



# Strategic management in enhancing study program accreditation at higher education institutions

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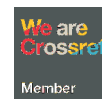
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# Strategic management in enhancing study program accreditation at higher education institutions



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## ABSTRACT

This study aims to analyze and explore the practices of Strategic Management in improving the accreditation of study programs at the Faculty of Tarbiyah, IAIN Bone. The type of research used in this study is descriptive qualitative research. Data was obtained from the Faculty and Study Program leaders, as well as the Faculty Accreditation Team, to gather information regarding the implementation of Strategic Management in achieving Excellent accreditation for the Study Program. Data were collected through in-depth interviews, observations, and documentation, with the data analysis technique involving collection, reduction, presentation, and drawing conclusions. Based on the research findings, there are three main interconnected pillars in achieving Excellent Accreditation: 1) Quality-oriented strategic planning: Effective planning begins with formulating a vision and mission aligned with the faculty's and university's goals, involving active participation from stakeholders, and supported by a comprehensive SWOT analysis to identify strengths, weaknesses, opportunities, and threats. 2) Collaborative and adaptive implementation: The implementation phase emphasizes the importance of a supportive organizational structure, transformational leadership, and a collaborative and adaptive work culture that involves the entire team in achieving accreditation targets. Team solidarity, effective communication, and the role of quality assurance are key to success in this phase. 3) Sustained strategic evaluation and control: Strategic evaluation and control ensure that every step is on track, allowing for quick improvements and adaptation to changes. Regular evaluation processes, both formal and informal, focus on accreditation indicators and encourage organizational learning. This study shows that an integrated strategic approach, supported by leadership commitment and active participation from all elements, is essential to achieving and maintaining excellent program accreditation amidst the dynamics of higher education.

## Keywords:

Strategic management  
Program accreditation  
Higher education  
Educational quality  
Transformational leadership

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## Introduction

Strategic management plays a crucial role in efforts to improve the accreditation status of academic programs in higher education institutions, as this process requires a comprehensive approach that involves various aspects of the organization and diverse functional areas. In the modern educational landscape, universities are expected to implement strategic management principles to enhance their competitiveness and achieve academic excellence, enabling them to effectively respond to the ever-

changing demands of the 21st century (Kalebar et al., 2024). Strategic management offers a holistic perspective by considering the interests of stakeholders affected by university decisions (Boyd, 2025).

Program accreditation is a key indicator of educational quality in higher education institutions. Excellent accreditation not only enhances the institution's competitiveness at both national and international levels but also adds value for graduates and builds public trust in the educational institution (Hafsah et al., 2024). The accreditation process evaluates the feasibility of academic programs in terms of curriculum, human resources, and facilities, but it also demands continuous innovation and improvement in institutional governance (Judijanto, 2024). The shift in the accreditation process in 2022 from BAN PT to LAMDIK, particularly within the scope of the Faculty of Tarbiyah at IAIN Bone, has certainly created its own set of challenges, especially in understanding and implementing the standards and instruments of LAMDIK (Puspitanigarti & Satriya, 2025). On the other hand, the leadership at both the Faculty and the Study Program level is required to quickly adapt to understanding the LAMDIK instruments. One of the ways to address this change is through the management of a strong team. The appropriate strategy, often referred to as Strategic Management, is key to this adaptation.

Strategic management consists of three stages: Strategy Formulation, Strategy Implementation, and Strategy Evaluation (Khair & Jundi, 2024). Other sources assert that strategic management in the context of higher education involves the planning, implementation, and evaluation of policies systematically to achieve the institution's goals effectively and efficiently (Tantri & Wijaya, 2025). Effective strategic management for improving program accreditation involves thorough planning, organized implementation, and continuous evaluation to achieve the expected educational quality standards (Rajatnam, 2024). A well-defined strategy can help academic programs meet accreditation standards set by both national and international accreditation bodies, such as BAN-PT or AUN-QA (Cipta & Hatamar, 2024). Another accreditation body is the Independent Accreditation Institution for Education (LAMDIK), which specifically assesses the quality standards for Educational Program Studies (Vanabih, 2024). Additionally, the application of adaptive and innovative strategic management can enhance the institution's reputation, strengthen collaborative networks, and improve student and graduate satisfaction (Reski Lestari, 2024).

