



BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
National Accreditation Agency for Higher Education (NAAHE)

ACCREDITATION OF HIGHER EDUCATION INSTITUTION IN INDUSTRIAL REVOLUTION 4.0 ERA:

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NAAHE Executive Board Member (2016-2021)

1st Assessor Meeting , 13th February 2019

AGENDA

1. Introduction.
2. Indonesian Higher Education:
Where we are, where we go?
3. External Challenges
4. Development of new instruments

1. Introduction

UU NO. 12/2012 PENDIDIKAN TINGGI

Pasal 28

- (3) Gelar akademik dan gelar vokasi dinyatakan tidak sah dan dicabut oleh Menteri apabila dikeluarkan oleh:
- Perguruan Tinggi **dan/atau** Program Studi yang tidak **terakreditasi**; dan/atau
 - Perseorangan, organisasi, atau penyelenggara Pendidikan Tinggi yang tanpa hak mengeluarkan gelar akademik dan gelar vokasi.
- (4) Gelar profesi dinyatakan tidak sah dan dicabut oleh Menteri apabila dikeluarkan oleh:
- Perguruan Tinggi **dan/atau** Program Studi yang **tidak terakreditasi**; dan/atau
 - Perseorangan, organisasi, atau lembaga lain yang tanpa hak mengeluarkan gelar profesi.

PERMENRISTEKDIKTI NO 32 TAHUN 2016**Pasal 47**

- (2) Pemimpin Perguruan Tinggi wajib mengajukan permohonan akreditasi ulang **paling lambat 6 (enam) bulan** sebelum masa berlaku status akreditasi dan peringkat terakreditasi Program Studi dan/atau Perguruan Tinggi berakhir.

Messages:

2/13/2019

1. Accreditation **is not a goal**, the ultimate goal is to improve education quality continuously (CQI)
2. **Management** (top-bottom) is the most responsible entity.
3. **Team** = management + taskforce
4. Accreditation is an **external evaluation**
5. Be **honest and consistence (no plagiarism is tolerated)**

6. Do **understand** what the guideline asks and always **refer to** the scoring matrixes.

- Validity (within table & among tables)
- Cutting date (five vs three years)
- Academic vs fiscal years

7. **Make sure** we present:

- The best facts /data we have,
- What we do, not what we should do.

8. Be **clear and concise** (wording, coherence)

9. Document(s) should be **manageable**:

10. The accreditation team should be a **single and unified team**

11. Assessors are **peer reviewers**

12. Assessors bear a **nurturing process** duty for the study program.

13. Assessors with **management experiences** would be beneficial.

BAN-PT TASKS :

1. Institution accreditation
2. Program accreditation when the Subject-based Accreditation Agency has not been established
3. Monev of SAA

Akreditasi merupakan kegiatan penilaian sesuai dengan kriteria yang telah ditetapkan berdasarkan Standar Nasional Pendidikan Tinggi (Pasal 55 (1) Undang-undang Nomor 12 Tahun 2012).

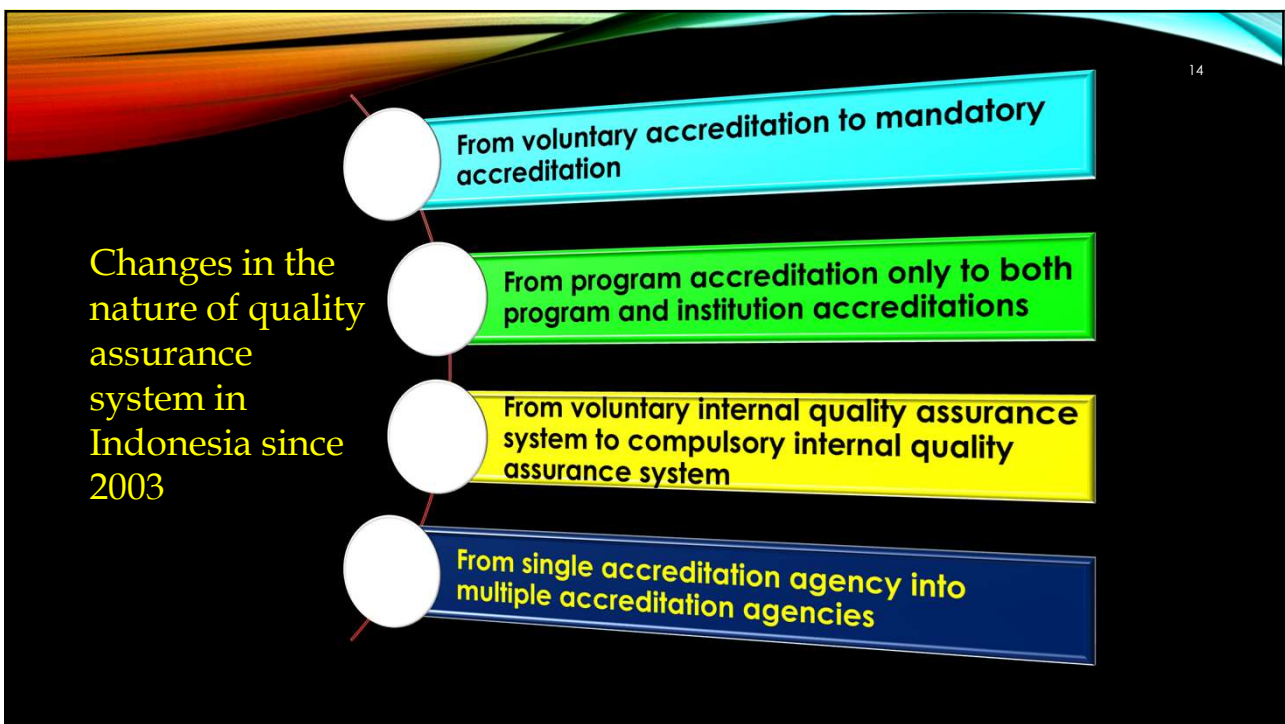
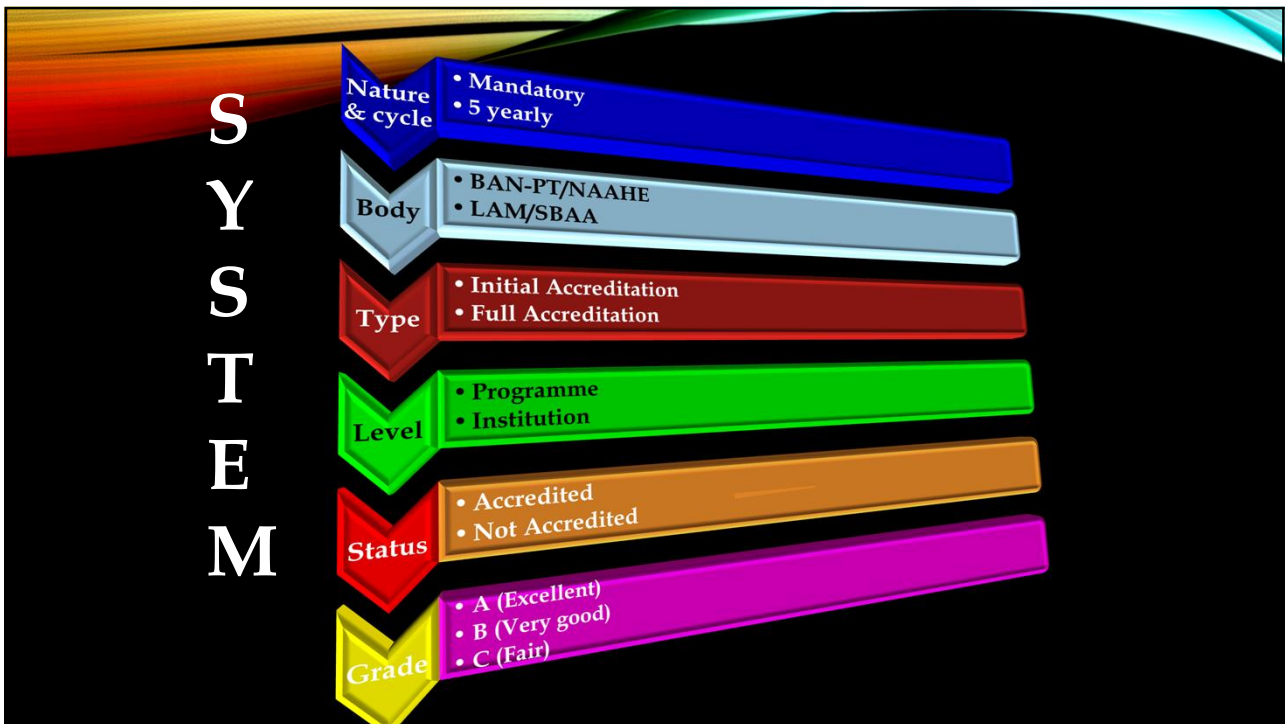
Tujuan Akreditasi :

- 1) Menentukan **kelayakan** program studi dan perguruan tinggi berdasarkan kriteria yang mengacu pada Standar Nasional Pendidikan Tinggi;
- 2) **menjamin mutu** program studi dan perguruan tinggi secara eksternal baik bidang akademik maupun non-akademik untuk **melindungi kepentingan mahasiswa dan masyarakat**.

