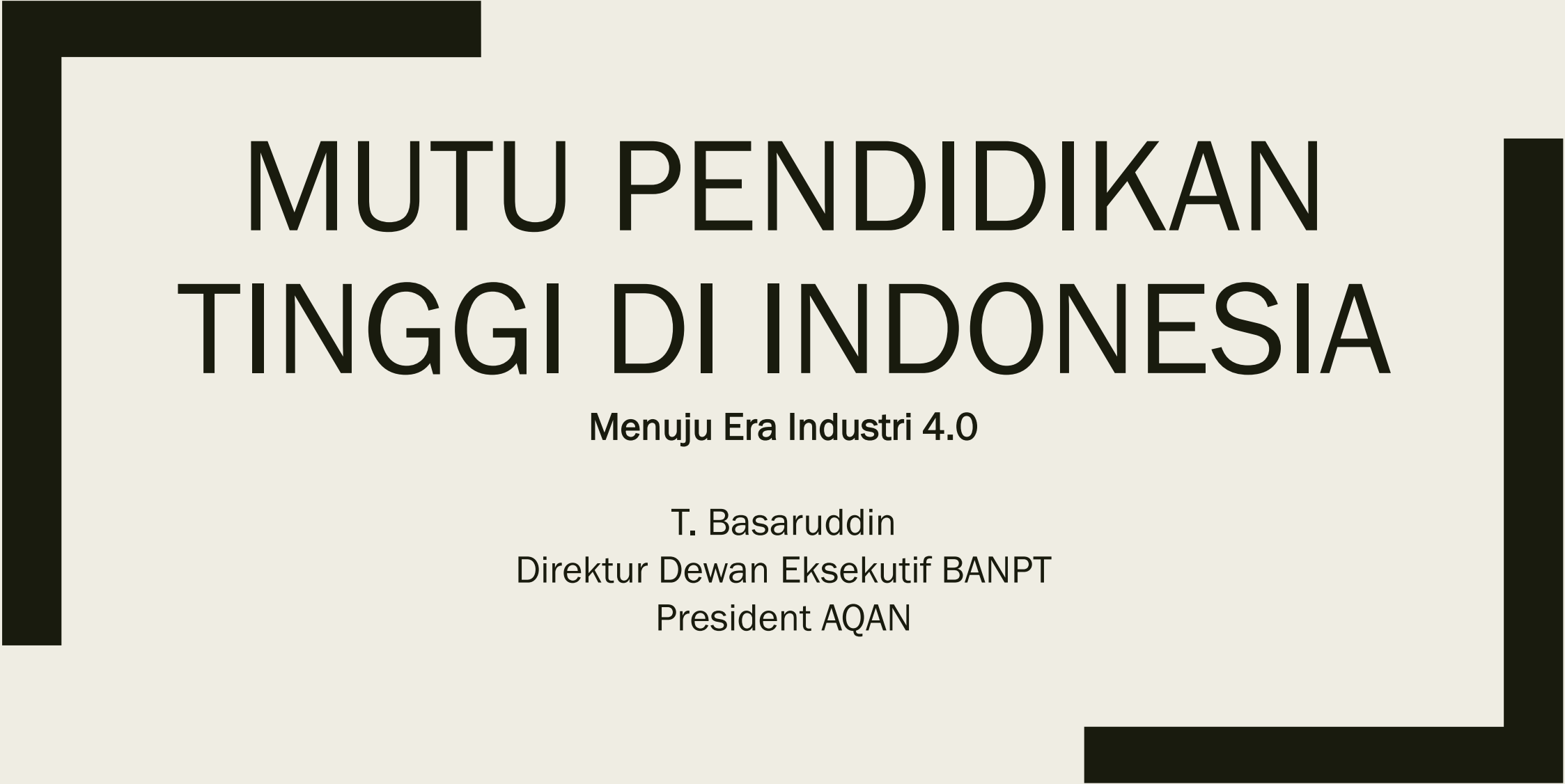


A thick black L-shaped frame is positioned on the left and bottom edges of the slide, framing the central text.

