



The Quality Assurance Acceleration Through Accreditation for Civil Service Universities in Indonesia

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Abstrak

Penjaminan mutu pendidikan tinggi merupakan hal yang sangat penting dalam memastikan bahwa lembaga-lembaga pendidikan memberikan layanan yang berkualitas kepada mahasiswa dan masyarakat. Ada lebih dari 100 Perguruan Tinggi Kedinasan (PTK) di Indonesia, sehingga penjaminan mutu menjadi semakin penting mengingat peran strategis lembaga-lembaga ini dalam menyiapkan sumber daya manusia yang berkualitas untuk bekerja di sektor publik. Salah satu instrumen yang digunakan untuk menilai dan meningkatkan mutu pendidikan tinggi adalah akreditasi. Ringkasan kebijakan ini bertujuan untuk mengeksplorasi urgensi akselerasi penjaminan mutu perguruan tinggi melalui akreditasi di lembaga pendidikan tinggi kedinasan. Metode penulisan makalah ini berupa ringkasan kebijakan (*policy brief*) yang bisa direkomendasikan kepada para pemangku kebijakan untuk dilakukan rencana aksi. Sebagai kesimpulan, terdapat lima rekomendasi kebijakan yaitu sosialisasi dan pelatihan penjaminan mutu kepada PTK-PTK; implementasi tata kelola universitas yang baik; implementasi akreditasi BAN-PT maupun LAM; penyesuaian peraturan/ kebijakan khusus PTK; dan implementasi akreditasi internasional.

Abstract

The Quality assurance for higher education is very important to ensure that the educational institutions provide quality services to students and the community. Currently, more than hundreds Civil Service Universities or Perguruan Tinggi Kedinasan (PTK) have been established in Indonesia. PTK is a governmental unit dedicated to improve the learning capacity of civil servants, so that the quality assurance is considered as the strategic role for the institutions to prepare the quality of human resources in the public sector. In order to improve the quality, accreditation is required as a standardized instrument for higher education to comply. This policy brief aims to explore the urgency of accreditation for civil service universities in Indonesia. Writing method for of this paper is a policy brief as recommendations to policy makers. As a conclusion, there are five recommendations which are socializing and quality assurance training to PTKs; good university governance implementation; accreditation implementation both BAN-PT and LAM; regulatory/ policy adjustments; and international accreditation implementation.

Article history

Accepted: April 22nd, 2024

Approved: May 24th, 2024

Kata kunci:

Penjaminan mutu, akreditasi perguruan tinggi, perguruan tinggi kedinasan

Keywords:

Quality assurance, higher education accreditation, civil service higher education institutions

1. Introduction

1.1. Civil Service Higher Education

Currently, more than three thousands of higher education institutions have been registered to the National Accreditation Agency for Higher Education or *Badan Akreditasi Nasional-Perguruan Tinggi* or BAN-PT in Indonesia (BAN-PT, 2024). Based on the current data, the number of accredited institutions are dominated by the Private Higher Education Institutions or *Perguruan Tinggi Swasta* (PTS) with 2,217 (67.10%) institutions and followed by the Private Religious Institutions or *Perguruan Tinggi Agama Swasta* (PTAS) under the Ministry of Religious Affairs with 760 (23%) institutions. Meanwhile, there are 122 (3.69%) State Higher Education Institutions or *Perguruan Tinggi Negeri* (PTN) and 121 (3.66%) Higher Education Institutions under Other Ministries or *Perguruan Tinggi oleh Kementerian Lain dan Lembaga* (PTKL), which are Civil Service Higher Education or *Perguruan Tinggi Kedinasan* (PTK). Finally, 84 (2.54%) are State Religious Higher Education Institutions or *Perguruan Tinggi Agama Negeri* (PTAN) (see Figure 1).