However, the implementation of strategic management to improve program accreditation still faces various challenges, such as resource limitations, internal resistance to change, and underutilization of information technology (Rahman & Hossain, 2024). Moreover, there is still a lack of realization of external cooperation outcomes (Aftab et al., 2025). Therefore, a comprehensive study on effective strategic management practices is needed for academic programs to achieve sustainable excellent accreditation.

Numerous studies have been conducted on the application of strategic management in higher education. For example, Husin's research, titled "Strategic Management of the Early Childhood Education Program at Sultan Thaha Saifuddin State Islamic University of Jambi in Facing Globalization," focuses on strategic management in facing globalization using the SWOT analysis framework to map the strengths, weaknesses, opportunities, and threats of the Early Childhood Education program. Another study by Dina Phangesti, titled "Strategic Management of Academic Culture Development at State Islamic Religious Higher Education Institutions in the Digital Era," focuses on the development of academic culture in PTKINs in the digital era and the management support for academic culture development. A different study by Wati Irmawati, titled "Strategic Management Model for Performance Development to Improve Lecturer Productivity at Private Higher Education Institutions," focuses on the implementation of lecturer performance development and examines the strategic management model for lecturer performance enhancement. These studies indicate that strategic management research is essential for improving quality and standards in higher education. The reality is that strategic management is sometimes carried out effectively and efficiently (Khan et al., 2023), while at other times, it does not meet expectations (Naser, 2023), including in supporting the achievement of program accreditation.

From the studies mentioned above, strategic management has been discussed in the context of facing globalization, while other research focuses on strategic management in the development of academic culture, and another on strategic management in improving the performance and productivity of lecturers. However, none of these studies specifically address strategic management in improving the accreditation of study programs, especially in achieving Excellent Accreditation.

These reasons encourage the researcher to conduct a study on how strategic management can improve the accreditation of study programs, particularly in achieving Excellent Accreditation for the Islamic Education Study Program at the Faculty of Tarbiyah, IAIN Bone.

## Methods

The type of research used in this study is descriptive qualitative research, which means that descriptive qualitative research involves presenting, illustrating, and describing the collected data in the form of words and sentences, clearly and in detail, rather than using numbers and calculations (Chiew & Cheah, 2025). The approach used in this study is a Case Study approach. The data sources for this research include the Faculty Leaders, Study Program Leaders, and the Faculty Accreditation Team. Data collection methods involve interviews, observations, and documentation (Tehimer Alenazi et al., 2024). To ensure the validity of the data, a data triangulation technique is applied, which includes Method Triangulation and Source Triangulation (Tehimer Alenazi et al., 2024). The data analysis technique involves data collection, reduction, presentation, and drawing conclusions.

## Results and Discussion

There are several aspects of Strategic Management that can support the achievement of excellent accreditation for the study programs at the Faculty of Tarbiyah, IAIN Bone, as presented in the findings of this study.

### Strategic Formulation

#### *Vision and Mission Formulation*

The initial step in strategic formulation is the development of the Vision and Mission, which involves stakeholders as stated by (Syahrul Sarea): "The formulation of the vision and mission at both the Faculty and the Program level involves representatives from various parties (such as Faculty leadership, Program Heads, Secretary, student representatives, alumni, alumni users, and expert teams to ensure that the vision and mission align with planning standards). The formulated vision aligns with the goal of achieving excellent accreditation. In other words, the vision, mission, and work programs are designed to achieve quality and address existing issues, ultimately leading to good quality and a vision that effectively addresses challenges (Hwang et al., 2025)."

To ensure that the vision and mission are understood and internalized by all stakeholders (Syahrul Sarea) states, "We don't want the vision and mission to merely be decorative. The management of the Faculty and Programs actively engages in intensive socialization through regular meetings, student involvement, and even through social media and banners."

#### *Environmental Analysis*

External analysis (opportunities and threats) and internal analysis (strengths and weaknesses), commonly referred to as SWOT Analysis, are used to analyze key issues in achieving excellent accreditation. According to (Fajar Awaluddin), the main issues analyzed include governance, management, and cooperation. A major focus is on cooperation, especially international collaboration, human resources (faculty ratio, qualifications, achievements, and professional development), facilities (enhancing comfortable spaces), education (curriculum review, integration of research and community service in learning, academic atmosphere), faculty research (number of research projects and student involvement), and community service (number of community service

activities and student involvement). Inputs from both internal and external sources are also considered for quality improvement.

