Accreditation Policy and Quality of Higher Education

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ABSTRACT: *Accreditation policy is nothing but a form of quality control of universities. Accreditation activities assess the independence of the universities concerned. Accreditors assume that human action is determined by self-will (self-termination), and on self-direction. The substance of quality and accreditation is more on building a new scientific paradigm. In the context of achieving quality refers to the concept of individual - institutional motivation in carrying out the work. The recognition of more important identity is to change the paradigm and epistemology of science in accordance with the development and demands of the times. New, more representative facilities are built. New educational equipment and media are also being held. All of that form has fulfilled the instrument of quality assurance of the universities. The answer that can parse the problem is the policy of accreditation. Accreditation is interpreted as a measure of quality assurance. The objective of achieving the quality can be realized based on the strengthening of the strategy and quality technique pursued through accreditation, until the supervision is interpreted as a challenge that needs to be answered completely. The real phenomenon of action and reality in the environment of university is a careful step in writing this paper, the academic environment service; The principle of managerial optimization; an input-output perspective-a multidimensional outcome; principles of harmonizing institutional governance, and risk reduction principles. These five principles become a system that binds the strengthening of accreditation policies implicate the quality of the university.*

Keyword: *Accreditation Policy, and the Quality of the University.*

ABSTRAK: Kebijakan akreditasi tidak lain sebagai wujud pengawasan mutu perguruan tinggi (PT). Akreditor menilai tindakan kemandirian PT bersangkutan. Ia selalu berasumsi bahwa tindakan manusia ditentukan oleh kemauan sendiri (*self ditermination*), dan pada tujuan sendiri (*self direction*). Substansi mutu dan akreditasi lebih pada membangun paradigma baru keilmuan. Dalam konteks pencapaian mutu mengacu konsep motivasi individual-institusional dalam melaksanakan pekerjaan. Penghargaan akan identitas yang lebih penting adalah mengubah paradigma dan epistemologi keilmuan yang sesuai dengan perkembangan dan tuntutan zaman. Fasilitas-fasilitas baru yang lebih representatif memang dibangun. Peralatan dan media pendidikan yang baru juga diadakan. Semua itu wujud telah terpenuhinya instrumen penjaminan mutu PT. Adapun jawaban yang dapat mengurai permasalahan itu adalah kebijakan akreditasi. Akreditasi dimaknai sebagai langkah penjaminan mutu. Tujuan pencapaian mutu dapat diwujudkan atas dasar penguatan strategi dan teknik mutu yang diupayakan melalui akreditasi, hingga pengawasan dimaknai sebagai tantangan yang perlu dijawab secara tuntas. Fenomena aksi dan realitas yang senyatanya di lingkungan PT merupakan langkah pencermatan dalam penulisan makalah ini, yaitu pelayanan lingkunganakademik; Prinsip optimasi manajerial; perspektif input—*output-outcome* multidimensional; prinsip harmonisi tata kelola institusi, dan prinsip pengurangan risiko. Kelima prinsip tersebut menjadi sebuah sistem yang mengikat sebagai penguat kebijakan akreditasi berimplikasi mutu PT.

Kata Kunci: Kebijakan Akreditasi, Mutu PT.

Preliminary

The accreditation policy is the acknowledgment of the higher education institution granted by the competent authority on the basis of the assessment that the assessed institution has met certain criteria.

It is also an acknowledgment by a particular agency of a person's authority to perform or perform his duties. Accreditation must be implemented by higher education institutions, namely institution accreditation and accreditation of study program.

The accreditation period is determined by the accreditors. Before deadline, re-accreditation can be done one year before. Accreditation policies implemented by the government as an effort to evaluate education standards in universities. Whether in the form of educational planning, implementation process of education, achievement, and evaluation and follow-up. In addition to measuring various plans for short, medium and long term college.

Accreditation of universities in Indonesia is handled by a body formed by the government under the Act called the National Accreditation Board of Higher Education (BAN-PT). Its duties and authority to access the implementation of higher education in Indonesia related to all activities undertaken by higher education institutions. The purpose of accreditation activities of higher education institutions is the implementation of an institution of the PT according to national standards of education.[1]

With the achievement of national standards of education is expected to achieve the objectives of education in general, as established by law.[2] That is the implementation of education on the basis of national education system that can improve faith and piety and noble character in order to educate the nation's life, 31: 3. Besides, universities in order to promote the national culture of Indonesia in the midst of world civilization by ensuring the freedom of society in maintaining and developing value -the value of his culture, chapter 32: 1. Moreover, the purpose of education is so that the Government can advance science and technology by upholding the values of religion and national unity for the progress of civilization and the welfare of mankind, article 31: 5.