Akreditasi harus dilaksanakan secara:

- 1) Independen
- 2) Akurat
- 3) Obyektif
- 4) Transparan
- 5) Akuntabel
- 6) Ketidakberpihakan
- 7) Kredibel
- 8) Menyeluruh
- 9) Efektif
- 10) Efisien

(Permenristekdikti Nomor 32 Tahun 2016; Perban-pt Nomor 2 Tahun 2017)



Penjaminan Mutu Pendidikan Tinggi Dalam UU No. 12 Tahun 2012 Tentang Pendidikan Tinggi (UU Dikti)

❑ Pasal 7 ayat (3) huruf c

Tugas dan wewenang Menteri atas penyelenggaraan Pendidikan Tinggi meliputi:

c. peningkatan penjaminan mutu, relevansi, keterjangkauan, pemerataan yang berkeadilan, dan akses Pendidikan Tinggi secara berkelanjutan;

❑ BAB III: PENJAMINAN MUTU

- Bagian Kesatu : **Sistem Penjaminan Mutu**
- Bagian Kedua : **Standar Pendidikan Tinggi**
- Bagian Ketiga : **Akreditasi**
- Bagian Keempat : **Pangkalan Data Pendidikan Tinggi**
- Bagian Kelima : **Lembaga Layanan Pendidikan Tinggi**

Inti SPMI

Pasal 52 ayat (2) UU No. 12 Tahun 2012 tentang Pendidikan Tinggi
Penjaminan mutu dilakukan melalui **penetapan, pelaksanaan, evaluasi, pengendalian, dan peningkatan** standar Pendidikan Tinggi



Inti SPME (Akreditasi)

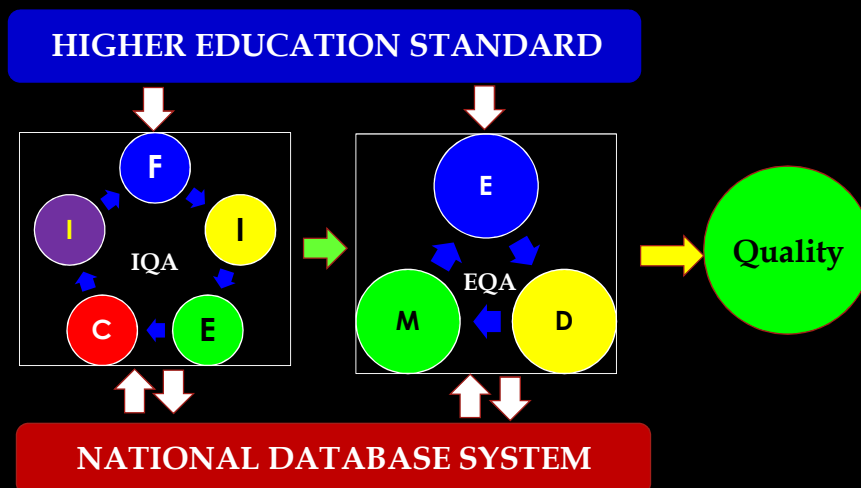
Pasal 45 ayat (2) Permenristekdikti No. 32 Tahun 2016

Tahapan Akreditasi sebagai berikut:

- a. Tahap Evaluasi Data dan Informasi;
- b. Tahap Penetapan Status Akreditasi dan Peringkat Terakreditasi;
- c. Tahap Pemantauan dan Evaluasi Status Akreditasi dan Peringkat Terakreditasi.



INDONESIAN HIGHER EDUCATION QUALITY ASSURANCE SYSTEM



2. Indonesian Higher Education: Where We are, where We go?

Institution Accreditation (31st January 2019)

	A	B	C	Total	Jumlah PT Di PDDikti
S-RHE (PTAN)	3	44	21	68	119
P-RHE (PTAS)		29	257	286	1067
OM-HE (PTKL)	5	57	4	66	188
S-HE (PTN)	40	46	5	91	123
P-HE (PTS)	36	550	878	1464	3177
Total	84	726	1165	1975	4674

APT

BENTUK PT	A	B	C	Total
Akademi	2	71	218	291
Institut	5	64	43	112
Politeknik	6	73	52	131
Sekolah Tinggi	5	281	724	1010
Universitas	66	237	128	431
Total	84	726	1165	1975

APS

JENIS PT	BAN-PT				LAMPTKES				Total	Expired Belum Mengajukan	Expired Sudah Mengajukan	Tidak terakreditasi (<200)*
	A	B	C	Total	A	B	C	Total				
PTAN	266	790	231	1287		11		11	1298	7	29	266
PTAS	12	488	859	1359					1359	11	76	12
PTKL	58	229	33	320	22	260	54	336	656	2	5	58
PTN	1933	2506	403	4842	367	181	17	565	5407	25	114	1933
PTS	769	5380	3072	9221	35	1199	517	1751	10972	46	336	769
Total	3038	9393	4598	17029	424	1651	588	2663	19692	91	560	3038

Ket:


*: tidak terakreditasi nilai kurang dari 200, tahun SK 2018

3. External Challenges

Takeaways from EHEA Paris 2018




1. Bologna Process:
 - a) Education cycle,
 - b) Credit transfer/recognition;
 - c) Common standard of QA
2. UNESCO: challenges in HE:
 - a) Increase of HE Demand,
 - b) International student mobilisation;
 - c) Inclusion
 - d) Quality of HE;
 - e) Transmission of value
3. Focus Beyond 2020, strengthening:
 - a) learning and teaching,
 - b) research and innovation,
 - c) international collaboration Culture:
 - d) living education



Takeaways from EHEA Paris 2018

Good teaching and learning has not been properly acknowledged, tend to focus on research.



Takeaways from EHEA Paris 2018

HE should develop:

- Peer learning, **SCL**, research, training, inclusion (vocational guidance)
- Future skills**: sustainability, ict literacy/ digital skills, research
- Bringing campus to city/ village** (outreach programme couple with training in the society or industry)
- Supportive working / learning environment**: teacher as learning designer
- Teacher, student, researcher **must engaged together** doing teaching, learning & research (hand to hand engagement)
- Lifelong learning, prospective career, inclusive environment**

4th INDUSTRIAL REVOLUTION

1. IR 4.0 is a range of new technologies that are fusing the physical, digital and biological worlds, and impacting all disciplines, economies and industries (World Economic Forum)
2. IR 4.0 will create new jobs, and will also eliminate some of the existing jobs

4IR IS DISRUPTIVE & AFFECTS EVERYTHING

All industries are being impacted by this disruption

We have to consider:



Focus on **developing skills**

Based on **partnerships** across all stakeholders.

CRITICAL SKILLS NEEDED

- Critical thinking
- Communication
- Collaboration and teamwork
- Complex problem solving
- Creativity
- Emotional intelligence
- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy
- Computational thinking
- Judgement and decision making
- Service orientation
- Negotiating
- Cognitive flexibility

Influence curriculum

Influence approaches to teaching & learning

New skills and competencies required

Education 4.0 (E-4.0)

- **E-4.0 will be shaped by innovations and will indeed have to train students to produce innovations**
- **E-4.0 will necessitate profound changes in major aspects of education: content, delivery/pedagogy, and structure/ management of education**

- IR 4.0 demands changes **in the contents** of not only technical education, but also education in general. Across disciplines, new emphasis will have to be given on certain skills and new contents have to be added.
- In the era of IR 4.0, jobs that require creativity are likely to stay. Education 4.0 must be able to produce **highly creative graduates** with the ability to think critically.