According to (Syahrul Sarea), in addition to conducting a SWOT analysis, the team is also actively discussing current issues regarding policies and areas that need improvement, including intensive discussions on shortcomings that will later inform corrective actions and lead to the development of new programs (Alnawayseh et al., 2023).

### **Prioritization in Planning**

According to (Andi Yauri), there are two main considerations in planning: First, the programs or activities developed should be based on priority scales and have a significant impact on accreditation, such as faculty research and community service. Second, the programs or activities should address the results of the SWOT analysis, especially in areas of weakness such as curriculum reviews and guidelines for writing scientific papers. Based on these considerations, programs and activities are designed to address these shortcomings, which will have a significant impact on accreditation (Nasralla et al., 2023).

### **Strategic Implementation**

According to (Andi Yauri), Strategic Implementation ensures that the organizational structure supports the execution of strategies and programs that have been set. The team works collectively and actively coordinates tasks and programs within both the Program and Faculty, ensuring that activities run effectively under the leadership of the Faculty.

According to (Ishak), the role of the Dean of the Faculty is to: 1) Ensure that the programs and activities are well implemented and aligned with the plan, supporting the achievement of accreditation; 2) Be responsible for ensuring that the Faculty's and Program's vision and mission are achieved through strategic planning, resource management, and supervision.

According to (Fajar Awaluddin), the team works based on the established targets from various programs and activities, nearly all of which are oriented toward achieving the main target of obtaining excellent accreditation. Consequently, all stakeholders perform their roles accordingly. Furthermore, the team works solidly and supports each other in implementing the existing programs.

According to (Syahrul Sarea), one of the key aspects of the team is the structure, which accommodates both young and experienced lecturers, allowing for very effective performance in accordance with their respective roles. The team also builds communication both formally and informally. The team is supported by the Faculty's PJM (Program Quality Management) and the Program's PJM, which work synergistically and are highly adaptive to changes, including policy shifts.

This is supported by a statement from (Andi Khemal), the Faculty PJM team: "The team is always active in discussions and regularly updates information related to both academic and non-academic management. These discussions are held intensively, fostering a positive culture that brings tangible benefits to the advancement of the Faculty."

According to (Syahrul Sarea), during the implementation phase, challenges are inevitable. However, the team adopts a proactive problem-solving approach. Whenever an issue arises, the team actively conducts reviews and seeks solutions. Additionally, the Accreditation Team is highly proactive when new policies are introduced, ensuring intensive reviews to better understand these policies, such as changes in curriculum policies and university quality policies. This ensures that the team fully understands what needs to be done and identifies any deficiencies that require corrective actions at both the Faculty and Program levels.

### **Strategic Evaluation and Control**

According to (Andi Yauri), the evaluation and control processes at the Faculty are an inseparable cycle. Faculty leadership conducts regular performance reviews based on the existing Strategic Plan (Renstra) and Operational Plan (Renop). These evaluations not only focus on the final results but also



on the implementation process to ensure that it is running smoothly and remains under control, ensuring that the team works effectively and efficiently.

According to (Syahrul Sarea), the evaluation is not only conducted at the end of the year but also during the ongoing activities. Although it is not always formal, there is always informal discussion among the team. If there are shortcomings in meeting the accreditation indicators, the Faculty's Accreditation Team, together with the Program's Team, holds discussions to address the necessary actions. The results of these discussions are then communicated to the Faculty leadership as input for improvements.