Accreditation also examines the advantages and disadvantages in the organization of universities. Thus, from follow-up efforts, it can be clear which ones need to be improved, and which ones need to be maintained and which may again be reduced. This will obviously bring the impact of higher education institutions. As a product of policy there are advantages and there are deficiencies in the implementation

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[1]Tim redaksi Pustaka Yudistira, *Kompilasi Perundangan Bidang Pendidikan Seri Perundang-undangan* (Jakarta: Pustaka Yudistira, 2009), 256.
[2]*Ibid.*, 430.

in the field. The real advantages will be felt by universities that have done the regularity of the implementation of all activities of education in accordance with the concept of national education standards established in Indonesia.

The weakness is for institutions that have not fully capability to meet the standards of BAN-PT, will certainly encounter many obstacles. until the institution of higher education concerned added helpless or even going out of business. This is because it can't meet the various criteria that have been set by unilateral policy. However, inevitably such a thing must be done because the various considerations of standards measuring achievements can only be examined through a certain measure. Ie a body that regulates the right criteria to show college qualifications. It will thus be more evident that the government has done its obligation to provide guarantees to the community or users of educational services to college outputs.

Accreditation Policy

Hough (1984) in Mudjia Rahardjo's quote on policy affirming a number of policy meanings can point to a set of goals, plans or proposals, programs, decisions, present a number of influences, as well as laws or regulations.[3] While Carte V. Good (1959) in the Dictionary of Education states Educational policy is judgment, derived from some system of values and some assessment of situational factors, the operating of institutionalized education as a general plan for guiding, the decision of the means of attaining desired educational objectives.

Government Regulation Number 60 Year 1999 on Higher Education. chapter XIV on Supervision and Accreditation[4]:

1) The Minister shall stipulate the procedures for quality control and efficiency of all universities.
2) Quality as referred to in paragraph (1) is a link between objectives, inputs, processes, and outputs, which is the institutional responsibility of each college.
3) Quality assessment as referred to in paragraph (2) shall be conducted by an independent accreditation body.
4) The Minister shall stipulate the steps to apply to universities based on quality control and efficiency.

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[3]Mudjia Raharjo, *Pemikiran Kebijakan Pendidikan Kontemporer* (Malang: UIN Maliki Press, 2010), 3.
[4]*Ibid.*, 421.

5) The implementation of the provisions referred to in paragraph (1), paragraph (2), paragraph (3) and (4) shall be regulated by the minister

The Decree of the Minister of National Education of the Republic of Indonesia Number 004 / U / 2002 on Accreditation at Higher Education in Article 1 paragraph 2 states that: National Accreditation Board of Higher Education, hereinafter called BAN-PT is a non-structural independent body assigned to conduct quality assessment and efficiency of education high on college. Furthermore, in Section 3 it is mentioned that accreditation is the recognition of study programs at universities that meet minimum standards. Furthermore, in paragraph 4: the study program is a unity of learning plan that is organized on the basis of a curriculum and aimed at the students can master the knowledge, skills, and attitudes in accordance with the objectives of the curriculum.

Article 2 Paragraph (3) Data and information as referred to in paragraph (1) shall include curriculum, quality and number of education personnel, students, educational implementation, facilities and infrastructure, administration of academic administration, personnel, finance, college housekeeping, learning outcomes, and quality of graduates.

From some of these opinions means the accreditation policy towards universities is an assessment of the system of values and situational needs factors operated in a university institution as a general planning for guidance in making decisions so that the desired educational goals can be achieved.[5] Exactly from the assessment then referred to as the legitimacy of activities carried out between the activities of formulation and implementation of wisdom. Before the educational policies that have been prepared in the formulation process implemented, first legitimized. Before being implemented, why should the policy formulation be legitimized.

