THE IMPACT OF INDONESIA NEW HIGHER EDUCATION ACCREDITATION CRITERIA IMPLEMENTATION

by I Nyoman D. Pahang Putra

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Abstract

The paper aims to clarify the relationship between quality culture and outcome, as the impact of Indonesia higher education new accreditation criteria. It proposes modelling the social transformation process and outlining the impact of the new accreditation implementation. The study aims to in depth exploring the new quality culture in a university in East Java.

The paper opted for an exploratory study using the open-ended approach, including depth interviews and discussion with employees representing middle and senior management in a university in East Java.

The paper provides empirical insights about how change is brought about during new accreditation standard. It suggests that successful transformation need a serious change management program related quality culture. Higher education managers have a unique role because of their role as lecturers with additional assignments. The condition that the thing as not usual imply in resistance. Change requires the role of a visionary leader at all levels, from universities, faculties, departments and study programs.

Keywords: quality culture, change, outcome

INTRODUCTION

Why organization must change (Gaston, 2013)? There are three reason that the Indonesia criteria for accreditation has been change. First, the previous document of standard is out of date (Haris, 2013), so that it needs to be adjusted to the latest regulations regulate Higher Education and Accreditation. Second, shifting paradigm: some current regulations and good practice quality assurance abroad requires paradigm shifting from Input-Process-based to Output Outcome-based (Middle States Commission on Higher Education, 2006). Third, weaknesses of assessment: there are some weaknesses found in the accreditation assessment using existing instruments, and the need for improvement accountability of the accreditation process. It is in accordance with Permenristekdikti No 32/2016, BAN-PT develops accreditation instruments relevant to the development of the higher education sector in Indonesia and follows global developments (Permendikbud-RI No.87, 2014)

Accreditation is an assessment activity based on the National Standards of Higher Education (SNPT) to guarantee the quality of higher education in study programs in every university in Indonesia (Sunarto, K, 2017). The Accreditation Process is held by the National Accreditation Board of Higher Education (BAN-PT) and involves assessors as assessors and study programs.

In the framework of efforts to improve quality, program evaluations carried out have included evaluations of the objectives of the university or the tridarma of higher education. However, so far, it cannot yet be concluded how the achievement of the quality of a university or the quality of the higher education system as a whole. This is thought to be partly due to the existing TQM practices that have not been optimally developed. Another reason is because the other TQM principles, namely the assessment of quality achievement is not done. For this reason, it is necessary to review the university's quality objectives, strong commitment to achieving quality in each university's strategic plan and conducting quality audits regularly to ensure the implementation of quality education (Fransen, 2014).

The difference between the previous and new criteria of Indonesia National accreditation of higher education.

Table:1

		The previous accreditation standard	IAPS 4.0
Nature		Program Study treated as resource unit	
Instrument		One size, fit for all	More specific for various types institutions. University, Institute, Polytechnic, Academy and program (Bachelor, Diploma, Professional, Master, Doctor).
		Has not been able to measure the fulfilment of NSoHE	
		Not related to the CQI process: ad hoc, not building culture.	As an integral part of CQI.
Document		There are three document: Form of Study Program (IIIA), 75% form of Institution / faculty (IIIB), 15% self-evaluation report, 10%	two documents, 1. Study Program Accreditation (APS), 45% 2. Self-evaluation Report (LED), 55% so that in the form of the new version both are equally important.