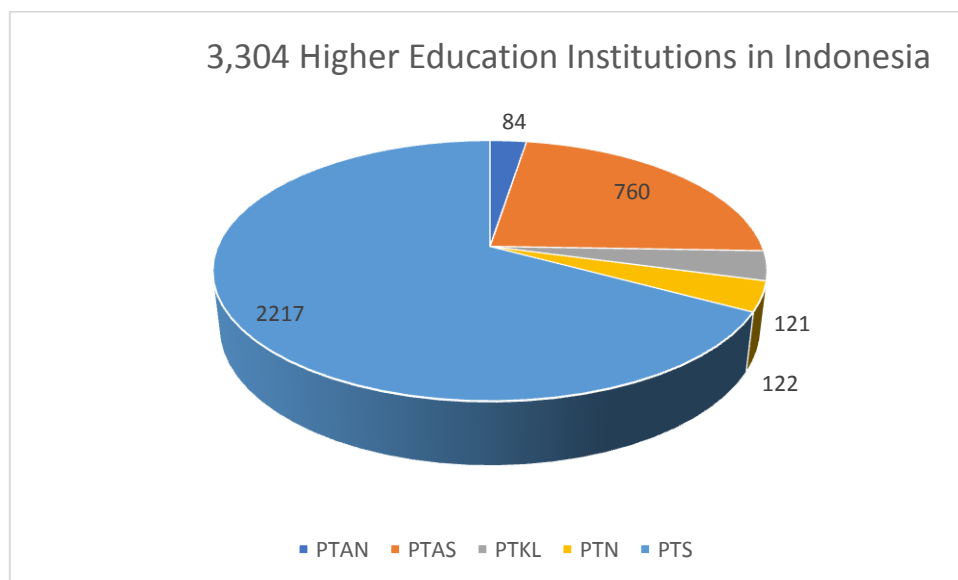


Figure 1. Higher Education in Indonesia Based on Providers

Civil service education is a professional education provided by the ministry or other governmental institution which aimed in enhancing the capabilities and skills for civil servants and prospective civil servants (Perpres No 14 Tahun 2010, 2010)(Perpres No 57 Tahun 2022, 2022). Civil service higher education aims to produce competent and skilled individuals in areas required for government administration or related agencies through academic and vocational higher education (Perpres No 68 Tahun 2022, 2022). Civil service

higher education plays a crucial role in producing qualified human resources to serve the country and society.

Table I shows the number of Civil Service Higher Education Institutions in Indonesia in 2018 (Direktorat Penelitian dan Pengembangan KPK, 2019; Wijayanti & Selawati, 2020). Based on the data, there were 179 PTKL institutions under several ministries. However, the latest data indicates decreasing in the number of Civil Service Higher Education Institutions to 121 institutions which needs further detailed exploration of the decline (BAN-PT, 2024).

Table I. Number of Civil Service Higher Education Institutions (PTKL) in Indonesia in 2018 (Direktorat Penelitian dan Pengembangan KPK, 2019)

NO	MINISTRY/ AGENCY	INSTITUTION
1	Ministry of Home Affairs	72
2	Ministry of Health	37
3	Ministry of Industry	18
4	Ministry of Agriculture	12
5	Ministry of Transportation	11
6	Ministry of Maritime Affairs and Fisheries	7
7	Ministry of Tourism and Creative Economy	6
8	National Administration Institute	3
9	Ministry of Law and Human Rights	2
10	Ministry of Energy and Mineral Resources	1
11	Ministry of Communication and Informatics	1
12	Ministry of Finance	1
13	Ministry of Trade	1
14	Ministry of Social Affairs	1
15	Ministry of Agrarian and Spatial Planning/National Land Agency	1
16	National Intelligence Agency	1
17	National Meteorology, Climatology, and Geophysics Agency	1
18	Central Statistics Agency	1
19	National Nuclear Energy Agency	1
20	National Cyber and Crypto Agency	1
TOTAL		179

1.2. Problem Formulation

Based on the problem identification summarized in the previous subsection, the problem formulation regarding the importance of quality assurance acceleration through accreditation, especially in the context of civil service higher education institutions, are as follows:

1. What are the impacts faced by non-accredited civil service higher education institutions?
2. What are the obstacles and challenges encountered in the accreditation process of civil service higher education institutions?
3. How does quality assurance acceleration through accreditation occur in civil service higher education institutions?
4. What are the alternative solutions to overcome these obstacles and encourage quality assurance acceleration?

2. Method

The method of this paper is using a policy brief structure to construct recommendations for policy makers. The writing structure is as follow: executive summary or abstract; introduction which state the policy issue and problem formulation; results and discussion including impact of non-accredited PTK and recommendations for alternative solutions; and conclusion.