These policy formulations need to gain recognition from the public. And, the recognition is made by the community through community representative institutions. Thus at the operational and technical level, representative institutions, from national to provincial level are often used arenas. Similarly, the bureaucracy, from the center

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[5]Ali Imron, *Kebijaksanaan Pendidikan di Indonesia* (Jakarta: Bumi Aksara, 2002), 14.

down to the bottom is an arena for the implementation of wisdom, in this case the implementation of college accreditation.[6]

Because each college has different managerial characteristics, especially in the role of college leadership as exemplified Weber classify it into three parts. First, traditional authority, that is authority based on traditions or customs prevailing in society. Second, the legal-rational or bureaucratic authority, is the authority based on the prevailing rules. Third, the charismatic authority is an authority based on the emotional attachment of followers to their leaders. Such matters are not a significant problem in the management of higher education institutions, which are important and more important in private higher education institutions, in the presence of such accreditations a uniform starting point on material capacity and operational performance.[7]

Accreditation of a University Quality Assurance Step

Accreditation of universities can't be separated from the role of top management of universities. Top leaders of universities are required to have a holistic understanding related to vision, mission, and institutional goals of higher education. The concept of management that must be put forward is the higher education it carries it where to take it. Both its relationship with internal or external governance. In addition, because universities have the task of empowering the content of teaching, research, and community service, then the resulting product must be in line with the vision, mission, goals of college.

In addition, the resulting product has a significant impact on a variety of user needs that match the academic content. College leaders followed by subordinates such as deans, bureau chiefs, department directors, and section heads, all of whom carried the mandate. they walk in unison to realize the intended direction of achievement. The success of these will only be achieved well if there is a strong leader as a driver, a driver, a driver on the achievement of a planned goal. Planning illustrated in the brains of each of the top executives as well as in other leaders will facilitate a co-ordination simultaneously. Therefore, conducive organizational climate is absolute.

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[6]*Ibid.*, 72.

[7]Musyaropah, *Peran Filsafat dalam Kurikulum Berdasarkan Teori John Dewey* (Denpasar Bali: STAID Press, 2017), 678.

There are various ways in fostering management commitment, especially top management. The most important and definite way to do is to understand all existing planning to be implemented by all stakeholders. Techniques that need to be built is to often hold seminars, workshops, discussions, and other activities aimed at understanding, both technical and operational. Equally important is to build an intense communication both internal and external operational level. So that there are no primary needs supporting activities that can affect the quality of achievements of the neglected contemporary program.[8]

Simultaneously the enactment of government regulations on accreditation by BAN PT, the competition in quotation marks (!) Contains positive values increasingly apparent in all universities in Indonesia. Quality accompanied by branding into a target that continues to be pursued by universities that have strategic potentials related to financial and human resources. They are more open and looking for branding is not only in the country alone. But further hunting down branding ranks as the target is done overseas as well. The following data from reputable accreditor abroad to shoot the holder of the control of universities in Indonesia as follows:

1) ESIB-the National Unions of Students in Europe: www esib.org.
2) EuropeanCommission – Education and Culture DG: http://europe.eu.int/comm/education/
3) Index n. html.
4) LSVB – Ducth National Union of Students: www.lsvb.nl.
5) SFS – National Union of Students in Sweden: www.sfs.se.
6) UNESCO—Education Department: www.unesco.org/education/.
7) EUA – European University Association: www.unige.ch/eua.
8) ENIC – NARIC Network: www.enic-naric.net/ENQA-European Network for Quality Assurance in Higher Education: www.enqaahe.nl/.
9) INQAAHE – International Network for Quality Assurance in Higher Education: www.inqaahe.nl/.
10) OECD – Organization of Economic Cooperation and Development: www.oecd.org.

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[8]Sugeng Listyo Prabowo, *Implementasi Sistem Manajemen Mutu* (Malang: UIN Press, 2009), 253-254.

11) NCQA – National Committe for Quality Assurance (USA): www.nsqa.org.

12) QAA - Quality Assurance Agency for Higher Education (UK): www.qaa.ac.uk.

13) HSV – Högskoleverket, Swedish National Agency of Higher Education: www.hsv.se.

