	0.856	0.953	
Motivation	0.878	0.945	0.933

Source: Created by Authors

Referring to Tables 2 and 3, all measurement indicators satisfied the required standards for factor loadings, reliability, and convergent validity. The values for Cronbach's alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) all surpassed the recommended minimum benchmarks. Additionally, the discriminant validity assessment using the Fornell-Larcker criterion verified that each construct was sufficiently differentiated from the others. These results indicate that the measurement model meets all necessary requirements and is appropriate for use in the subsequent stage of analysis.

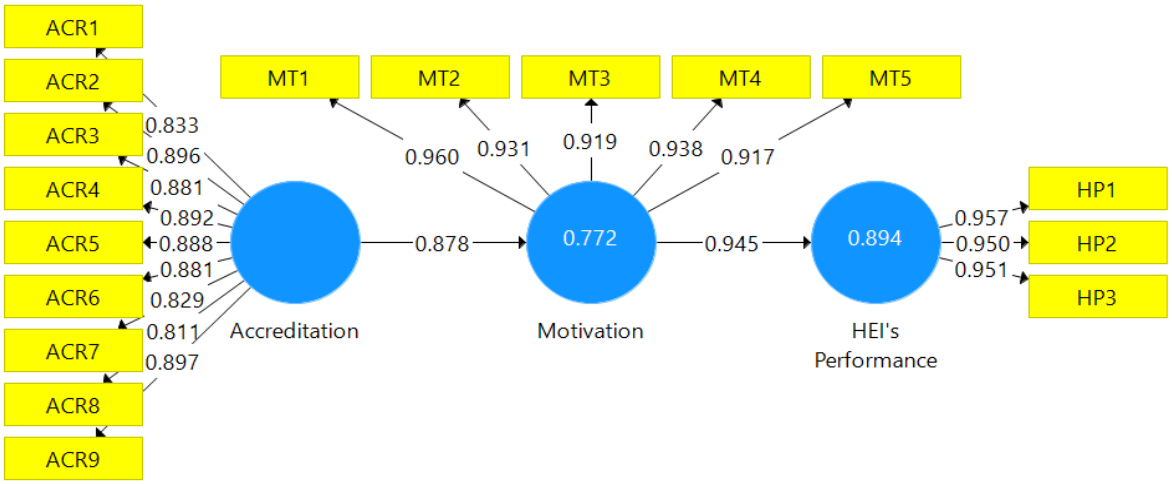

Figure 2. Measurement Model Assessment

The inner model represents the structural relationships among the latent constructs and other variables included in the study. Its evaluation was conducted using a bootstrapping procedure, which generated several key statistical indicators: the coefficient of determination (R^2). The outcomes of the inner model assessment are presented in Table 5.

Table 4. Coefficient of Determinance (R^2) Test Result

	R Square	**R Square Adjusted**
HEI Performance	0.894	0.894
Motivation	0.772	0.771

Source: Created by Authors

Based on Table 4, which presents the results of the coefficient of determination test, the R^2 value indicates that variations in the dependent variable (HEI's Performance) are substantially explained by the independent variables, namely Accreditation and Motivation. A high R^2 value suggests that the

model has strong predictive capability, while a moderate R^2 value still reflects a meaningful relationship between the variables. Therefore, these findings support the conclusion that accreditation and motivation significantly influence HEI's performance, indicating that the model is suitable to proceed to the hypothesis testing stage. The results of the hypothesis testing are presented in Table 5.