3. Results and Discussion

3.1. Quality Assurance of Civil Service Higher Education

Higher education quality assurance is a systemic activity aimed at improving the quality of higher education in a planned and sustainable manner (Permendikbud No 53 Tahun 2023, 2023). Higher education quality assurance is carried out through determining, implementing, evaluating, controlling or *Penetapan, Pelaksanaan, Evaluasi, Pengendalian dan Peningkatan* (PPEPP), to improve the higher education standards. The national standards for higher education or *Standar Nasional Pendidikan Tinggi* (SN Dikti) should be fulfilled by every higher education institution in order to provide a framework for higher education to achieve its strategic role in enlightening the nation and advancing science and technology for the sustainable development of Indonesia; to ensure effective, inclusive, and adaptive higher education in line with the dynamics of science, technology, and societal developments; to produce excellent human resources; and to encourage continuous quality improvement in higher education beyond SN Dikti.

SN Dikti encompasses three standards for the implementation of the three pillars of higher education: education, research, and community service. The national education standards serve as a reference for designing, implementing, and evaluating curricula, consisting of: 1) education outcomes standards; 2) education process standards; and 3)

education input standards. In line with the outcome-based education (OBE) era (Mufanti et al., 2024), which prioritizes students, education outcome standards or graduate competency standards receive the most attention (>50%) compared to other standards. Education process standards include learning process, assessment, and management standards. Meanwhile, education input standards cover content, faculty and staff, facilities and infrastructure, and financing standards.

Graduate competency standards as education outcome standards is the minimum criteria for a unified competency unit, attitude, skills, and knowledge that demonstrate students' achievements at the end of a higher education program. Graduate learning achievements involving stakeholders, business, industry, and the workforce encompass competencies that include: a) mastery of science and technology, specific skills, and their application in one or more specific fields of study; b) general skills required as a foundation for mastering science and technology and relevant work fields; c) knowledge and skills needed for the workforce and/or further study at a higher level or for obtaining professional certification; and d) intellectual abilities for independent and critical thinking as lifelong learners.

Therefore, it is important for civil service higher education institutions to ensure that the educational services they provide are of high quality. One way to achieve this is through the accreditation process of the National Accreditation Agency for Higher Education (BAN-PT), which has important instruments in higher education quality assurance. The objectives and benefits of higher education accreditation are as follows: 1) Provide assurance that accredited higher education institutions have met quality criteria set by BAN-PT, thereby protecting the public from institutions that do not meet the criteria. 2) Encourage higher education institutions to continuously improve and maintain high quality. 3) Accreditation results can be used as considerations for credit transfers, aid proposals and fund allocations, and recognition from relevant bodies or institutions (Lampiran Peraturan BAN-PT Nomor 3 Tahun 2019, 2019).

Figure 2 shows the accreditation rankings of civil service higher education institutions in 2024 (BAN-PT, 2024). It can be seen that the majority are rated as Very Good (B) at 86 (71.07%), while those rated as Good (C) are 25 (20.66%). Meanwhile, those rated as Excellent (A) are only 10 (6.26%) of civil service higher education institutions.

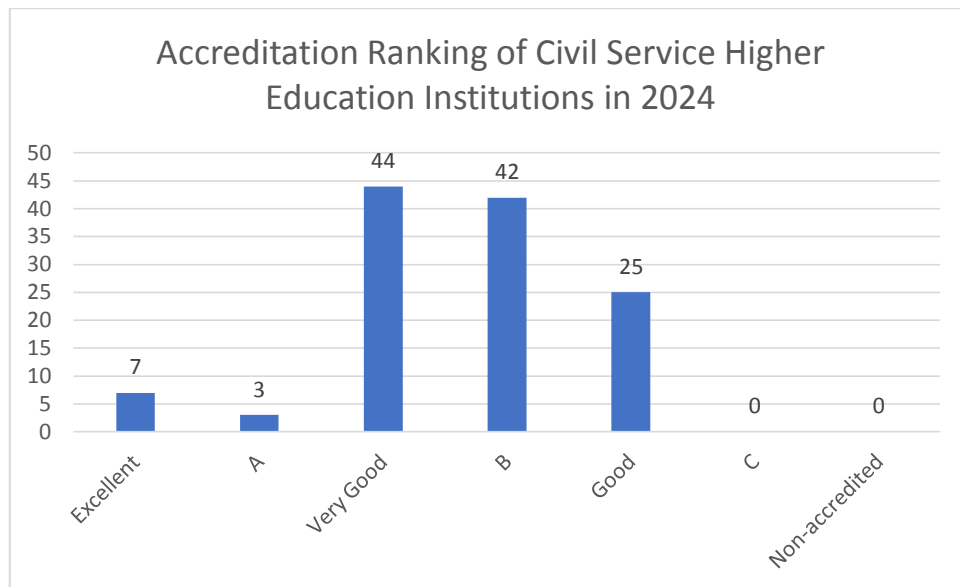


Figure. 2. Accreditation Ranking of Civil Service Higher Education Institutions in 2024 (BAN-PT, 2024)