14) In addition there is another body of university quality assurance at the ASEAN level that has a university guarantee called Asean University Network Quality Assurance (AUNQA) under the auspices of ASEAN secretary established in 1999.[9]

Of course, precisely the shooting is a concern for top leaders. Because they must be responsible for the whole organization, in this case the progress that must be achieved by the college. It is recognized that top leadership is responsible for micro and macro perspectives within the scope of universities. The function of the top leaders' responsibilities is different from the functions and responsibilities of lower level leaders. In a study of the behavior of key executives Henry Mintzberg answered the question of what top leaders do (read college leaders).

In his research that top leaders do a lot of work with an unrelenting pace. Top leaders work and there is little breakthrough in activity. The activities of top leaders are characterized by brevity, variety, and fragmentation. The top leader sits between organizations with a network of contacts. The top leader is the information processor. Top leaders exchange information with peers, with people outside the organization, with direct subordinates, and with others throughout the organization. The supreme leader develops personal relationships that generate useful information, including suggestions, gossip, and ideas. Through this contact, top leaders receive updated and important data about the situation both within and outside the organization. Because only in college, for example will fly as expected. Here are ten categories of top management tasks in universities, so that the goals of college development remain on prospective control[10]:

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[9]Sugeng Listoyo Prabowo, *Implementasi Sistem Manajemen Mutu ISO 9001: 2008 di Perguruan Tinggi (Guidelines IWA-2)* (Malang: UIN Malang Press, 2009), 43.

[10]Ricard L. Daft, Ricchard M. Steers, *Organizations a Micro/Macro Approach* (London: Forestman and Company, 1986), 423.

Interpersonal Roles	Information Roles	Decisional Roles
1. Figurehead 2. Leader 3. liaison	4. Monitor 5. Diseminator 6. Spokesman	7. Enterpreneur 8. Disturbance 9. Resourse Allocator 10. Negotiator

Another concept that also focuses on human nature and its behavior within an organization in managing universities in terms of encouragement, direction, and will is presented by Douglas McGregor about humans. McGregor presents the view of organizational humanity, Theory X and Y. The point of view is as follows: 1) humans are basically lazy so it needs to be motivated by external stimuli; 2) the purpose of human beings is different from the objectives of the organization so that human beings need to be forced, manipulated, and supervised by the relevant organization in order to be assured that it will work to achieve the goals of the organization concerned; 3) humans are essentially irrational, and unable to control themselves, and apply self-discipline.[11]

On the basis of the above reasons, then one of the more well-known concepts to study individual motivation in terms of carrying out the work, is presented by Abraham Maslow (Maslow, 1943). Maslow presents a hierarchy of needs consisting of five kinds, namely: The need for security, protection against harm, assault, and so on; The need for love / affection: interacting with others in groups for friendship and love; The need for rewards: self-esteem, responses from others' status, ego satisfaction, etc. Self-actualization needs: self-development, self-expression, creativity, self-gratification, and so on. If these needs can be met by the top leaders of the college, then it can be assumed that all organ of organization runs smoothly. A regulation has not been fully implemented as it is by all universities. Thus it is not unfamiliar then the efforts made BAN PT can be regarded as both pressure and challenge. Where each college concerned in order to implement in accordance with applicable regulations in the general standard of education services to achieve the national quality standard of education in Indonesia.

Saputra quotes Mozah bint Nasser al-Missned that the growing era of business and irrefutable competition, demanding

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[11]J. Winardi, *Pemikiran Sistemik dalam Organisasi dan Manajemen* (Jakarta: Raja Grafindo Persada, 2005), 72.

existing educational institutions and all relevant stakeholders in practice, can no longer keep silent and run what is already there. Inevitably all are required to actively participate in the various creative endeavors needed to fix the world of our study. In the end we can only be a developed society and ready to compete globally, when the education held in this country has quality or quality in accordance with the global demands.

Surprisingly, with such demands, education in Indonesia is increasingly expensive. It is feared to affect various obstacles to prepare human resources ready to welcome the global era. Not to mention the need of educational infrastructure facilities that have not or lack of sufficient enough to seize the mind to parse the problems in education. In addition to the above two points, there are still unequal quality of educational institutions and educational access. Some areas even sometimes only have high school, even how minimalis sometimes not ideal. Plus the inequality of quantity and quality of faculty in educational institutions. A number of universities do not even have specialist teachers, especially professors, so that a lecturer can hold the actual material instead of being a competency in question. What happens if the learning process has not been optimal. Next can be predicted to result in lower degrees of college qualification.[12]

Quality Assurance Technique of Higher Education Through Accreditation

Technique of quality assurance of university through accreditation requires cooperation in internal and external PT. In order to improve the quality of college from time to time applied various breakthroughs in improving universities. J. Winardi quoted Herbert G. Hicks, C. Ray Gullett, in their book entitled Organization Theory and Behavior (1981), revealing that the most important features in the quality assurance system are five basic principles: a. input, b. process, c. output, d. feedback, and 5. environment.[13] The rest is to apply strictly in knowledge innovation management.