Table 5. Hypothesis Testing Result

Hypothesis		Original Sample	Sample Mean	Std. Deviation	T Statistics	P Values
Direct effect						
Accreditation → HEI's Performance	H_1	0.831	0.830	0.014	60.123	0.000
Accreditation → Motivation	H_2	0.878	0.879	0.014	61.709	0.000
Motivatin → HEI's Performance	H_3	0.945	0.945	0.005	182.626	0.000
Indirect effect						
Accreditation → Motivation → HEI's Performance	H_4	0.831	0.830	0.014	60.123	0.000

Source: Created by Authors

Based on Table 5, the bootstrapping results indicate that all hypotheses (H_1–H_4) have T-Statistics values well above the minimum threshold of 1.96 and P-Values of 0.000 (< 0.05), confirming that all relationships are statistically significant. In the direct relationships, accreditation (ACR) has a positive and significant effect on HEI's performance (HP) with a coefficient of 0.831 (H_1), as well as on motivation (MT) with a coefficient of 0.878 (H_2). Motivation also shows a positive and significant influence on HEI's performance, with the highest coefficient of 0.945 (H_3). In the mediating relationship (H_4), accreditation affects performance through motivation with a coefficient of 0.831 and remains significant, indicating that motivation mediates the relationship between accreditation and performance. These findings highlight that both accreditation and motivation are key factors in enhancing HEI's performance, operating through both direct and indirect pathways.

The findings of this study demonstrate that accreditation has a positive and significant impact on HEI's performance, both directly and indirectly through motivation as a mediating variable. These results support the Resource-Based View (RBV), which emphasizes the importance of internal resources such as quality standards, governance, and evaluation systems as key determinants of competitive advantage (Barney, 1991). In the context of higher education, accreditation serves as a formal instrument that reflects the overall institutional quality, encompassing curriculum, facilities, and human resources (BAN-PT, 2019).

The influence of accreditation on motivation aligns with Self-Determination Theory (Deci & Ryan, 1985), which posits that external recognition of quality achievements can enhance the intrinsic motivation of lecturers and academic staff. High motivation has been shown to significantly improve performance, as evidenced in this study where the relationship between motivation and performance (MT → HP) yielded the highest coefficient value. This finding is consistent with Yusoff et al. (2019), who found that lecturer motivation substantially contributes to research productivity, teaching quality, and academic service excellence.

Furthermore, this study reinforces the findings of Raharjo et al. (2020), which revealed that higher accreditation rankings directly enhance institutional reputation and public trust, ultimately driving better institutional performance. The mediating role of motivation aligns with Rahayu and Wibowo (2021), who argued that educators' psychological factors can strengthen the effect of institutional policies on performance outcomes. Similarly, Mata et.al (2021) emphasized that motivation acts as a bridge between structural factors and performance achievements, particularly in competitive higher education institutions.

In conclusion, these findings provide empirical evidence that improving accreditation quality must be integrated with strategies to enhance the motivation of academic staff. The combination of these two factors has proven effective in driving sustainable HEI's performance through improved teaching quality, increased research productivity, and enhanced public service outcomes

CONCLUSION

This study concludes that accreditation plays a significant role in enhancing HEI's performance, both directly and through the increased motivation of academic staff. Motivation is proven to be a mediating factor that strengthens this relationship, consistent with Herzberg's Motivation Theory and Self-Determination Theory, which emphasize the importance of intrinsic and extrinsic factors in driving optimal performance. The findings support previous research asserting that institutional quality and work motivation positively contribute to university achievement. However, this study has certain limitations, including its focus on a specific group of universities, which may not fully represent the broader context of higher education in Indonesia. Additionally, the use of perception-based measurements may introduce subjective bias, and external factors such as government policy, funding, and organizational culture were not included in the analysis.

For future research, it is recommended to expand the sample to include various types of universities, apply a mixed-method approach combining quantitative and qualitative analysis, and incorporate moderating variables such as leadership support or organizational culture.

Theoretically, this study enriches the higher education management literature by providing empirical evidence on the role of accreditation and motivation in improving institutional performance. Practically, the findings can serve as a reference for university leaders to utilize the accreditation process as a means of continuous quality improvement, for accreditation bodies to design instruments that foster innovation and motivation, and for policymakers to formulate strategies that support human resource development and the advancement of higher education infrastructure.

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