- **Graduates must be innovative and entrepreneurial**, and have cognitive flexibility to deal with complexity. Many of them will be co-working not only with Man, but also robots.
- The need for better **communication and collaborative skills** will be far more important than ever. Graduates must acquire **self-learning skills** to remain relevant in the era of rapid changes.

- Education 4.0 is suggested to **affect all the domains** (Cognitive, Affective and Psychomotor) in the Bloom's model. In the cognitive domain, **Application, Analysis, Evaluating and Creating** will become way more important relative to the lower level cognitive skills.
- IR 4.0 will require human resources with **adequate digital and data literacy**. Students across disciplines will, therefore, need to gain digital and data literacy during their studies.

- The convergence of Man and machine in IR 4.0 will mean that the **disciplinary distance** between science and technology, and humanities and social sciences **will be reduced**.
- An important segment of IR 4.0 will perhaps be situated at the **intersection of disciplines** such as electrical engineering, mechanical engineering, business administration and computer science. Universities in collaboration with industry will therefore need to come up **new interdisciplinary programmes**.

VISI KEMENRISTEKDIKTI

Terwujudnya pendidikan tinggi yang **bermutu** serta kemampuan iptek dan inovasi untuk **mendukung daya saing bangsa**.

MISI KEMENRISTEKDIKTI

- Meningkatkan **akses, relevansi**, dan **mutu** pendidikan tinggi untuk **menghasilkan SDM yang berkualitas**; dan
- Meningkatkan kemampuan iptek dan inovasi untuk menghasilkan nilai tambah produk inovasi.

4. Development Of New Instruments

PERMASALAHAN AKREDITASI SAAT INI

1. Belum mampu mendorong perbaikan mutu secara berkelanjutan (CQI)
2. Instrumen masih menekankan aspek masukan (inputs)
3. Kemampuan assessor untuk melakukan asesmen yang obyektif dan akurat perlu mendapatkan perhatian

Other Rational Backgrounds

- A. The current instruments are out of date.
- B. Lesson learnt from good QA system overseas which show a *paradigm shifting from Input-Process-based to Output-Outcome-based.*
- C. Several weaknesses observed in the implementation of the current accreditation system

THE CURRENT INSTRUMENTS STRUCTURE

Level	Weight	Description
Institution	90 %	Governance
	10 %	
Program	75 %	Program profile
	10 %	
	15 %	Management

Current Instruments

Instrument	Year
Diploma	2009
Bachelor	2008
Master	2009
Doctorate	2009
Institution	2011

Instruments are out of date, *generic* and not able to assess the differentiated mission of institution/program

SEVERAL WEAKNESSES OBSERVED IN THE IMPLEMENTATION OF THE CURRENT ACCREDITATION SYSTEM

Aspect	Current Conditions
Nature	SP is treated as a resource unit
Instrument	One size fit for all
	Focused on Book III
	Has not been able to measure the fulfillment NSoHE
Assessment	Tends to be mechanistic
	Lack of in depth analysis of SP/Institution Performance
	Report / Recommendation is both minimal and shallow
Other issue	Incidents of copy and paste occur in both assessors and assessee

INSTRUMEN MENURUT PERMENRISTEKDIKTI NOMOR 32 TAHUN 2016

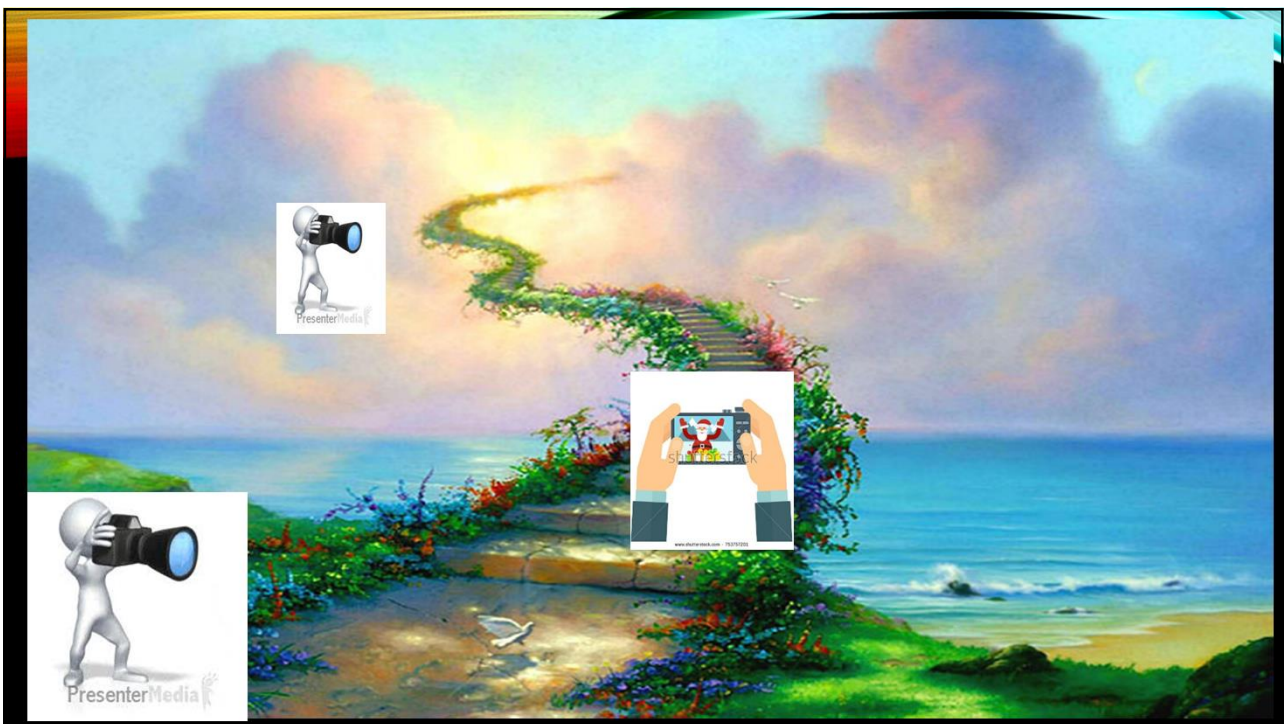
- (2) **instrumen** akreditasi sebagaimana dimaksud pada ayat (1) terdiri atas:
- a. **instrumen** akreditasi untuk Program Studi; dan
 - b. **instrumen** akreditasi untuk Perguruan Tinggi.
- (3) **Instrumen** akreditasi Program Studi dan Perguruan Tinggi disusun berdasarkan interaksi antarstandar di dalam Standar Pendidikan Tinggi.

- (4) **Instrumen** akreditasi Program Studi sebagaimana dimaksud pada ayat (2) huruf a disusun berdasarkan:
- a. jenis pendidikan, yaitu vokasi, akademik, profesi;
 - b. program pendidikan, yaitu program diploma, sarjana, sarjana terapan, magister, magister terapan, profesi, spesialis, doktor, dan doktor terapan;
 - c. modus pembelajaran, yaitu tatap muka dan jarak jauh; dan
 - d. hal-hal khusus.

- (5) **Instrumen** akreditasi Perguruan Tinggi sebagaimana dimaksud pada ayat (2) huruf b disusun berdasarkan pengelolaan perguruan tinggi, yaitu perguruan tinggi swasta, perguruan tinggi negeri, perguruan tinggi negeri dengan pola pengelolaan keuangan badan layanan umum, atau perguruan tinggi negeri badan hukum.