MUTU PENDIDIKAN TINGGI DI INDONESIA

Menuju Era Industri 4.0

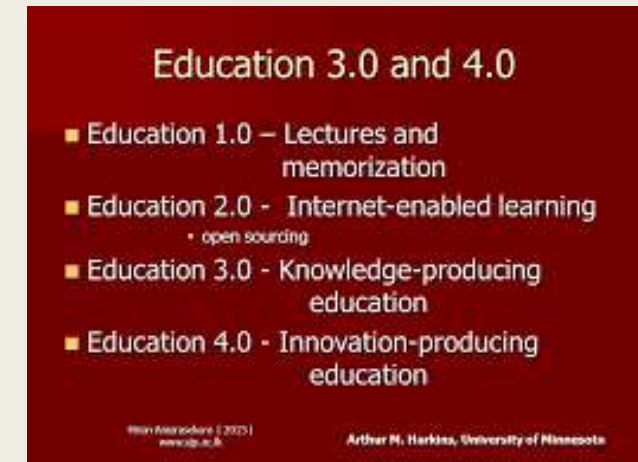
T. Basaruddin
Direktur Dewan Eksekutif BANPT
President AQAN

Outline

- Tren Perkembangan Pendidikan Tinggi
- Mutu Pendidikan Tinggi di Indonesia dari Sudut Pandang Akreditasi
- Upaya Perbaikan Sistem Akreditasi PT di Indonesia
- Kerangka Penjaminan Mutu PT di ASEAN
- Penutup

Trend Perkembangan Pendidikan Tinggi

- Massifikasi menuju universal higher education
- Open content dan MOOCs
- Relevansi dan kontribusi terhadap pembangunan ekonomi
- Kompetisi Global – sertifikasi dan akreditasi
- Disruptive market & disruptive technology – reorientasi total



Akreditasi PT dan PS di Indonesia

APT	No	Peringkat	31 Desember 2016		31 Desember 2017	
			Jumlah	Persentasi	Jumlah PT	Persentasi
	1.	A	48	4%	66	4%
	2.	B	336	30%	529	34%
	3.	C	733	66%	954	62%
		Total	1.117	100%	1.549	100%

APS	No	Peringkat	31 Desember 2016		31 September 2017	
			Jumlah	Persentasi	Jumlah	Persentasi
	1.	A	2.369	12%	2.823	15%
	2.	B	8.875	46%	10.323	53%
	3.	C	7.849	41%	6.171	32%
		Total	19.093	100%	19.317	100%