### ***Key Factors for Achieving Excellent Accreditation***

According to (Andi Yauri), the key factors for the success of obtaining Excellent Accreditation at the Faculty of Tarbiyah are as follows: 1) Integrated Vision and Mission: We ensure that the Program's vision and mission align with the Faculty and institutional vision and are relevant to community needs and the latest developments. 2) Transformational and Collaborative Leadership: The Dean and Team (Vice Deans, Program Heads, Program Secretaries, PJM Faculty, and PJM Program teams) are solid, supportive, and actively lead change while encouraging active participation from lecturers, students, and educational staff in every strategic process. 3) Development of Excellent Human Resources: We make significant investments in improving the qualifications of lecturers and educational staff through advanced studies, training, and research and community service opportunities. Human resource quality is our foundation. 4) Responsive and Innovative Curriculum: Our curriculum is continuously reviewed and adjusted to developments in the field of study, industry needs, and the "Merdeka Belajar Kampus Merdeka" (MBKM) policy. We focus on producing graduates who are not only intellectually capable but also possess character and competitiveness. 5) Systematic Data Management and Quality Assurance: We build a well-organized and accountable documentation and reporting system. The internal quality assurance team (PJM Faculty and PJM Program) works consistently to monitor, evaluate, and recommend continuous improvements in all aspects. 6) Involvement of External Stakeholders: We actively collaborate with schools, educational offices, Islamic boarding schools, and alumni to obtain feedback, internship opportunities, and graduate employment prospects.

According to (Fajar Awaluddin), the three main keys to achieving excellent accreditation in the PAI Program are as follows: 1) Solid Team Synergy: This is not the work of just one or two individuals, but the entire faculty, educational staff, and even students. My role as Program Head is to ensure that each team member understands their role and works together harmoniously. 2) Orderly Administration and Data: Accreditation is about evidence. Therefore, the collection, organization, and presentation of relevant, accurate, and accessible data and documents are crucial. 3) Responsiveness and Proactiveness: Not waiting for problems to arise but being proactive in identifying potential issues and responsive in finding solutions, especially in terms of data needs and coordination between units (focusing on the accreditation indicators that are lacking and making them a priority for the development of annual activities)(Kumar et al., 2020).

According to (Syahrul Sarea), the key to success is our strong commitment from all organizational elements. We also apply a systematic and sustainable strategic management approach. For us, accreditation is not just the end goal, but part of our long journey to continuously improve quality and make necessary improvements. We always plan everything carefully, based on priorities and needs, implement activities as planned, and actively work with the team to evaluate and analyze for improvement (Gaston, 2023).

Achieving excellent accreditation for an academic program is a testament to the Faculty's and Institution's commitment to quality and sustainable standards. The research data presents important findings regarding the factors that determine the success of achieving Excellent Accreditation at the Faculty of Tarbiyah, as revealed by several key informants (Andi Yauri; Fajar Awaluddin; Syahrul Sarea). In general, this discussion will elaborate on the synergy between strategic planning, solid implementation, and continuous evaluation, which are the key pillars in achieving the excellent accreditation status at the Faculty of Tarbiyah.

### Quality-Oriented Strategic Formulation

From the outset of planning, the primary focus is that the programs and activities generated are quality-based and contribute to achieving excellent accreditation. Andi Yauri emphasizes that the vision and mission of the study program must be aligned with those of the faculty and the institution, and be relevant to the needs of society and current developments. A vision represents the future goal that an organization strives to achieve. For a study program, the vision should reflect its specific contribution to the faculty and institution's broader vision. If the program's vision is not aligned, it could lead to fragmented goals, hindering the overall vision of the institution (Reddy et al., 2024). Meanwhile, the mission defines the basic objectives, functions, and target audience of the organization. The study program's mission should outline how it will contribute to the faculty and institution's mission and distinguish itself from other programs. Mission alignment ensures that each unit works towards a common goal with clearly defined roles. Based on this, the vision and mission in a study program play a significant role in achieving the broader aspirations of both the Faculty and the Institution.

This formulation process, according to Syahrul Sarea, involves the participation of diverse stakeholders—ranging from leadership, lecturers, students, alumni, and alumni users—to ensure alignment with planning standards. Such involvement is crucial to producing a vision that is not only ambitious but also realistic and implementable. Stakeholder involvement is essential in fulfilling the needs and expectations of each stakeholder group while aligning with the current and future internal conditions of the institution. This approach ensures that the stakeholders' desires and expectations are met (Setiawati et al., 2025).