**Perlu Instrumen yang spesifik dan sesuai
dengan kekhasan PS/institusi**

**“ACCREDITATION IS NOT A GOAL;
IT’S JUST A SNAPSHOT OF
INSTITUTION QUALITY JOURNEY”**

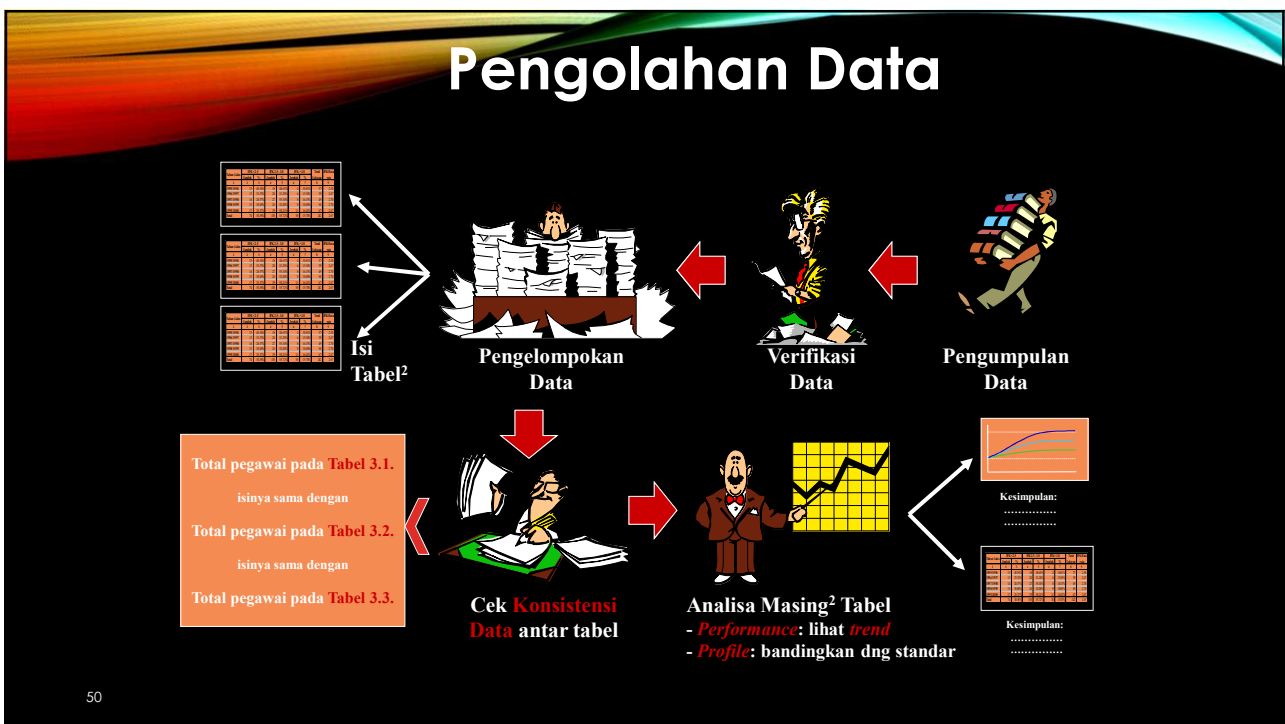
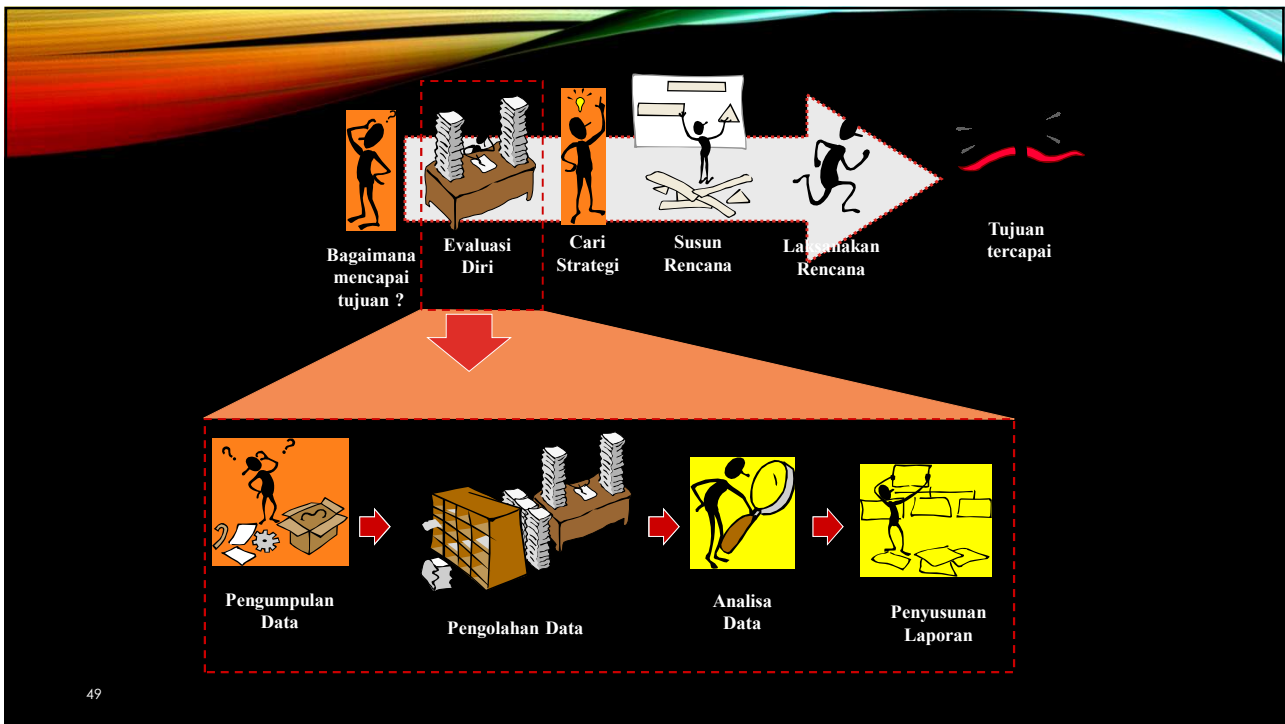


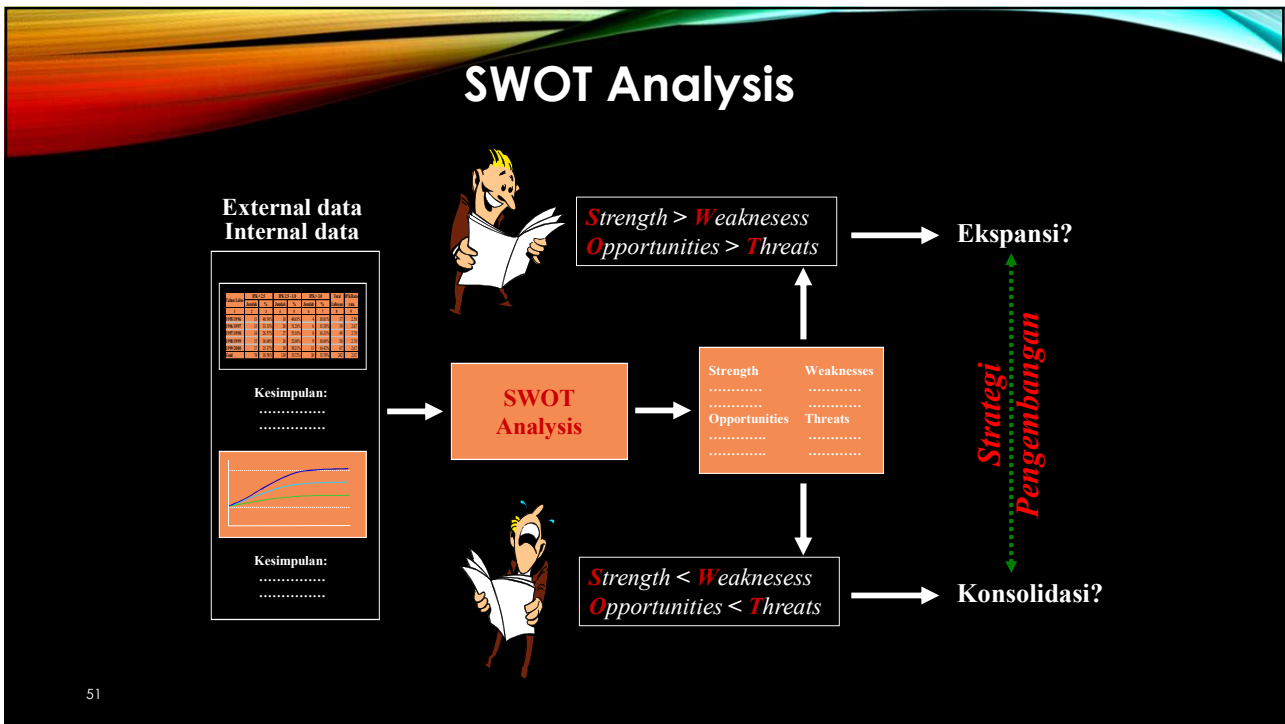
**“SELF EVALUATION
IS THE MOST IMPORTANT ASPECT
IN THIS NEW INSTRUMENT”**

The Flow of Thought



Apakah pengembangan institusi telah menggambarkan secara jelas “alur pikir” di atas?