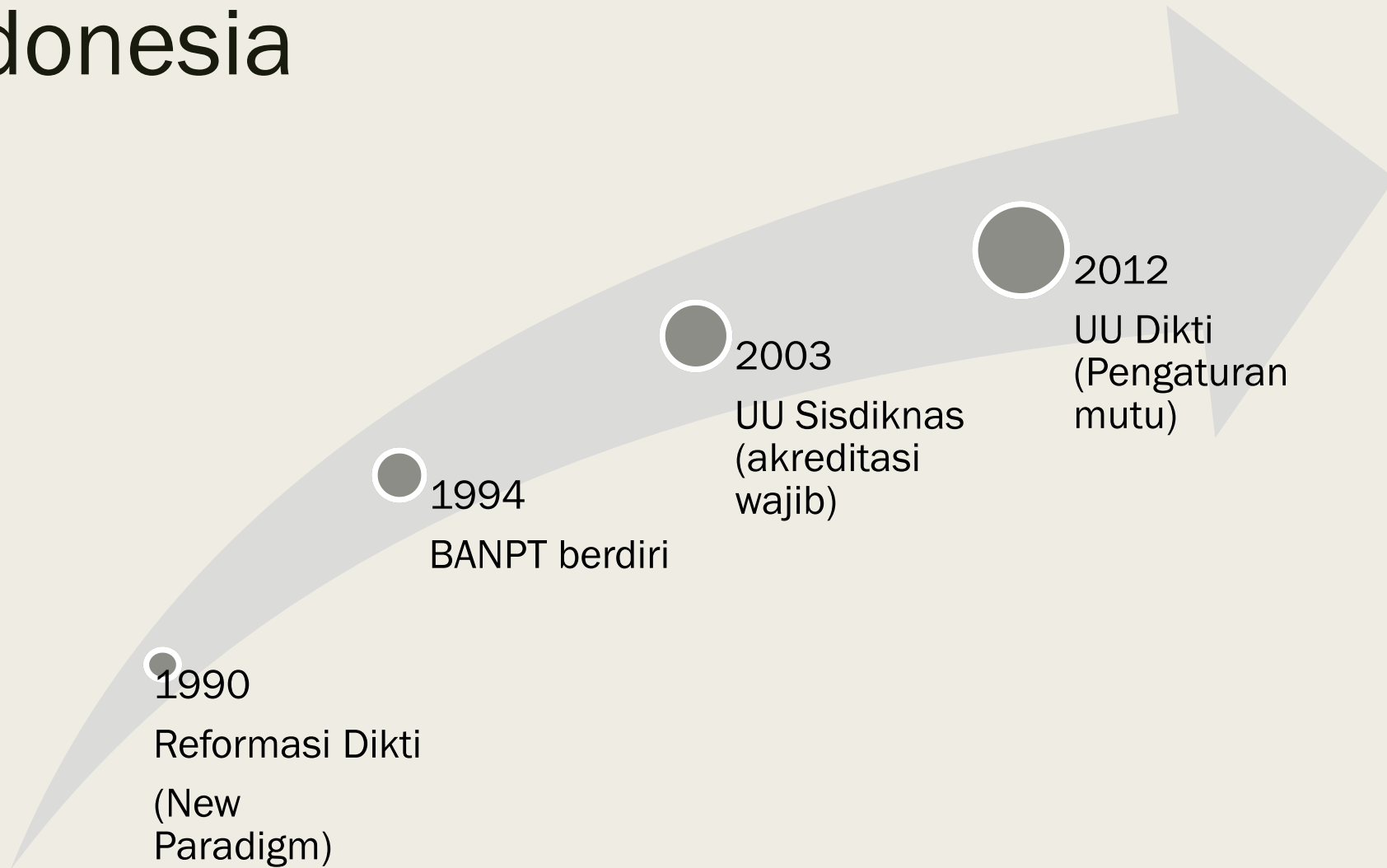
APT

	A	B	C	Total
PTAN	3	37	19	59
PTAS		22	204	226
PTKL	4	35	10	49
PTN	32	44	7	83
PTS	27	391	714	1132
Total	66	529	954	1549