Furthermore, Syahrul Sarea stresses the importance of intensive socialization through various media, ensuring that the vision and mission are not merely decorative but are internalized by all stakeholders. This shows that planning does not stop at formulation but extends to how the vision can be internalized and serve as an operational guide. One of the ways to socialize the vision and mission is through the website, as it is an ideal, quick, and accurate information platform. The details shared on the website can be conveyed clearly and cohesively (Dirwan et al., 2024). The program's vision and mission can also be socialized through various media, including print media like posters, brochures, and handbooks, curriculum guides, electronic media such as websites and social media, and internal activities like coordination meetings, seminars, and training. Currently, the most familiar tools for this are websites and social media platforms (Instagram, Facebook, and TikTok).

Another crucial aspect in planning is comprehensive environmental analysis. SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) serves as the primary instrument for identifying critical issues. Fajar Awaluddin highlights the focus on governance, management, and collaboration (especially international collaborations), as well as human resource development (faculty ratio, qualifications, achievements), infrastructure, responsive curriculum, and the quantity and quality of faculty research and community service. Syahrul Sarea adds that in-depth discussions about current policies and identifying deficiencies are key for improvement. This approach ensures that planning is not only reactive but also proactive in anticipating challenges and seizing opportunities. According to Fred R. David, the most difficult task in strategy formulation is when strategists identify critical success factors such as strengths, opportunities, weaknesses, and threats. SWOT analysis is a commonly used tool for identifying critical success factors (Samarawickrama, 2025).

Prioritization in planning is also a key element. Andi Yauri explains that the programs and activities formulated are based on priority scales and have a significant impact on accreditation, such as research and community service. Additionally, the programs are designed to address weaknesses identified in the SWOT analysis, such as through curriculum reviews. This reflects a systematic, evidence-based approach to addressing needs.

### Collaborative and Adaptive Strategic Implementation

Once the planning is complete, effective strategic implementation becomes the determinant of success. Andi Yauri highlights the importance of an organizational structure that supports the implementation of programs, with teams working collectively, including both young and experienced

members, and maintaining active coordination between the study program and the faculty to ensure that the program runs effectively under the leadership. This reflects a structured and coordinated management system. Structured planning provides clear benchmarks to assess performance and work effectiveness, facilitating oversight functions to compare what has been done against what was planned (Loo et al., 2024).

### *Central Role of Leadership in Strategic Implementation*

Leadership plays a crucial and central role in the implementation phase of various strategic programs, especially in higher education institutions. The success of initiatives, such as achieving program accreditation or realizing the faculty's vision and mission, depends significantly on the direction and commitment provided by leadership at all levels. In this context, a leader, such as the Dean of the Faculty, bears full responsibility for ensuring that the planned programs are executed as intended. This includes key functions such as effective resource allocation, cross-department coordination, sound decision-making, and overcoming obstacles that may arise during the implementation process. Moreover, transformational leadership, characterized by the ability to inspire and motivate staff, has been positively correlated with the effectiveness of program implementation and organizational performance improvement. Therefore, visionary and proactive leadership not only ensures operational smoothness but also catalyzes innovation and the achievement of higher quality standards, ultimately supporting accreditation success and the realization of long-term institutional goals (Muema, 2020).

In the case of Faculty of Tarbiyah IAIN Bone, Ishak, as the Dean, has demonstrated transformational leadership, taking full responsibility for overseeing the entire process and ensuring that programs align with the plan and support the achievement of accreditation as well as the faculty's vision and mission.

Meanwhile, Fajar Awaluddin, the Head of the PAI Program, strengthens this by stating that the entire team works based on the set targets under the Dean's guidance, with the primary orientation being the achievement of excellent accreditation. The team's solidness and mutual support are key factors, where each stakeholder understands their role and collaborates harmoniously.

Syahrul Sarea provides valuable insights on the team structure, which accommodates both young and experienced lecturers, fostering effective performance and good communication, both formal and informal. The team is also supported by the Faculty's and Program's Quality Assurance Teams, with all members playing crucial roles in achieving excellent accreditation at the Faculty of Tarbiyah IAIN Bone. Andi Khemal, the PJM Faculty Team member, highlights the intensive discussion culture and information updates, which have been a positive and driving force for progress at the Faculty of Tarbiyah.

This shows that strategic implementation is not only about executing programs but also about building a collaborative, responsive, and adaptive work culture.

