

International Accreditation Preparation Model in Accredited Prodi A at Universitas Muhammadiyah Sumatera Utara

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Abstract

This study aims to: 1) find out data and information related to the readiness of study programs that have been accredited A at the Muhammadiyah University of North Sumatra in order to participate in international accreditation; 2) to find out how to create and determine the readiness model of study programs that have been accredited A in following international accreditation at the Muhammadiyah University of North Sumatra; 3) to implement and improve the international accreditation preparation model for study programs that have been accredited A at the Muhammadiyah University of North Sumatra. The research method used is research and development using Borg and Gall. Borg and Gall applied only up to step 5 only. This is because the ultimate goal of this research is to apply the model that has been found. The 5 steps start from initial research, determining the model, implementing the model and improving the model. To find the condition and readiness of the study program used descriptive research methods with categorization analysis for the measuring instrument. The results of this study were analyzed to determine the model for implementing the study program's readiness to carry out international accreditation. The model formed will be applied to one study program. The results of this application will be used to improve the first model that has been formed and applied earlier. Through this research, a model for implementing international accreditation has been found for study programs that have been accredited A by BAN PT at UMSU. This model can be used as material for other study programs in carrying out international accreditation and can be imitated by study programs at other universities with the same desire. The output of this research is being worked on because the research process has just been completed.

Keywords

accreditation; International;
International accreditation



I. Introduction

The achievement of excellent accreditation as the highest level of higher education accreditation next year 2020, makes every university that has received Higher Education Accreditation A so far, has a strong desire to continue to be at the top of accreditation. One of the important requirements for accreditation of 9 criteria that need to exist is to have an internationally accredited study program.

This desire also does not stop at universities that have been accredited A so far, but also echoes in universities that are accredited B but have accredited study programs A. This proves that international accreditation is desired by universities that already have study programs that have so far has been accredited A (because A is a requirement for international accreditation).

This study tries to raise the difficulties and things that must be completed by the exact and non-exact study programs in order to get A accreditation. Accreditation of exact study programs.

Based on this research, it will be stated that non-exact study programs that have had A accreditation so far have had to prepare themselves even harder considering the requirements and readiness required for international accreditation are different from national accreditation which requires an outcome that must be prepared. It is hoped that Dikti and Idikti will make it easier to direct study programs that have been accredited A so far to get international accreditation.

Initial weaknesses were detected from the SPMI conducted by non-exact study programs and using the PPEPP quality cycle, the note bene still does not guarantee the implementation of a strong quality culture. Meanwhile, the implementation of international accreditation requires this. This research resulted in an international accreditation model that can be applied to A-accredited study programs and study programs that wish to achieve international accreditation. This model is designed to understand the conditions and systems that can anticipate and overcome implementation weaknesses when facing international accreditation. The findings obtained by PRR are useful for public administration and education administration, especially in the application of quality assurance, which has been overseen by BAN PT Dikti.

This research has been completed. The research and development research method using Borg and Gall is carried out in 5 steps because the research objective only produces a model that has been applied and evaluated. The first and second steps aim to find the conditions and readiness of the study program. The research method used is descriptive research method with categorization analysis for the measuring instrument. The third step uses the results of the research analysis from the previous step to determine the model for implementing the study program's readiness to carry out international accreditation. In the fourth step, the model formed is applied to the Public Administration Science study program.

A new product has been formed in the form of a preparation model for international accreditation, then this model has been evaluated for its effectiveness and is expected to be used as an alternative policy to increase the accreditation of study programs that have A to International Accreditation. Reports of results are being carried out and drafts of articles and drafts of international seminars are being prepared. In addition, a book is being made as an additional output.

II. Review of Literatures

2.1 Definition of Quality Assurance

Research and Technology Dikti (2016:9) revealed that the Quality Assurance System (SPM) is asystemic activities to improve the quality of higher education in a planned and sustainable manner. SPM consists of an Internal Quality Assurance System (SPMI) and an External Quality Assurance System (SPME). The core of the implementation of the quality assurance system lies in the SPMI. The success of implementing quality management in the learning process is evidence that SPMI has been running well. This is because SPMI is not easy to make it happen in a higher education organization.

The Minister of Education and Culture of the Republic of Indonesia (2014: 2) revealed that SPMI is a systemic activity of ensuring the quality of higher education by each university autonomously to control and improve the implementation of higher education in a planned and sustainable manner. This means that the implementation of the internal quality assurance systems is the main task and is the full responsibility of every University.

The implementation of SPMI in higher education has an increasingly important role after Research and Technology and Higher Education made the quality component the main discussion on standard 2 study program accreditation forms and faculty accreditation forms.