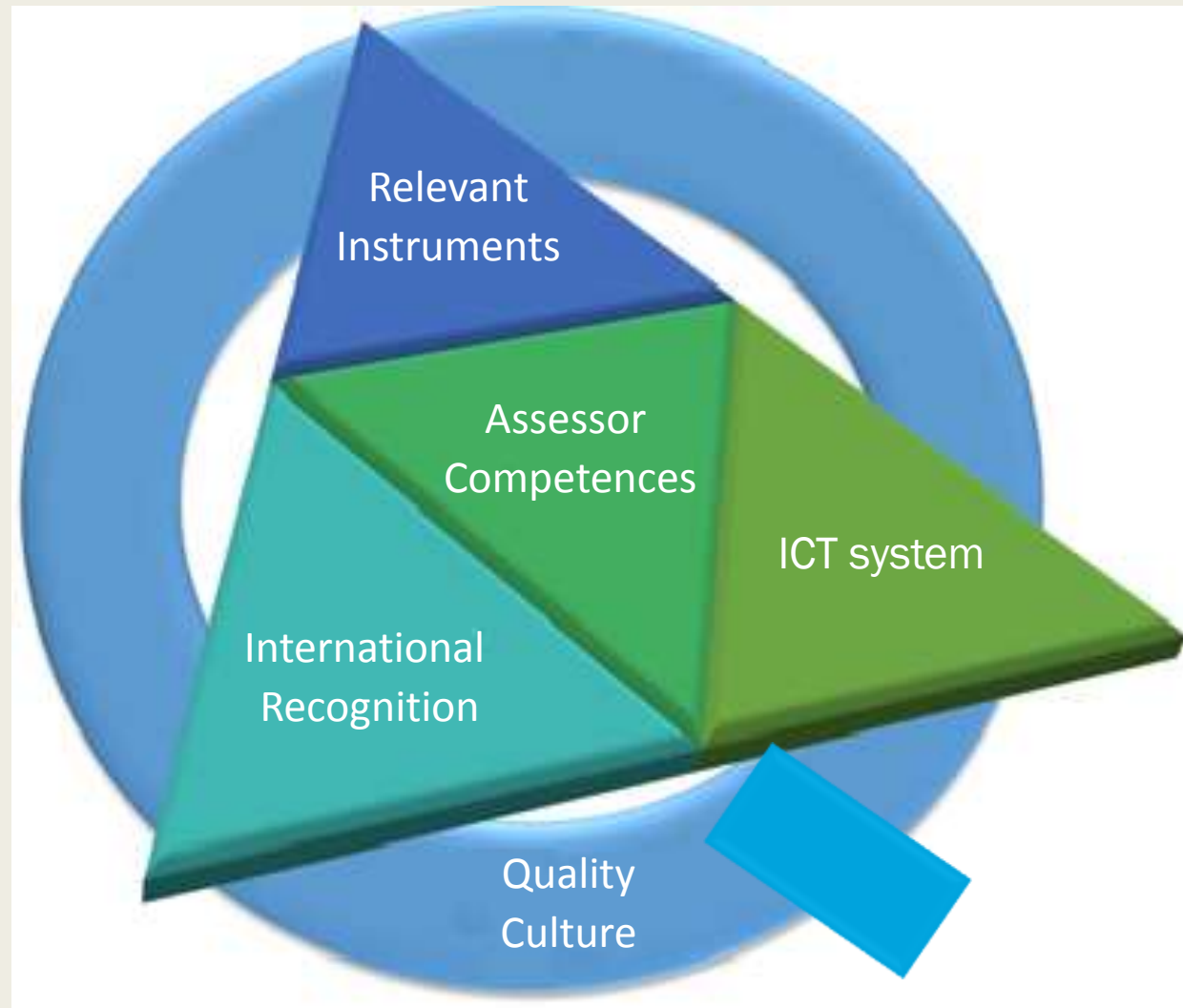
APS

	BANPT				LAMPTKES				
	A	B	C	Total	A	B	C	Total	Total
PTAN	221	736	236	1193		1		1	1194
PTAS	12	491	926	1429					1429
PTKL	50	241	49	340	6	211	70	287	627
PTN	1749	2529	532	4810	91	78	9	178	4988
PTS	677	5296	4016	9989	17	740	333	1090	11079
Total	2709	9293	5759	17761	114	1030	412	1556	19317