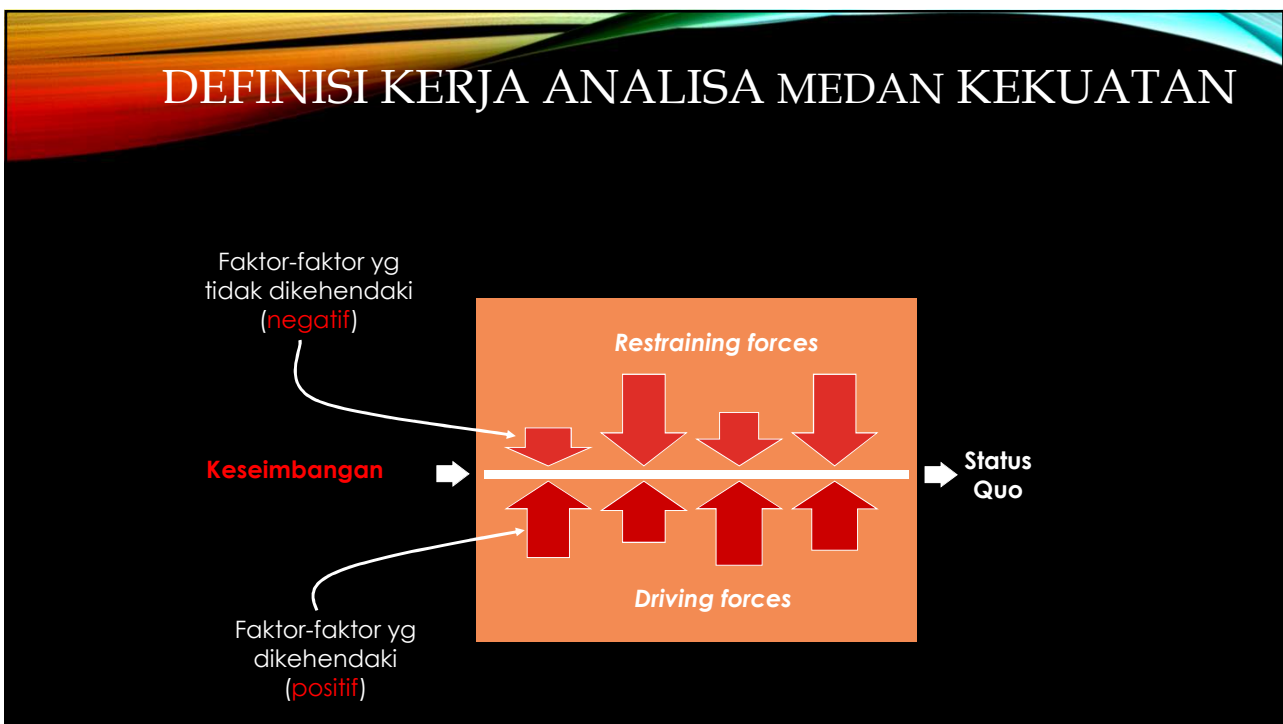
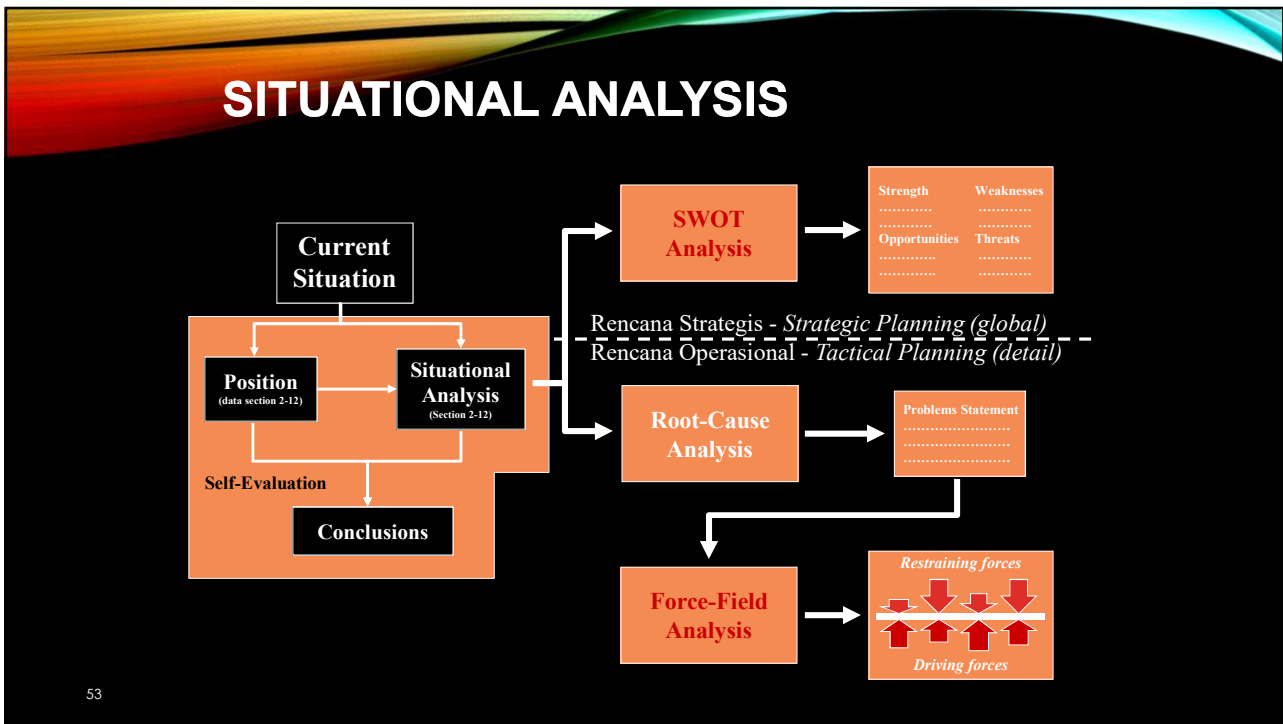
SWOT Analysis

<u>External Factors</u>	<u>Internal Factors</u>	Strengths (S)	Weaknesses (W)
Opportunities (O)		SO Strategies Use strengths to take advantage of opportunities	WO Strategies Offset weaknesses to take advantage of opportunities
Threats (T)		ST Strategies Use strengths to avoid threats	WT Strategies Use weaknesses to avoid threats

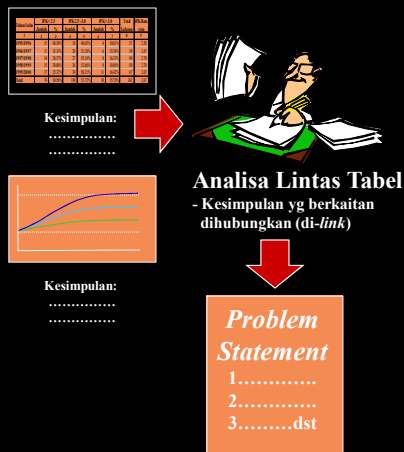
Ekspansi

Konsolidasi

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Root-Cause Analysis: contoh



Contoh:

Diagnosa dokter

NO	IDENTIFIED PROBLEMS/SYMPTOMS
1	Mual
2	Kembung
3	Muntah
4	Pening dan sakit kepala
4	Mulas
5	Demam
6	Diare
7	Lemah

NO	IDENTIFIED PROBLEMS/SYMPTOMS	Obat?
1	Mual	Vometa
2	Kembung	Antasida
3	Muntah	Primperan
4	Pening dan sakit kepala	Paracetamol
4	Mulas	Braxsidin
5	Demam	Paracetamol
6	Diare	Immodium
7	Lemah	Extra joss

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NO	IDENTIFIED PROBLEMS/SYMPTOMS	Obat?	Dampak
1	Mual	Vometa	Keracunan Obat
2	Kembung	Antasida	
3	Muntah	Primperan	
4	Pening dan sakit kepala	Paracetamol	
4	Mulas	Braxsidin	
5	Demam	Paracetamol	
6	Diare	Immodium	
7	Lemah	Extra joss	