Meanwhile, accreditation for study program as a form of public accountability is carried out by the independent accreditation institution or *Lembaga Akreditasi Mandiri* (LAM), which consists of government and community. Currently, there are six independent accreditation institutions recognized by BAN-PT, namely independent accreditation institution for health higher education or *Lembaga Akreditasi Mandiri Perguruan Tinggi Kesehatan* (LAM-PTKes), independent accreditation institution for business management and accounting or *Lembaga Akreditasi Mandiri Ekonomi Manajemen Bisnis dan Administrasi* (LAMEMBA), independent accreditation institution for education or *Lembaga Akreditasi Mandiri Pendidikan* (LAMDIK), independent accreditation institution for natural sciences and formal sciences or *Lembaga Akreditasi Mandiri Sains Alam dan Ilmu Formal* (LAMSAMA), independent accreditation institution for Informatics and Computer or *Lembaga Akreditasi Mandiri Informatika dan Komputer* (LAM INFOKOM), and independent accreditation institution for Engineering or *Lembaga Akreditasi Mandiri Teknik* (LAM Teknik) (Peraturan BAN-PT No. 19 Tahun 2022, 2022).

Several issues related to improving higher education quality assurance have been identified and become common concerns. (Saepudin, 2018) outlined three main issues: 1) Unequal access to education, 2) Low quality and relevance of education, and 3) Weak education management. To address these issues, the effectiveness of the accreditation process (Moeliোধhardjo et al., 2017) and improving the governance of civil service higher education

need to be pursued (Wijayanti & Selawati, 2020), including technology adoption strategies in line with current developments (Tumanggor et al., 2019).

Civil service higher education institutions and their programs need to be continuously encouraged to improve education quality beyond SNDikti standards in a good, consistent, and sustainable manner (continuous quality improvement) by obtaining recognized and relevant international accreditation rankings. International accreditation institutions recognized in international agreements are as seen in Table II.

Table II. International Accreditation Bodies Recognized by the Ministry of Education and Culture (Kepmendikbud No 83 Tahun 2020, 2020)

NO	PERSETUJUAN INTERNATIONAL	FIELD	ACCREDITATION INSTITUTIONS
1	EQAR (European Quality Assurance Register for Higher Education)	General	FIBAA, A3ES, ACQUIN, dan lain-lain
2	CHEA (Council for Higher Education Accreditation)	General	ACEN, ATMAE, dan ACPE
3	USDE (United States Department of Education)	Health	ACPE, ACAOM, dan AOTA
4	WFME (World Federation of Medical Education)	Health	LCME, AMC, LAM-PTKes
5	Washington Accord	Engineering	ABET, JABEE, IABEE
6	Sydney Accord	Technology Engineering	ABET, dan ECUK
7	Dublin Accord	Engineering Practitioners	ABET dan ECUK
8	Seoul Accord	Informatics and Computer	ABEEK dan ABET
9	Canberra Accord	Architecture	KAAB dan NAAB
10	APQR (Asia Pacific Quality Register)	General	NCPA, FHEC, dan RR

Additionally, the Ministry of Education and Culture (Kepmendikbud No 83 Tahun 2020, 2020) also recognizes 12 International Accreditation Bodies, namely: Hong Kong Council for Accreditation of Academic & Vocational Qualifications (HKCAAVQ), Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), Tertiary Education Quality and Standards Agency (TEQSA), The Association to Advance Collegiate Schools of Business (AACSB), The Association of MBAs (AMBA), EFMD Quality Improvement System (EQUIS), International Accreditation Council for Business Education (IACBE), Association of Asia-Pacific Business Schools (AAPBS), Accreditation Council for Business Schools and Programs (ACBSP), Royal Society of Chemistry (RSC), The Rehabilitation

Council of India (RCI), and Council for the Accreditation of Educator Preparation (CAEP). The accreditation results of study programs conducted by international accreditation institutions can be recognized by BAN-PT and LAM based on (Peraturan BAN-PT No 3 Tahun 2023, 2023).