Milestones Pembangunan PT di Indonesia



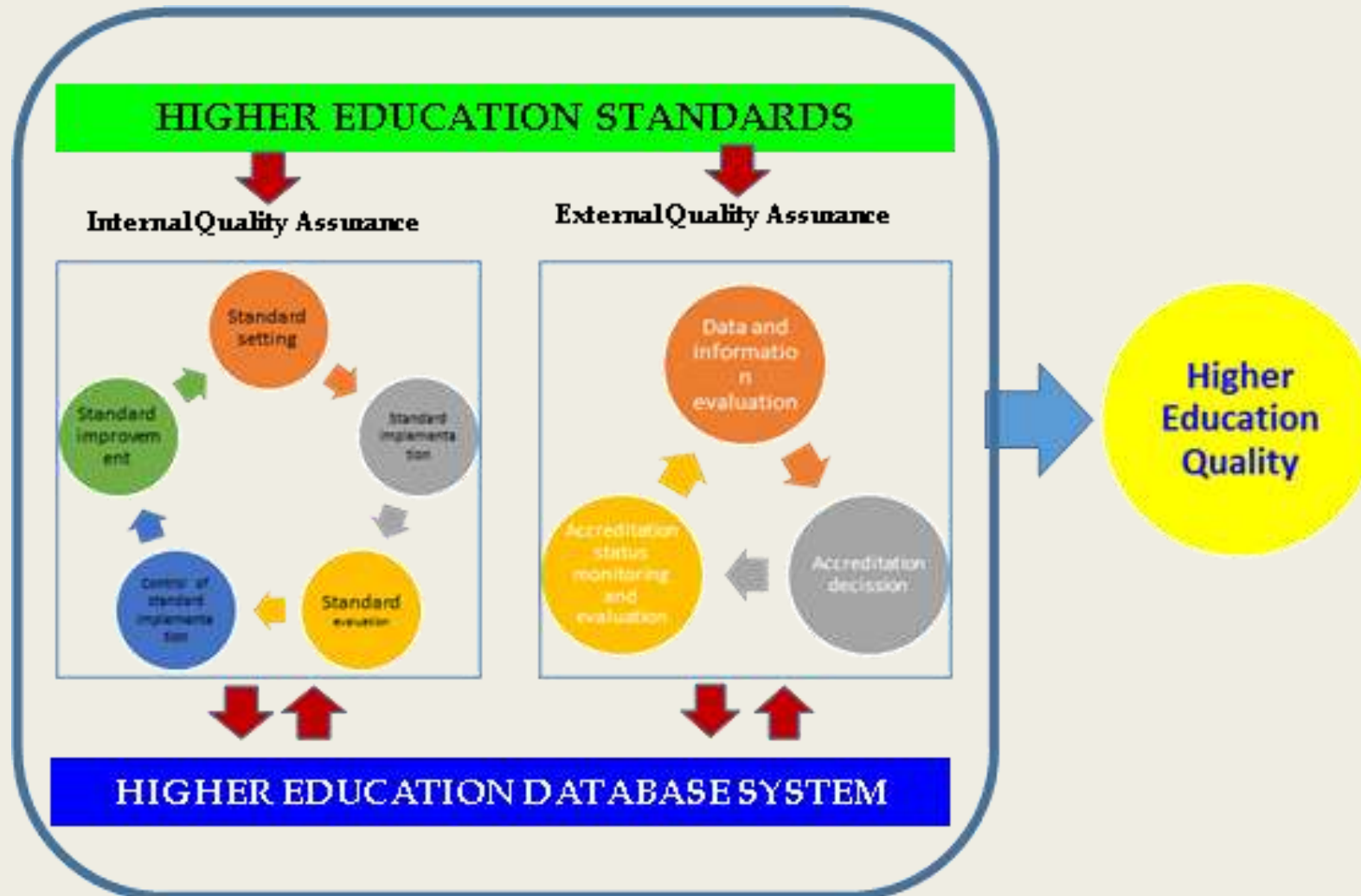
Strategi Pengembangan BANPT



Perbaikan proses akreditasi

- Dari akreditasi menjadi SPME
- Dari manual menjadi online (SAPTO)
- Dari instrument berbasis input dan borang menuju berbasis outputs/outcomes dan evaluasi diri
- Peningkatan profesionalisme asesor