Knowledge is a core component of innovation. While the other important component is the process that occurs in knowledge management with regards to the flow, flow or transfer of knowledge and the use of knowledge in an innovation process (Amidon, 1997).

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[12]Hatta Saputra, *Pengembangan Mutu Pendidikan Menuju Era Global Penguatan Mutu Pembelajaran dengan Penarapan HOTS (High Order Thinking Skills)* (Jakarta: Smile's Indonesia Institute, 2016), 40-46.

[13]J. Winardi, *Pemikiran Sistemik dalam Bidang Organisasi...*, 190.

The tight competition facing organizations today makes them accustomed to the need to innovate all the time. The organization's ability to survive or become a winner requires the organization's expertise in incorporating knowledge management in their innovation management, where they can utilize knowledge for innovation (Goh, 2005). Since F. Drucker introduced the concept of knowledge worker in the 1950s there was a paradigm shift in knowledge and human resources, during which many company owners, entrepreneurs and managers realized that successful innovation was caused by intensive knowledge.

This is what makes knowledge important and an asset to a company or organization,[14] so that management is viewed as a system based on the assumption that the organization is an open system, the goal of the organization has dependence. The principles used in system-based management are: 1) goal-based management, 2) engineering-based management, 3) management based on structure, 4) people-based management, and 5) information-based management. In the achievement of organizational goals, system theory should be based on five assumptions and five working principles. The five assumptions and working principles are as follows[15]:

Assumptions	Working Principle
1) Organization is an open system; 2) The organization seeks maximum performance; 3) Organizational goals are very manifold (varied) 4) Organizational goals are interdependent; 5) Organizational goals are changing.	1) Service for environment; 2) The optimization principle; 3) Multidimensional; 4) The principle of harmony; 5) Risk reduction principle.

Accreditation as an approach from college management is not much different from other governance management developed further by management theorists. Among them developed by Douglas McGregor, George Odiorner and John Humble. They agreed that the technique of achieving targets to determine the following steps[16]: 1).

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[14]Wawan Dhewanto, dkk. *Manajemen Inovasi Peluang Sukses Menghadapi Perubahan* (Yogyakarta: ANDI Ofset, 2014), 283-284.

[15]Nanang Fattah, *Landasan Manajemen Pendidikan* (Bandung: Remaja Rosdakarya, 2008), 30.

[16] *Ibid.*, 35.

Determine the final result. 2). Determine if he or she is linked to the organization's goals. 3). Tops together with subordinates blame in setting goals. 4). Develop activities to achieve the goals. 5). Arrange tasks. 6). Determine the boundaries of the job and the type of direction that will be used by the employer. 7). Monitor and reports.