Form	Qualitative and narrative form	The fundamental difference in the form of this new version is that APS documents are form with quantitative data, while LEDs are in narrative form
Proponent Unit	Study Program	Department / Faculty
Self assessment report	Before SN DIKTI 2015 7 STANDARDS: 1. Vision, Mission, Objectives and Objectives 2. Meeting and management 3. Students 4. Human Resources 5. Curriculum 6. Finance, Facilities / Infrastructure 7. Research and Cooperation	After SN DIKTI 2015 The LED contains 9 accreditation criteria which include: 1) Vision, Mission, Objectives, and Strategy, 2) Governance, Governance and Cooperation, 3) Students 4) Human Resources 5) Finance, Facilities and Infrastructure 6) Education, 7) Research, 8) Community Service, 9) Output and Achievement of Tridharma.
Sifthing paradigm	Input - process base	Output - Outcome base
Quality Assurance		So in the form preparation can not be separated from: Statute of the Foundation, Development Master Plan (RIP), Strategic Plan (RENSTRA), Operational Plan (RENOP). Each must be related to one another, cannot stand partially. For example, the RIP was prepared by a 20-25 long term design Institute (Chancellor), the Strategic Plan was designed by the Faculties / Management Units with an intermediate term of 4 or 5 years depending on the term of office, RENOP can be arranged by faculty or study programs that are short term 1 year and more operational related to time and financing.
Guidebook		There are several things that need to be prepared related to the guidebook. For example educational manuals, research manuals community service manuals, guidebook for developing academic atmosphere and campus scientific autonomy, student manuals, human resource handbook, financial manuals, Infrastructure handbook, quality assurance system guidance book, cooperation manual. In total there are 10 guidebooks that need to be prepared.
Operational standard		The above manual is a reference in the preparation of operational standards. Each guidebook contains aspects of planning, implementation, evaluation and expenditure, so that Universities have a reference in conducting a measured program of activities from upstream to downstream.
Collaboration	cooperation in previous forms is included in the standard 7 final section	in the new form the cooperation is included in the standard one. The form of cooperation is not only seen from the amount of cooperation, but also the follow-up and the name of the cooperation that is carried out.
Finance	The financial aspects of the old form are calculated as a whole	The new financial form is calculated in detail. For example the student operational fund (DOM) only concerns operational activities and campus activities that relate directly to students.
Publication	Not much concern	Many new forms present publications conducted by lecturers and students. The size is not only the publications that are carried out but how many citations from lecturer and student publications. In this aspect there are several evaluation points between separate lecturers and students.
Intelectual right	Not much concern	New forms not only focus on intellectual property rights for lecturers but also talk about

		student rights. The new IPR form is divided into 3 categories: education and research, intellectual property rights in the form of goods, intellectual property rights in the form of goods used in the industrial world. The three intellectual property rights include lecturers and students. This means that the old forms related to IPR are only 1 point, while the new forms of IPR talk are 6 points.
Data		Work in the preparation of the new version of the form is more rumored when compared to the old version. Especially in Higher Education Accreditation forms, data in exsel format must be synchronized with the data in the PDDIKTI forlap. Data presented both the number of prospective students, the number of students accepted, the number of students who study, the number of students who graduate must be in accordance with the data in the forlap. One year of preparation is needed.

Source : Badan Akreditasi Nasional Perguruan Tinggi National Accreditation Agency for Higher Education (NAAHE)

RESEARCH METHOD

This study use quantitative and qualitative data. The paper opted for an exploratory study using the open-ended approach, including depth interviews and discussion with employees representing middle and senior management in a university in East Java. In-depth observation use direct participation approach as researches involvement in quality assurance responsibility in university. Indicators use (Zarifraftar & Aryankhesal, 2016)

Population and sample

Table:2

Population and Sample	Amount
Rector and Vice Rector	4
Dean	7
Academic Vice Dean	7
Personnel and Finance Vice Dean	7
Student and Collaboration Vice Dean	7
Head of Department	4
Department Secretary	4
Program Study Coordinator	24
Total	64
Sample and data use in analysis	30

RESULT AND DISCUSSION

University of Pembangunan Nasional Veteran Jawa Timur in brief. This university have found in year 1959. The university have long journey in its statue. Initially the university was founded by Indonesian war veterans in 1959, with the aim of helping veterans and families continue to contribute to Indonesia's development in all fields. Furthermore, the university is fostered by the Department of Defense Security with official status of the country. In 2004, in line with the demands of government reform in Indonesia, the university was managed by the General Commander General Sudirman Foundation with the status of a private university. In 2014, the university turned into a state university, under the ministry of technology research and higher education. Currently the National Development University of Veteran, East Java, which is included in the group of 38 new state universities, is the first time to achieve the status of a public service agency (Badan Layanan Umum).

Table:3

Faculty	Study Program	Accreditation
Economic and Business	Development Economics	A
	Management	A
	Accounting	A
	Magister of Management	B
	Magister of Accounting	B
Agriculture	Technology Agriculture	A
	Business Agriculture	A
	Magister of Business Agriculture	A
	Magister Technology Agriculture	-
Engineering	Chemical Engineering	A
	Industrial Engineering	B
	Food Engineering	B
	Environmental Engineering	A
	Civil Engineering	B
	Magister of Environmental Science	-
Social and Political Science	Public Administration	A

	Business Administration	A
	Communication Science	A
4	International Relationship	B
Architecture and Design	Architecture	B
	Visual Communication Design	B
Law	Law Science	B
Computer Science	Informatics	B
	Informatics System	B

UPN Veteran Jawa Timur has 24 study programs. There are 11 study programs with A accreditation, the rest get a grade B. Accreditation for institutions, UPN Veteran East Java has obtained an A.