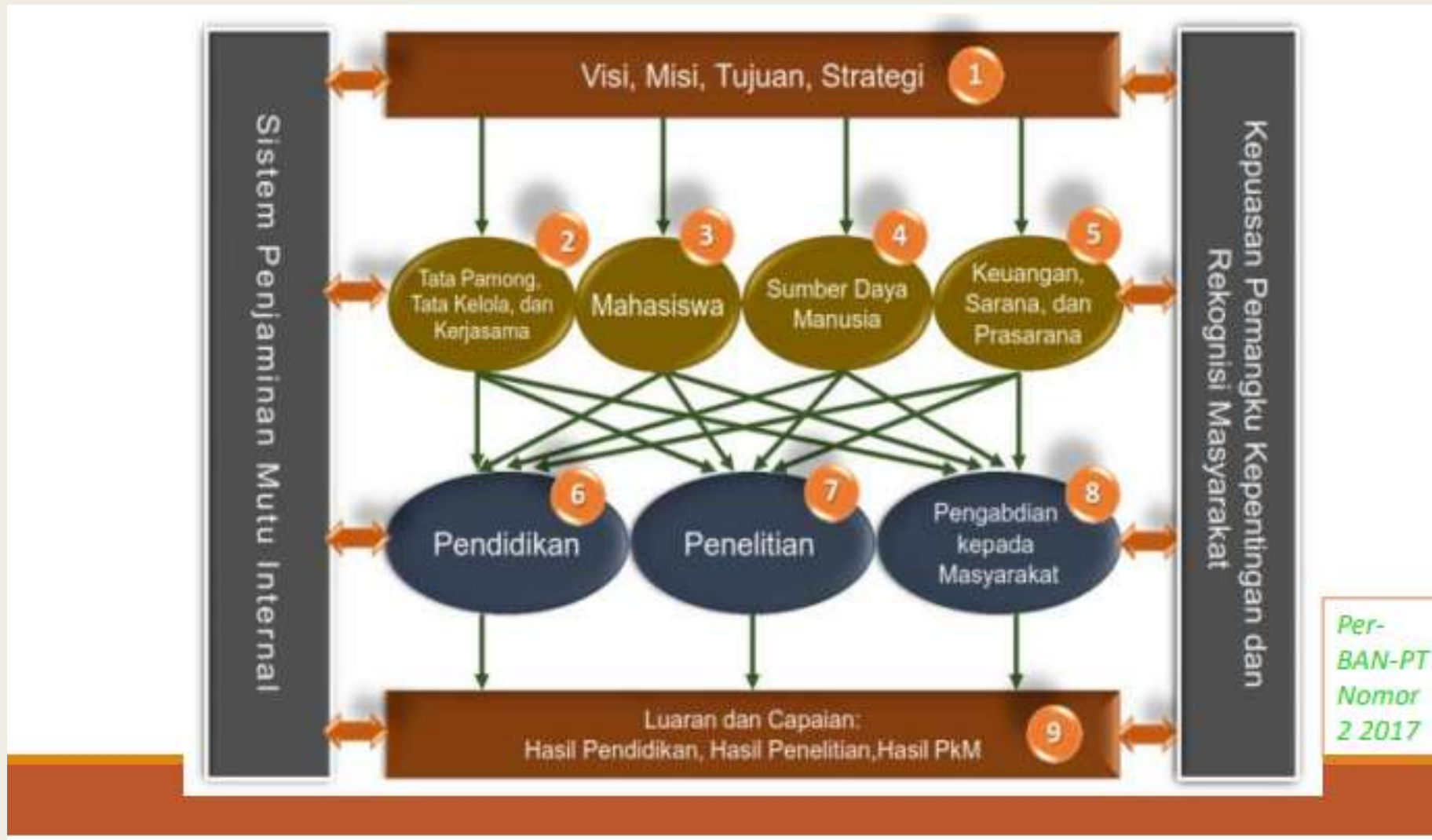
SPMDIKTI – Permen No 62/2016



Transisi Proses 2017 – SAPTO

- 31 Maret batas akhir pengajuan usulan borang manual untuk APS
 - *Dalam 3 hari terakhir ada 1700an usulan*
 - *Banyak yang “titip” dan tidak terproses hingga AK 15 Nop 2017*
 - Bagi yg punya bukti tanda terima sebelum 31 Maret, tidak terproses, diminta untuk menyampaikan bukti ke BANPT.
- 31 Mei batas akhir pengajuan usulan APT manual
 - *Semua usulan sudah terproses*
- Pengaturan transisi Permen 32/2016 Pasal 52
 - *Semua Prodi dan PT yg belum terakreditasi dinyatakan terakreditasi*
 - Bagi yg didirikan sebelum 10 Agustus 2012, harus terakreditasi paling lambat 16 Mei 2018
 - Bagi yg didirikan antara 10 Agustus 2012 sd 16 Mei 2016, harus terakreditasi paling lambat 5 tahun setelah SK pendirian