3.2. Impact of Non-Accredited State Higher Education Institutions

The impacts of non-accredited civil service higher education institutions include:

Firstly, there is no assurance that the institutions have met the quality criteria set by BAN-PT, thus providing no protection to the public from institutions that do not meet the criteria.

Secondly, there is no encouragement for institutions to continuously improve and maintain high quality.

Thirdly, they cannot be used as considerations for credit transfers, funding proposals, allocation of funds, or recognition from relevant bodies or institutions.

3.3. Recommendations

Alternative solution recommendations include the role of accreditation in enhancing transparency, accountability, and the quality of higher education services, as well as the challenges and opportunities faced by civil service higher education institutions in the accreditation process as seen in Figure 3.

Firstly, conducting socialization and providing training and mentoring to leaders, faculty, and staff to eliminate barriers in preparing the necessary systems, documents, and data for the accreditation process.

Secondly, encouraging civil service higher education institutions to improve good university governance oriented towards achieving excellent student graduates.

Thirdly, encouraging civil service higher education institutions to implement the BAN-PT accreditation process for quality assurance of higher education. Also, encouraging programs at civil service higher education institutions to implement the accreditation process of independent accreditation agencies for quality assurance of departments (study programs) and faculties.

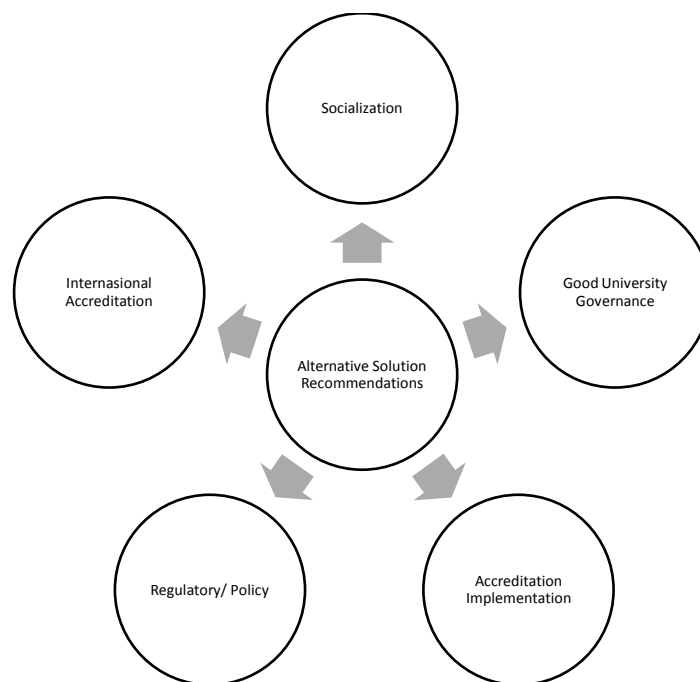


Figure 3. Alternative Solution Recommendations

Fourthly, making regulatory/policy adjustments for civil service higher education institutions, such as supplemental accreditation instruments for institution specifications.

Fifthly, encouraging universities and programs to continuously improve quality beyond the national standards by obtaining credible and recognized international accreditation.

4. Conclusion

Accelerating quality assurance of higher education through accreditation in civil service higher education institutions is a crucial step in ensuring that these institutions meet established quality standards. By understanding policy issues as background problems and recognizing the impact of non-accredited higher education institutions, appropriate alternative solutions can be recommended. Civil service higher education institutions need to implement BAN-PT accreditation, and each program is encouraged to participate in implementing government-recognized LAM accreditation. It is essential to socialize to the academic community of civil service higher education institutions about the urgency of accreditation and provide guidance and training for preparation and the accreditation process. BAN-PT also needs to adjust accreditation policies to highlight the strengths/characteristics of civil service higher education institutions. Additionally, civil service higher education institutions need to be encouraged to continually improve sustainable quality assurance by obtaining credible international accreditation recognition. Policy stakeholders (BAN-PT, civil service

higher education institutions, and LAM) also need to implement action plans based on several recommended suggestions. Hopefully, these alternative recommendations can strengthen existing solutions to accelerate the quality assurance process and enhance the contribution of civil service higher education institutions in producing quality human resources.

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