### *Strategic Evaluation and Control for Continuous Improvement*

Strategic evaluation is a crucial phase in the strategic management cycle, often overlooked, but essential for ensuring that the strategies being implemented are on track and capable of achieving organizational goals (Plummer, 2023). This process not only focuses on measuring performance and outcomes but also analyzes the effectiveness of the strategies in dealing with both internal and external changes (Bohlens, 2025). Without systematic evaluation, organizations risk continuing with strategies that may no longer be relevant or even counterproductive in the face of changing markets and intense competition (Berrong, 2024).

Strategic evaluation generally includes three main activities: (1) reviewing the fundamentals of the strategy, i.e., whether the initial assumptions behind the strategy formulation are still valid; (2) measuring organizational performance using Key Performance Indicators (KPIs) to compare actual results with the set targets; and (3) taking corrective actions if deviations or opportunities for improvement are found (Monteverdi, 2022). This review of the strategy's foundation is particularly



important in the context of rapid changes, where factors like new technologies, government regulations, or shifts in consumer preferences can quickly alter the competitive landscape.

Moreover, strategic evaluation serves as an organizational learning mechanism, enabling leaders to understand what worked, what didn't, and why. This process encourages accountability and transparency in strategy implementation and facilitates continuous adaptation and innovation (Hitt et al., 2019). Thus, strategic evaluation is not merely a routine performance review but a dynamic management tool to ensure the organization's future competitiveness and relevance.

Meanwhile, the evaluation and strategic control at the Faculty of Tarbiyah IAIN Bone is a cycle to assess whether the implemented strategies are on track and to evaluate their effectiveness. Specifically, the evaluation at the Faculty focuses on the achievement of excellent accreditation, the Vice Dean, states that the faculty leadership regularly reviews performance based on the Strategic Plan (Renstra) and Operational Plan (Renop). This evaluation not only focuses on the final results but also on the implementation process to ensure team effectiveness and efficiency. This approach demonstrates a commitment to continuous improvement.

Syahrul Sarea adds that evaluation is not only done at the end of the year but also informally during ongoing activities through discussions with the team. When there are deficiencies related to accreditation indicators, the Faculty's and Program's accreditation teams engage in intensive discussions to formulate corrective actions and provide feedback to the faculty leadership. This indicates a dynamic and integrated evaluation culture that enables quick and timely improvements.

From these insights, it can be understood that strategic evaluation is conducted to assess whether the strategic implementation is on track and to identify areas for improvement. For more specific evaluation of the achievement of excellent accreditation, evaluation is not only conducted at the end of the period but also informally through team discussions to ensure that the program runs effectively and as expected.

## Conclusion

The conclusion of the research on Strategic Management in improving the accreditation of Study Programs at the Faculty of Tarbiyah, IAIN Bone can be summarized in the following points. First, **\*\*Strategic Formulation with a Quality-Oriented Focus\*\***: The Islamic Education Study Program at the Faculty of Tarbiyah formulates its programs with a focus on achieving quality, starting from the development of vision and mission to the creation of work programs. These programs are aligned with the vision and mission of both the Faculty and the institution, as well as the standards set by the Independent Accreditation Institution for Education (Lamdik). In addition, a thorough analysis of both internal and external conditions is carried out using a SWOT analysis to examine strengths, weaknesses, opportunities, and threats. Second, **\*\*Strategic Implementation with Collaborative and Adaptive Approaches\*\***: The implementation involves an organizational structure that supports teamwork, with a collaborative and adaptive approach, combining both young and experienced teams. Active coordination between the Study Program and the Faculty ensures the effective implementation of programs under the leadership of the Faculty and Study Program. The central role of leadership is critical in executing the program, building a collaborative team, and adapting to the latest developments. Lastly, **\*\*Strategic Evaluation and Control for Continuous Improvement\*\***: Strategic evaluation is carried out to ensure that the strategies are progressing according to plan and achieving the organization's goals. This process emphasizes not only performance measurement but also periodic evaluations and strategic control to assess the success and effectiveness of the strategies, with a primary focus on achieving Excellent Accreditation. The strategic management practices implemented in the Islamic Education Study Program at the Faculty of Tarbiyah, IAIN Bone have proven to be effective in securing Excellent Accreditation.

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