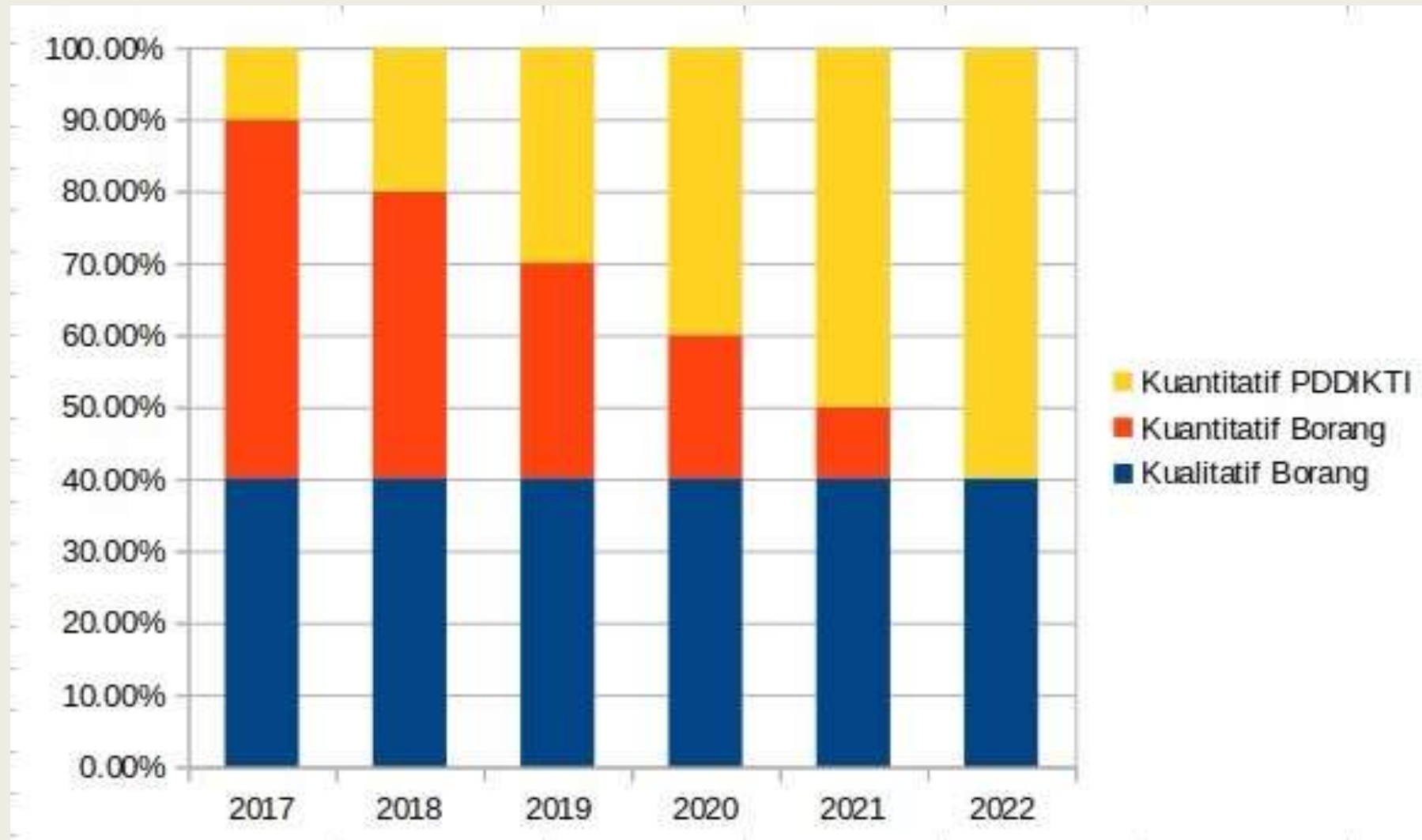
Kriteria Akreditasi



Karakteristik instrumen baru

- Lebih spesifik
 - *APT:*
 - Institusi Akademik: PTS, PTN (BH, BLU, Satker);
 - Institusi vokasi
 - UT
 - *APS*
 - Akademik, vokasi, profesi
 - Jenjang: D1 – D4, S1 – S3
 - Moda: f-2-f vs online
- Orientasi
 - *Focus pada outcomes, outputs, dan proses*
- Instrumen penilaian
 - *Indikator kinerja akademik*
 - *Laporan evaluasi diri*
- Integrasi dengan SPMI