Higher education requires the presence of a quality assurance system that is perfectly implemented. Research by Hamzah and Rahman (2002:142) reveals that the teaching-learning process in higher education still needs a lot of improvement and arrangement. The existing learning process is boring, routine, run mechanically/rigidly, and loses its pedagogical feel. even though the quality assurance activities carried out are considered to be quite optimal. The learning process can be developed by providing a variety of media such as animation, audio visual or techniques such as information gap techniques with website-based "absyak" learning (Syakur, 2020). Therefore, reasoning is important to consider in educational settings and the world of work (Harahap, 2020). In the education process, learning activities are the most important aspect of achieving these educational goals (Sudarmiani, 2020). Rangkuti (2020) states that development of teaching materials is used as a way to identify, develop, and evaluate learning content and strategies. Learning outcomes refer to three aspects, namely attitudes, skills and knowledge (Junifran, 2020).

The implementation of a good quality management system begins with a high commitment and has good measurable standards (indicators). This is expressed by Basuki (2004:104) who describes that the implementation of the quality assurance system in the learning process at the department level is running and working well. This is due to the commitment of the actors, good management with measured indicators, and adequate financial support. Singgih and Rahmayanti (2008:133) examined 10 indicators of quality standards set by the Higher Education. The result is that all these indicators have a significant effect on the quality of education. If the ranking is carried out from the largest to the smallest influence as follows: (1) governance; (2) community service; (3) study program curriculum; (4) learning process; (5) human resources; (6) academic atmosphere; (7) research and publications; (8) student affairs; (9) finance; and (10) infrastructure and facilities.

2.2. International-Scale Higher Education Quality Assurance

Although the implementation of quality management has not been carried out perfectly in universities in Indonesia, the standards established by the Higher Education have proven to be very influential in the learning process carried out. If this is done well, our higher education will be able to exist at the international level. This is in line with the research of Thoyib (2008:215) related to the development of the quality of higher education in Indonesia. A strategy for developing the quality of Islamic higher education is needed, such as: (1) higher education management must be able to be oriented to the development of academic quality on an international scale, so that academic and social needs for national and regional scales are automatically met; (2) quality management applications must be supported by a good academic atmosphere so that efforts to improve academic quality can run more quickly and effectively; (3) the humanistic sense of diversity must be the primary supporting university in the context of internationalizing education that is more humane and internationalizing broad academic networking to support domestic human resources to be superior, innovative and productive to produce graduates (row out put) that are competitive in various fields. competition scale.

Awareness of the importance of internal quality assurance among higher education academics in Indonesia is a very good starting point to start piloting international accreditation. This requires higher education managers to prepare preparations starting from documents (quality standards), human resources and funds.

2.3 Building an International Accreditation Model

Dikti revealed that the quality assurance system model for higher education consists of strategic, systemic and tactical dimensions and is subject to internal and external Quality Assurance System assessments. An Internal Quality Assurance System ensures that institutions, systems or programs have policies and mechanisms in place to ensure that they meet their own goals and standards. International Accreditation or External Quality Assurance System is carried out by organizations or individuals outside the institution. Assessors evaluate the operations of institutions, systems or programs to determine whether they meet agreed or pre-determined standards, so that international accreditation can cover the scope of the institution or the scope of the study program. The strategy for achieving international accreditation criteria at the institutional level begins with the needs of stakeholders which are translated into the vision, mission, goals and objectives of the university. This means that the implementation of a quality assurance and quality assessment system will always start with the mission and objectives and end with the achievement of meeting the needs of stakeholders. The higher education planning strategy is aimed at formulating policies and policy strategies, management structures and higher education management systems. International accreditation/certification for study program level focuses on the quality of educational activities related to the dimensions of input, process, achievement and output (impact). Dimensions of the Quality Assurance System should continue to be carried out with a totality system approach, resources and information aimed at regulating, maintaining and improving the quality and standards of teaching, student learning experiences, research, and service to the community. It is a system in which quality assurance mechanisms work to maintain and improve quality levels in higher education.

III. Research Methods

The research method used is the research and development method according to Borg and Gall. There are ten Borg and Gall steps as follows: 1. Research and information collecting (search and data collection). 2. Planning (planning). 3. Develop preliminary form of product (develop initial product form). 4. Preliminary field testing (initial field testing). 5. Main product revision (revision of the results of initial field trials). 6. Main field testing (main field testing). 7. Operational product revision (revision of operational products). 8. Operational field testing (operational field testing). 9. Final product revision. 10. Dissemination and implementation (dissemination and implementation). The ten steps in the borg and gall approach are only applied to 5 steps considering the purpose of the research to produce a product that has been applied and evaluated.

The 5 steps start from initial research, determining the model, implementing the model and improving the model. To find the condition and readiness of the study program used descriptive research methods with categorization analysis for the measuring instrument. The results of this study were analyzed to determine the model for implementing the study program's readiness to carry out international accreditation. The model formed will be applied to one study program. The results of this application will be used to improve the first model that has been formed and applied earlier. The details are as follows: the first and second steps aim to find the conditions and readiness of the study program. The research method used is descriptive research method with categorization analysis for the measuring instrument. The third step uses the results of the research analysis from the previous step to determine the model for implementing the study program's readiness to carry out international accreditation. In the fourth step, the model formed is applied to the Public Administration Science study program. Finally, in the fifth step, the activities carried out

related to the results of the implementation that have been carried out are evaluated and used to improve the first model that has been formed and applied earlier.