Quality and Accreditation as a Form of Supervision of Higher Education

Accreditation is an external control system of PT conducted by BAN PT. So the task is to conduct enforcing controls so that the implementation activities can be adjusted to the established plan. The basic steps of supervision are: 1). Set standards to measure achievement. 2). Measuring work performance. 3). Does the achievement meet the standards. 4). Implementation gives rank 5), and take corrective action, in some components of the existence of education can be seen in the example table below[17]:
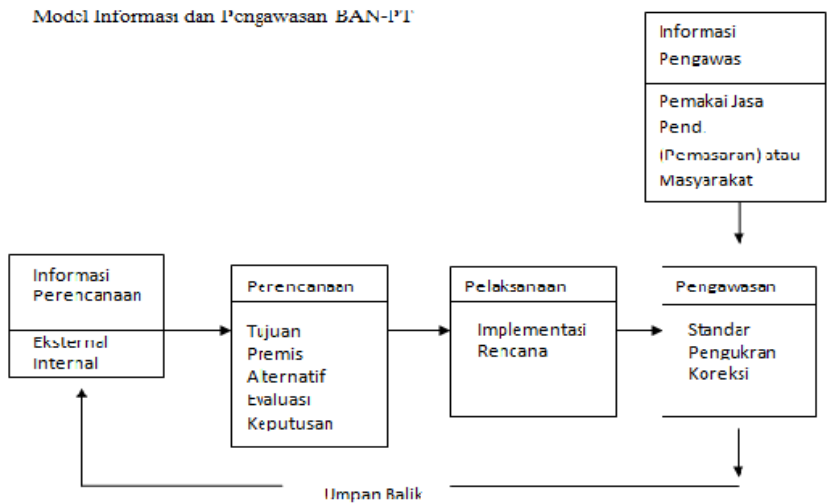
Component Periode	Transition Period (Repelita VI, VII, VIII)	Modern Industrial Society (Repelita IX, X)
1) Higher Education	Improving the quality of higher education: adequate facilities, qualified lecturers, programs relevant to the needs of personnel for development. Development of National University and the improvement of the quality of regional universities. Structuring of a higher education curriculum that meets the needs of national or regional development. Structuring of PTS as well as refinement of accreditation system	The existence of an education and training program that is integrated with the needs of the industrial community.

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[17]H.A.R. Tilaar, *Manajemen Pendidikan Nasional Kajian Pendidikan Masa Depan* (Bandung: PT. Remaja Rosdakarya, 2008), 184-186.

	applicable to state universities and private universities.	
2) Continuing Education	Structuring and refinement of private university programs and training in a system that supports the needs of skilled workers as well as developing entrepreneurship. Opening the door of the school for the education program msyarakat, both secondary education and higher education. The participation of community institutions in continuing education.	Higher education with a quality and flexible and individualistic program in a system includes national universities, and private universities. Between higher education and the industrial world there is a symbiotic relationship. Higher education is a research center and cultural center.
3) Education Financing	More rational cost-sharing is developed in financing education. Larger individuals bear the cost of their education. Meanwhile, a better scholarship and credit education system is developed. The community helps finance through educational, educational, and functional BP3 funds.	Quality education costs a lot. People want to invest for education. Instead education provides quality education that the community wants.
4) Decentralization & Community Participation	In line with the decentralization process, community participation in the mobilization of	Between industrial society, government, and educational and training

	educational resources in the regions is prepared and improved.	institutions there are reasonable interactions based on common interests.
5) Management	Professional education and training managers need to be prepared. The community actively participates in improving education management.	The national education system is managed by professional managers.

The quality and accreditation perspective as a form of government oversight of education aims to make education work continuously as the following drawing flow[18]:

Model Informasi dan Pengawasan BAN-PT

Informasi Pengawas

Pemakai Jasa Pend. (Pemasaran) atau Masyarakat

Informasi Perencanaan

Eksternal Internal

Perencanaan

Tujuan
Premis
Aternatif
Evaluasi
Keputusan

Pelaksanaan

Implementasi Rencana

Pengawasan

Standar
Pengukran
Koreksi

Umpan Balik

Conclusion

The establishment of an important and more important accreditation regulation in higher education institutions is guaranteed a starting point for action, the operational of the university. Implementation is through accreditation as a step to guarantee the quality of higher education. But in reality the regulation that has been established by the government is not yet all universities can carry out properly. These efforts continue to be undertaken by BAN-PT and are

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[18] *Ibid.*, 17.

now increasingly recognized by universities, both perceived as both pressure and challenge. No other, the purpose of the implementation that college qualifications can grow well according to the expectations of all parties.

The general standard of educational services in the national standard of education quality in Indonesia certainly can be implemented with certain strategies and techniques. The development is carried out in internal and external universities. The organizational principles of planning, organizing, implementing, controlling, and follow-up must be done by the university as a condition of fulfilling the vision, mission, and objectives of the university.

Accreditation is also interpreted as a form of college supervision. The linearity of the task is to conduct a coercive supervision so that the activities of the university's implementation can be adjusted to the established plan. The basic steps of supervision are: 1). Set standards for measuring achievement. 2). Measure performance achievement. 3). Does the achievement meet the standards. 4). Implementation gives a rating of 5), and take corrective action in the hope that there is action feedback PT to be able to run normally according to the standard measure.

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