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NO	IDENTIFIED PROBLEMS/SYMPTOMS	CAUSE OF PROBLEM
1	Mual	Produksi asam lambung tinggi
2	Kembung	
3	Muntah	
4	Pening dan sakit kepala	
4	Mulas	Luka dan infeksi lambung
5	Demam	
6	Diare	
7	Lemah	Kurang asupan dan penyerapan makanan

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NO	IDENTIFIED PROBLEMS/SYMPTOMS	CAUSE OF PROBLEM	ROOT OF PROBLEM
1	Mual	Produksi asam lambung tinggi	Sakit maag
2	Kembung		
3	Muntah		
4	Pening dan sakit kepala		
4	Mulas	Luka dan infeksi lambung	
5	Demam		
6	Diare		
7	Lemah	Kurang asupan dan penyerapan makanan	

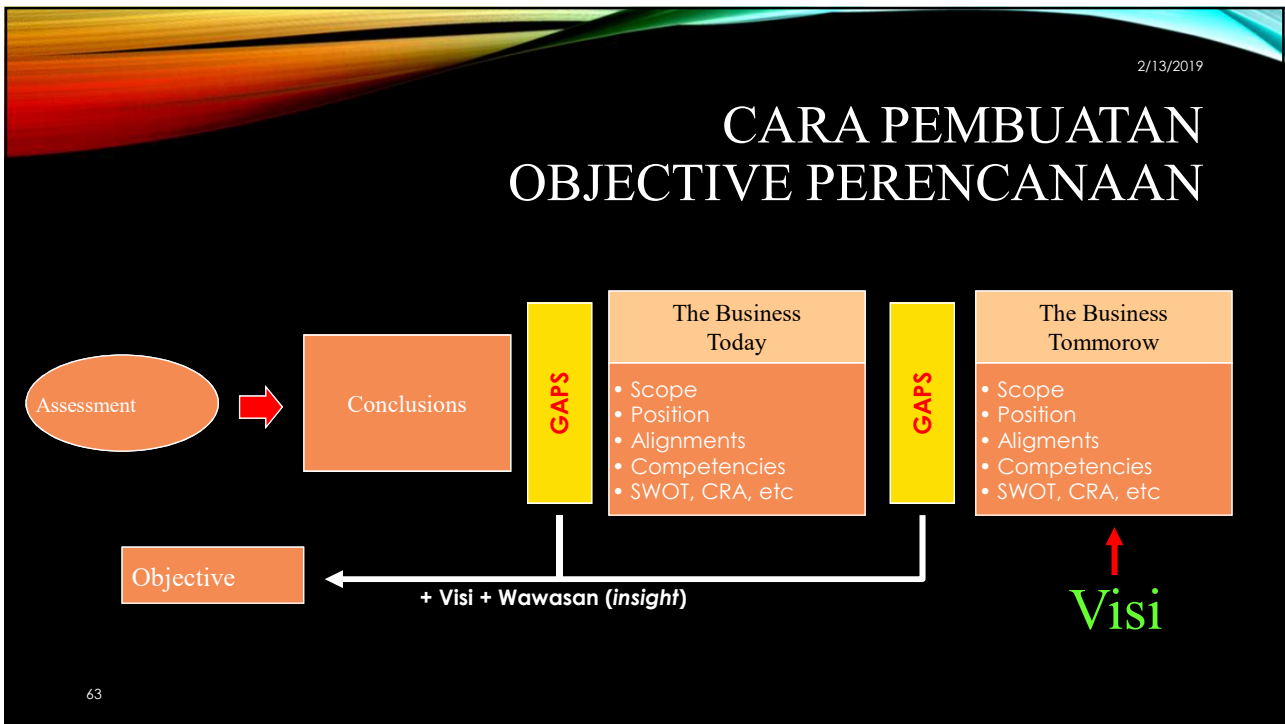
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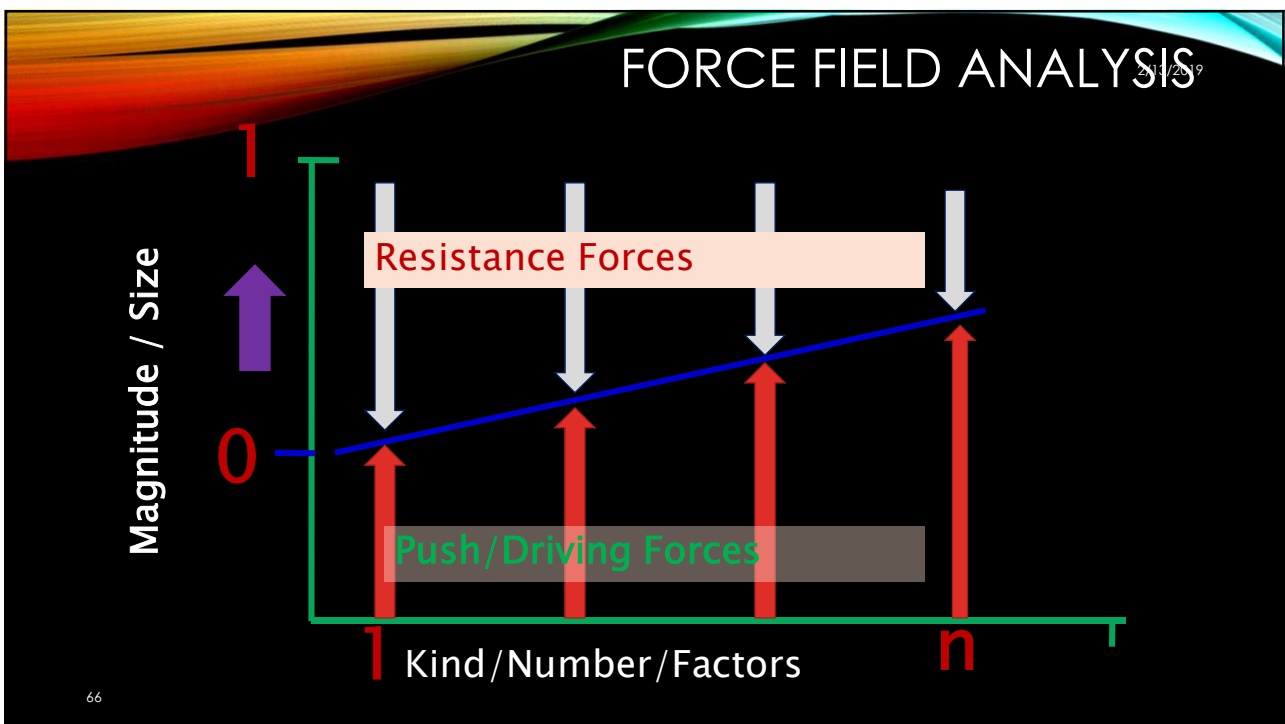
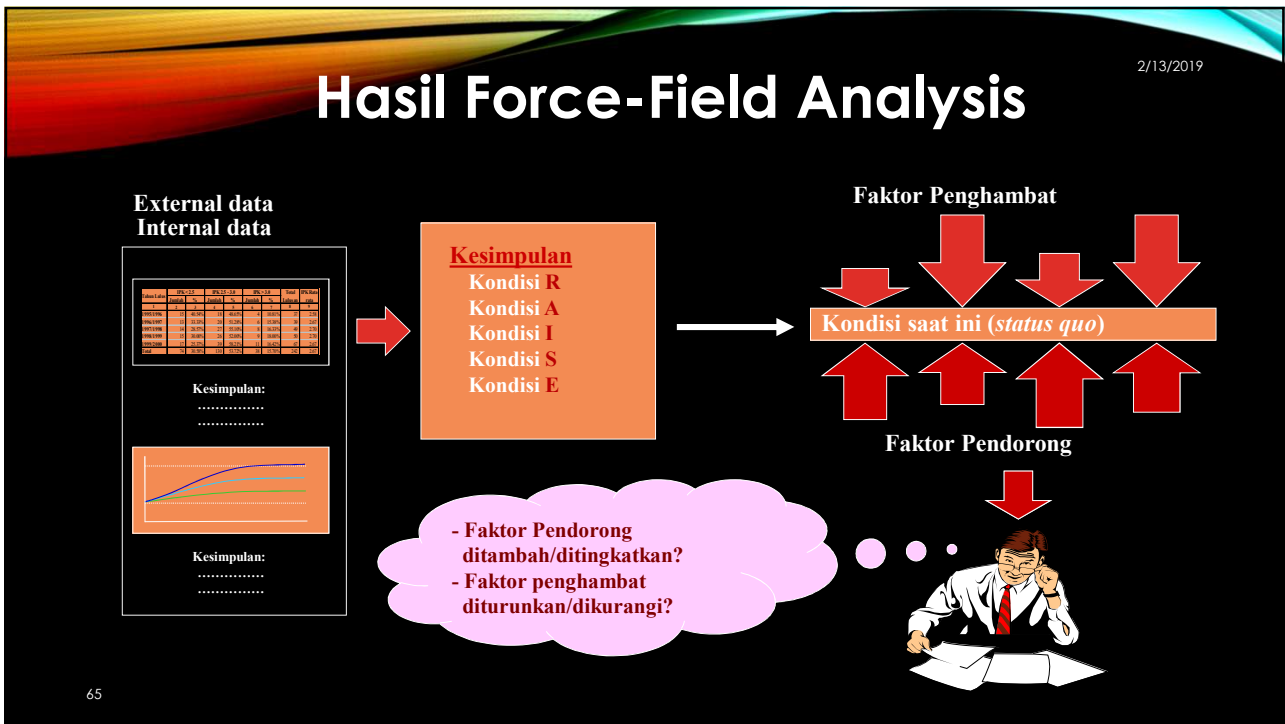
NO	IDENTIFIED PROBLEMS/SYMPTOMS	CAUSE OF PROBLEM	ROOT OF PROBLEM	TENTATIVE SOLUTION	PROGRAM	ACTIVITY
1	Mual	Produksi asam lambung tinggi	Sakit maag	a. Mengurangi produksi asam lambung b. Pengobatan medis c. Mengurangi stress d. Mengatur pola makan e. Istirahat teratur/bed rest	Program penyembuhan penyakit maag melalui medikasi dan manajemen stress	a. Pengurangan produksi asam lambung melalui perbaikan manajemen stress dan istirahat b. Pengobatan luka dan infeksi lambung dengan herbal medicine c. Percepatan physical recovery melalui pengaturan diet
2	Kembung					
3	Muntah					
4	Pening dan sakit kepala					
4	Mulas	Luka dan infeksi lambung				
5	Demam					
6	Diare					
7	Lemah	Kurang asupan dan penyerapan makanan				