IV. Discussion

Plan of Activities Offered

This research starts from the initial research, determining the model, implementing the model and improving the model. To find the condition and readiness of the study program used descriptive research methods with categorization analysis for the measuring instrument.

The implementation of the research is the fulfillment of step one in the flow of thought, namely Step 1: Collecting data related to the condition and existence of study programs that have been accredited A at UMSU. The research was completed even though there were obstacles in the interview process due to a change in the study program leader, whether it was the head of the study program or the secretary of the study program. From the results of the interviews obtained, it was found that preparation for international accreditation had not received priority and attention from the head of the study program and the secretary of the study program who were interviewed while serving. The absence of serious attention and consistent direction from university leaders and faculty leaders is an important factor in the implementation of international accreditation for study programs that have been accredited A at UMSU.

In addition, the existence of tools ranging from planning from the point of view of the OBE curriculum, the readiness of the support team, the readiness of human resources, the readiness of facilities and infrastructure, the readiness to procure an international accreditation or certification organization has not been seriously prepared.

The results of this study were analyzed to determine the model for implementing the study program's readiness to carry out international accreditation. From the results of this study, it can be described the model that must be followed by each study program if it wants to carry out international accreditation.

Based on the model that must be used to determine the readiness of the study program to carry out international accreditation, this model is applied to one of the study programs that have been accredited A at FISIP UMSU, namely the IAP study program. In the process of its application, it is seen that there are obstacles in almost all sides needed for the application of this model. The study program feels that it has not prioritized attention to preparation for international accreditation because the university leadership and faculty have not been serious about preparing internationally accredited study programs because they are busy in preparing an independent curriculum for independent campus learning. Whereas the preparation of the MBKM curriculum with the OBE curriculum must be in line and not different.

The implementation of this research resulted in the preparation of an international accreditation preparation model for A-accredited study programs and the application of the model in which the application of the model in one of the study programs was in accordance with Step 2: Collecting data and information forming the model, Step 3: Formation of Interim Model, and Step 4: Model Application.

The model formed has been applied to one study program. The results of this application reflect the same situation and conditions as all existing A-accredited study programs. The application of this international accreditation preparation model cannot or has not yet been applied in existing A-accredited study programs. Almost all of the main activities that support the preparation model for international accreditation of A-accredited study programs have not been formed and have been thought about intensively by the study program leaders.

So there is no need for a repair model that is used to improve the first model that has been formed and applied earlier.

The general conclusions of the implementation of research that have been running are as follows: the first and second steps aim to find the conditions and readiness of the study program. The research method used is descriptive research method with categorization analysis for the measuring instrument. The third step uses the results of the research analysis from the previous step to determine the model for implementing the study program's readiness to carry out international accreditation. In this step, the model needed for an A-accredited study program has been formulated in carrying out international accreditation in the future. In the fourth step, the model formed is applied to the Public Administration Science study program. As a result, this model did not work well and was not implemented because almost all study programs were in a state and situation that they were not ready to implement this international accreditation preparation model. Finally, in the fifth step, the activities carried out related to the results of the implementation that have been carried out are evaluated and used to improve the first model that has been formed and applied earlier to be ineffective and it was decided not to improve it until there is a commitment from the university leadership and faculty on the importance of internationally accredited study programs. In the future, in addition, the study program thought to prepare the implementing team also did not exist with the OBE curriculum plan which had not been thought of at all.

V. Conclusion and Suggestion

5.1 Conclusion

This study concludes that the implementation of an A-accredited international research implementation model has not been carried out properly, this is due to the following things that have not been fulfilled:

- a. Based on data and information related to the condition of readiness of study programs that have been accredited A in the University environment, it can be seen that the readiness of study programs accredited A has not been improved since accreditation A was obtained and obtained. University work programs related to the preparation of the MBKM-based curriculum are the main focus at this time and have not led to the preparation of the OBE curriculum as the basis for implementing international accreditation in order to participate in international accreditation.
- b. Through the research results obtained and the readiness requirements of an A-accredited study program, which so far must exist, a model of A-accredited study program readiness is obtained in following international accreditation within the University. This model is a combination of research findings at the time of data collection and analysis in the field and the concept of international accreditation that has existed so far.
- c. The model that has been produced turns out to be unable to be applied due to the conditions and situation of the study program that has not focused on the implementation of international accreditation. In addition, the commitment and support from the university and faculties is very decisive in the implementation of international accreditation which does require funds and the support of a strong team. This means that if the standard model is applied, it will produce study programs that are not ready to carry out international accreditation.

5.2 Suggestion

This research is useful as additional data for future decision making for universities and faculties in carrying out international accreditation. Because after all, international accreditation becomes very important and its urgency cannot be avoided for the credibility of higher education to be built by a university. Commitment and support for the implementation of international accreditation must have begun to be considered and built on potential study programs because this international accreditation takes a long time and expensive funds and a very strong team later.

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