Readiness of university officials to compile study program accreditation instruments (APS) 4.0
Participation in socialization of study program accreditation
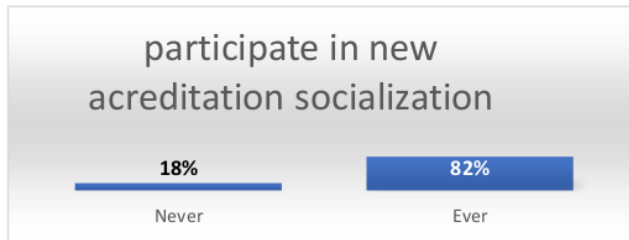
Since the regulation on the implementation of new accreditation has been established by the Indonesian Higher Education National Accreditation Agency in 2018, UPN Veteran East Java has responded by making various approaches so that the entire academic community understands, especially university officials. The university quality assurance unit is headed by the head of the quality assurance center. This unit is responsible for the Head of the Learning Development Center and Quality Assurance. The socialization of the use of the nine new accreditation criteria was carried out in various ways, namely by bringing in resource experts from the BAN-PT assessor, conducting internal socialization, placing new instruments on the LP3M website, conducting special discussions using social media, through whats up group. As many as 82% of respondents stated that they had attended this socialization.

Understanding of new accreditation forms

Accreditation aims to assess quality assurance carried out in all college management activities (Ryan, 2015). Study program accreditation 4.0 was redesigned to suit the implementation requirements of the national higher education standard set in 2015. In addition, the quality assurance requirements of quality according to international standards became one of the things that caused the management of higher education institutions to refer to those needs. Changes occur in the management of universities. The change in new forms in APS 4.0 does not merely change the documents and contents in it, but more than that forces universities to focus more on improving the process and producing output. This is what causes difficulties in understanding the new instruments in APS 4.0. The majority of respondents as many as 73% said they did not really understand.

Assistance
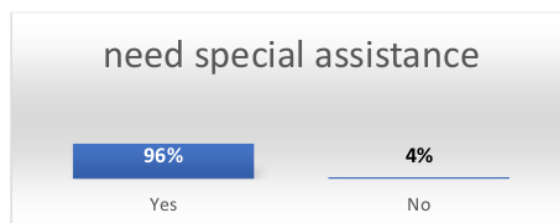
Filling out accreditation forms is easy if the data needed is available. In fact the existence of data is often a big problem. UPN Veteran East Java is carrying out various changes to improve the integrated information system. This will facilitate

university officials, faculty and study programs in evaluating and analyzing students, lecturers, learning processes, curriculum and other activities in the management of higher education. Changes in the output-oriented paradigm are still

not widely understood. Therefore 96% respondents stated that they needed special assistance in filling out new accreditation documents.

University commitment in making changes

believing that university
have commitment for...

90%

10%

Yes

No

Changes in an organization require strong commitment, especially from the leadership of the organization. A number of 90% of respondents said the university had a strong commitment to make changes. They assume that this commitment is needed to maintain university accreditation while still obtaining an A, the best value for institutional accreditation. Respondents also hoped that this commitment was accompanied by preparing facilities, human resources and the better budgeting process.

Understanding of new Indonesia accreditation criteria.
The fundamental change in the study program accreditation instrument is the unit that proposes. The process of proposing the previous accreditation, which proposes is a study program, as for the Faculty and majors as attachments. Currently APS 4.0 is the opposite, the unit that proposes accreditation is the unit that manages the study program, namely the Department or Faculty. This change has significant consequences. In fact, all management of the study program is carried out by the study program coordinator who conducts all managerial activities and also academic activities related to curriculum implementation. This change rearranged the management authority of the study program to focus on developing curriculum implementation in the learning process for students. The authority to regulate resources, such as lecturers, other facilities is returned to the Department or Faculty. Thus, the study program coordinator focuses on achieving the target of scientific vision. In contrast, the Faculty or department as a management unit has a role to carry out managerial activities in managing human resources, finance, and other infrastructure. Faculties and departments focus on managing to achieve the stated vision, mission, goals and objectives. This change becomes important regarding the task force of the accreditation forms. Taskforce is a group of people who have a special task to complete the form making. Unclear division of tasks will make the team ineffective and demotivating (Mardalena, 2018).

What exactly is accessed by the National Accreditation Agency? The purpose of BAN PT is to find out how far the study program is managed properly to achieve its objectives. So the critical point is how the study program reaches its goal. To achieve good goals four steps are needed. First, conduct a self-evaluation. Second, determine the strategy to achieve it. Third, determine the plan. Fourth, conduct an evaluation, until finally the goal is reached.

The self-evaluation report is very important in the assessment of current accreditation. The value of the self-evaluation report is balanced with the study program performance report. A good self-evaluation report cannot be prepared without complete and comprehensive performance data, which reflects the activities that have been carried out by the study program. The data is quantitatively compiled in the study program performance report.