Note:

SE should identify

- Problems to be addressed (problem statements).
- S/W/O/T
- Tentative solutions to address the problems

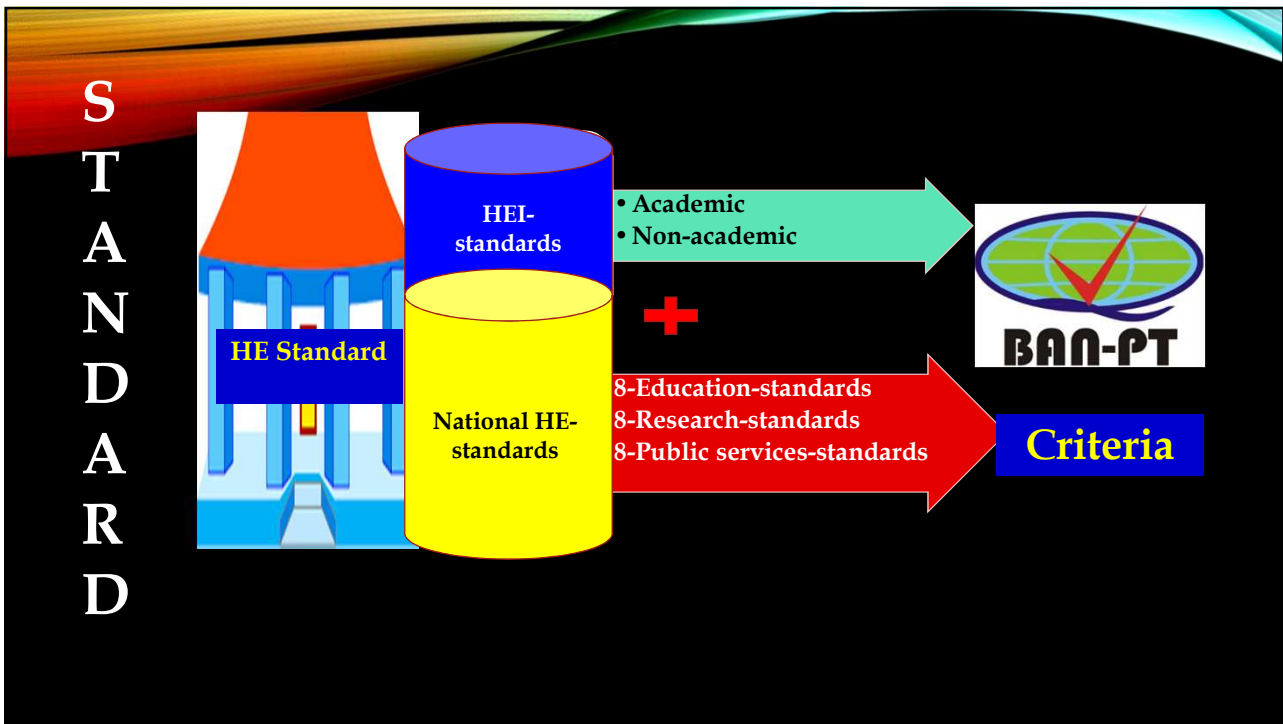




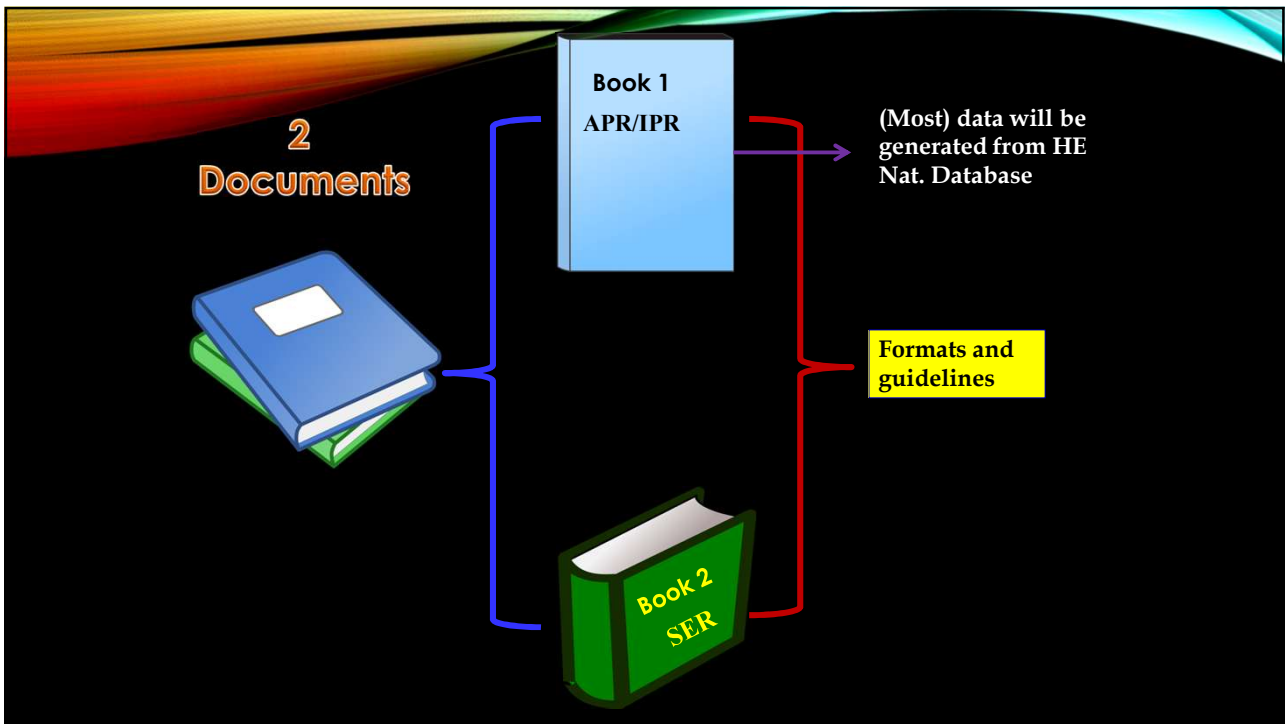
BERBAGAI TINGKAT KUALITAS LAPORAN EVALUASI DIRI

- ✘ Pelaku **gagal** memotret dirinya
- ✘ Pelaku **berhasil memotret** dirinya, apapun "wajah"-nya
- ✘ Pelaku **berhasil men-diagnosis** "penyakit"-nya, tidak sekedar "gejala"-nya.
- ⇒ Pelaku **berhasil menemukan resep yang tepat** untuk penyembuhannya, dalam hal ini terlihat dari kegiatan yang diusulkan.

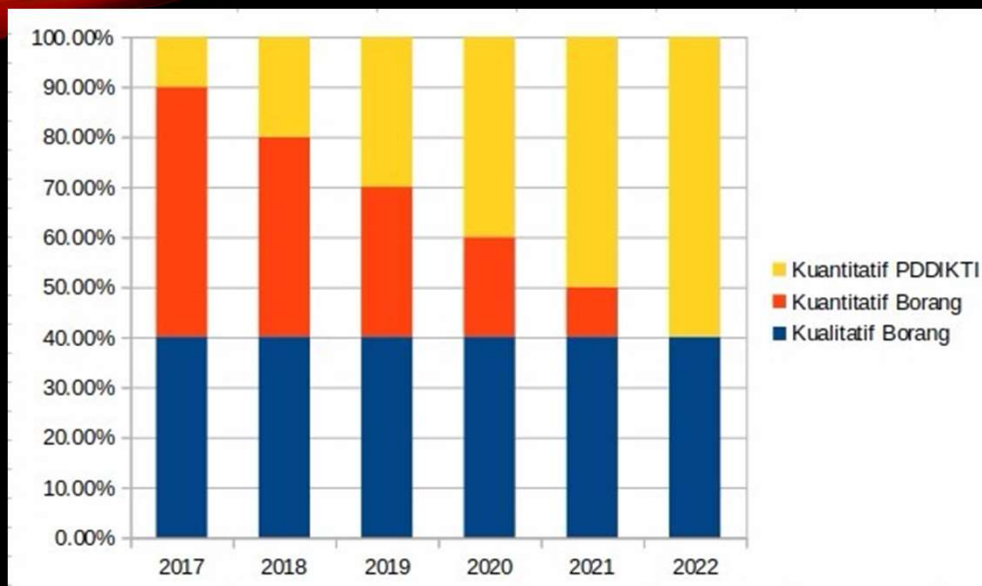
IAPT 3.0 DAN IAPS 4.0



Standards and Criteria	No	Current Standards	New Criteria
	1	Vision, Mission, Objective, and Strategy	Vision, Mission, Objective, and Strategy
	2	Governance, Leadership, Management, and Quality Assurance	Governance, management, and collaboration
	3	Student and Alumni	Student
	4	Human Resources	Human resources
	5	Curriculum, Learning and Academic Atmosphere	Finance, asset, and facility
	6	Budget, Asset - Facility, and Information System	Teaching and learning
	7	Research, Public Services, and Collaboration	Research
	8		Public services
9		Outputs and outcomes	



RENCANA INTEGRASI SAPTO - PDDIKTI



Book 1

IPR/
LKPT

LAPORAN KINERJA PERGURUAN TINGGI (Institution Performance Report/IPR)

LKPT/LKPS berisi 5 kelompok besar data:

- I. Tata Pamong, Tata Kelola dan Kerjasama
- II. Mahasiswa
- III. Sumber Daya Manusia
- IV. Keuangan, Sarana dan Prasarana
- V. Luaran dan Capaian

The data will gradually be generated from HE National Database (PD-Dikti)

Book 2
SER

LAPORAN EVALUASI DIRI (Self Evaluation Report/SER)

SER berisi 4 bagian besar:

- A. CAKUPAN EVALUASI DIRI
- B. KRITERIA
- C. ANALISIS DAN PENETAPAN PROGRAM PENGEMBANGAN INSTITUSI
- D. PENUTUP



A. CAKUPAN EVALUASI DIRI

1. PENGANTAR
2. RINGKASAN EKSEKUTIF
3. PENDAHULUAN
 - A) Latar Belakang
 - 1) Dasar penyusunan
 - 2) Tim penyusun dan tanggung jawabnya
 - 3) Mekanisme kerja penyusunan LED
 - B) Kondisi Eksternal
 - C) Profil Institusi/**UPPS**
 - 1) Sejarah Institusi/**UP & PS**
 - 2) Visi, misi, tujuan, strategi, dan tata nilai
 - 3) Organisasi dan Tata Kerja
 - 4) Mahasiswa dan lulusan
 - 5) Dosen dan tenaga kependidikan
 - 6) Keuangan, sarana, dan prasarana
 - 7) Sistem Penjaminan Mutu
 - 8) Kinerja institusi



B. KRITERIA

1. Visi, Misi, Tujuan, dan Strategi
2. Tata Pamong, Tata Kelola, dan Kerjasama
3. Mahasiswa
4. Sumber Daya Manusia
5. Keuangan, Sarana, dan Prasarana
6. Pendidikan
7. Penelitian
8. Pengabdian kepada Masyarakat
9. Luaran dan Capaian Tridharma



Kriteria

Deskripsi setiap kriteria memuat:

- a) Latar Belakang
- b) Kebijakan
- c) Mekanisme Penetapan dan Strategi Pencapaian Standar
- d) Indikator Kinerja Utama
- e) Indikator Kinerja Tambahan
- f) Evaluasi Capaian Kinerja
- g) Penjaminan Mutu
- h) Kepuasan Pengguna
- i) Kesimpulan hasil evaluasi ketercapaian standar dan tindak lanjut



C. ANALISIS DAN PENETAPAN PROGRAM PENGEMBANGAN INSTITUSI

1. Analisis capaian kinerja
2. Analisis SWOT atau analisis lain yang relevan
3. Strategi pengembangan
4. Program Keberlanjutan

D. PENUTUP

VARIAN INSTRUMEN IAPT 3.0

		PTS	PTN		
			SATKER	BLU	BH
Akademik	Universitas	1	2	3	4
	Institut				
	Sekolah Tinggi				
Vokasi	Politeknik	5	6	7	
	Akademi				
	Akademi Komunitas				

Pembeda		PTS	PTN		
			SATKER	BLU	BH
Akademik	Pembukaan/Penutupan PS	Kementerian			PT
Non-Akademik	Manajemen SDM				
	Aset dan Fasilitas				
	Keuangan (Pendapatan dan Audit)				

VARIAN INSTRUMENT BARU APS

Jenis Program Studi		Face to face	Online
Akademik	Sarjana	√	√
	Magister	√	√
	Doktor	√	√
Vokasi	Diploma I, II, III	√	√
	Diploma IV (Sarjana Terapan)	√	√
	Magister Terapan	√	√
	Doktor Terapan	√	
Profesi*	Profesi	√	
	Spesialis	√	

PARADIGM SHIFT FROM INPUT-PROCESS-BASED TO OUTPUT-OUTCOME-BASED

Current Instrument

Aspect	Input	Process	Output	Outcome
Average	50.71%	33.53%	6.97%	8.79%

Draft of The New Instrument

SER input	SER proses	SER output	SER outcome	IPR input	IPR proses	IPR output	IPR outcome
13.61	21.12	3.05	1.11	5.39	5.90	20.25	16.11
15.7%	24.4%	3.5%	1.3%	6.2%	6.8%	23.4%	18.6%
44.9%				55.1%			
Input	22.0%						
Proses	31.2%						
Output	26.9%	46.8%					
Outcome	19.9%						

Catatan:

Instrumen yang resmi adalah yang sudah ditetapkan dengan PerBan

Draft SKORING DAN STATUS

Skoring : 0 - 4

STATUS APT

No	Rentang Skor APT	Status Terakreditasi
1	Skor ≥ 361 *	Unggul
2	$300 < \text{Skor} \leq 360$ *	Baik Sekali
3	$200 \leq \text{Skor} \leq 300$ *	Baik
4	Skor < 200	Tidak Terakreditasi

Catatan:

Instrumen yang resmi adalah yang sudah ditetapkan dengan PerBan

4. Concluding Remarks

What have changed?

1. Responsibility: from program to resource unit
2. Paradigm shift: from input-process to output-outcome
3. Assessee task: from forms fulfillment to Self Evaluation
4. Assessor tasks: from describing data/information to assessing Self Evaluation Results
5. Nature: from quality check to quality assurance, towards CQI and Quality Culture Development
6. Process changes: involving assessee's feedback

Matur Nurwun