Constraints in preparing performance reports
Good self-evaluation is also determined by data. Data is obtained and treated in four steps to be used as the basis for preparing a self-evaluation report. The process includes data collection, data processing, data processing and data analysis. Study program performance reports determine eight types of data that must be reported, namely:
1. Governance, Governance and Cooperation.
2. Students.
3. Human resources.
4. Finance, Facilities and Infrastructure.
5. Education.
6. Research.
7. Community Service.
8. Outcomes and achievements of tri dharma

In-depth interviews with several respondents mentioned the most difficult criteria for them were the criteria for facilitation, infrastructure and finance. This could be because there is no clarity in the university budgeting process. Procedure operational standards have not been optimally implemented. They also assume that this accreditation form is something new, there is a paradigm shift that they must learn, and it takes time to deepen it. Education industry need to improve the quality of their lectures in all aspects, regarding their whole competence of hard skill and soft skill (Yuhertiana, et.al. 2019)

Observed from several workshop of new criteria, respondents give feedback on their difficulty. There are four critical points need to be highlited in improving the faculty priority program. First, **Student involvement in research and community development.** In new forms, there is a necessity to involve students in the research and community service carried out by lecturers. Lecturers need to build their knowledge in the scientific tree developed in their student research and proven by publication citation. **Second, Quality** of alumni. Tracer study to find out how alumni perform in the community. Tracer studies are mandatory and detailed to be able to understand how alumni are accepted in the community, quickly accepted including graduate user satisfaction. Third, Outcomes of Research and Community Service. Lecturers and students are required to conduct research publications and services, especially for S2 and S3 students. In several universities this is still a problem because there are no obligations and regulations governing the university. Fourth, Collaborating indicator.

Completing study program performance reports requires data. The data needed is data that proves the existence of output achieved. Cooperation is not only proven by MOU or MOA but must be proven by external evidence, such as assignment letters or proof of publication in proceedings or journals. Good governance aims to how to manage and how to relate to outside organizations. So the one who cooperates is at the institutional level. Management related to organizing, there is public leadership that raises public trust.

Constraints in preparing a self-evaluation report.
The importance of self-evaluation report.

Self-evaluation is prepared by the management unit focused on the proposed study program. Why? because the management unit is responsible for the study program. PP 4 of 2004 concerning the structure of higher education organizations.

The importance of a self-evaluation report.

Departments / Faculties must have a road map / program to reach the target. To know that the road is not lost, the department must know where the position is. So in order to know the position where to be clear where the organization is headed, a self evaluation must be done. How to? Perform SWOT analysis. External and internal environment. how the characteristics of the study program. So do a self evaluation, so you know where the position is? After knowing the position, PS determines the strategy for developing the study program. If you don't know the position, then the study program will only run on the spot, not knowing where to go. The impact of self-evaluation, with cooperation and assistance will be easier to move.

How is self-evaluation done?

By involving all stakeholders. Taskforce involves education staff, junior and senior lecturers, university officials. The team was involved in starting data collection, data processing, analysis and interpretation needed to make a self-evaluation accurately showing the position of the study program that should be. LEDs are also arranged to determine planning, both long and short term. Related to budgeting and achieving goals.

The LED does not only contain descriptions but contains an analysis of the success and failure of achieving the study program's vision and mission. There is a phenomenon, writing a long thesis. What causes old thesis writing? That is the root of the problem. Each criterion is analyzed for these factors. All root problem summaries are in. Actually students are fast, but students have to do outside analysis because analytical tools do not exist on campus. The problem was revealed because of financial constraints, there were no facilities at the infrastructure. So the next step must be planning to improve the budgeting system. The conclusion is positioning.

CONCLUSION

The purpose of this study is to understand in depth how changes in quality culture are related to the implementation of nine new criteria as a basis for accreditation assessment in Indonesia, with a case study of a college in Surabaya, East Java. There are three important things that are concluded. First, The addition of new criteria that emphasize more on the outcome that is measured administratively is that document filling is easier. However, new indicators of achievement have not occurred, for example by increasing the role of students and measured by evidence of achievement, such as the number of citations to be a concern about the decline in the value of accreditation. Second, changes in the management paradigm of higher education institutions related to the separation of authority of managerial vision and activities of science (scientific vision) need to be a concern for universities to implement supporting policies. Third, Changes in individual culture occur because each university leader is required to implement goals and result oriented. All ranks of officials, starting from study programs, departments, faculties and universities are required to have the ability to realize the university's vision together, by positioning the actual conditions. Self-evaluation needs to be done by using comprehensive data, so that in the end it can be determined the appropriate development strategy to achieve the goal.

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