Rencana Integrasi SAPTO - PDDikti



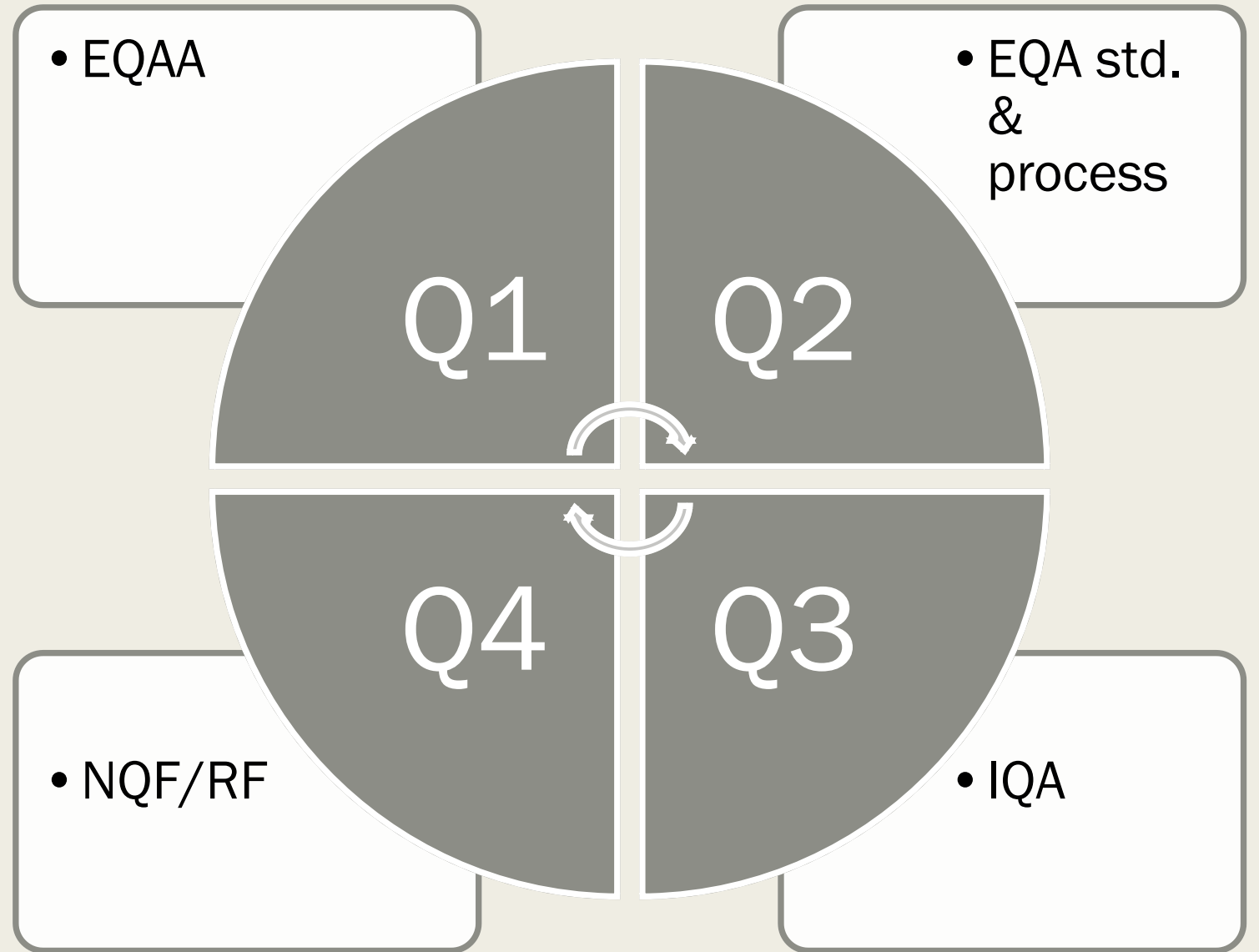
AQAF – ASEAN Quality Assurance Framework

- AQAN – ASEAN Quality Assurance Network
 - *Dibentuk in July 2008*
 - *Full members: 10 AMS*
 - *Associate members: EQAs*
- Program utama – harmonisasi Pendidikan tinggi, Implementasi AQAF, capacity building, resources sharing



**ASEAN
QUALITY
ASSURANCE
FRAMEWORK**

AQAF



EQAAs Principles

- 1.1. The EQAA in the ASEAN countries have mission and common goals statements.
- 1.2. The EQAA has an established legal basis and is formally recognized and trusted by competent public authorities in its home country.
- 1.3. The EQAA has autonomous responsibility for its operations and its decision making processes and judgments are free from undue influences.
- 1.4. The EQAA has a standard and transparent system for appointing members of the Board.
- 1.5. The EQAA's policies and management practices are based on good governance, transparency and accountability.
- 1.6. The EQAA keeps abreast with new developments and innovations in quality assurance as part of its internal continuous improvement system.
- 1.7. The EQAA has sufficient and adequate resources.
- 1.8. The EQAA collaborates with key stakeholders, both nationally and internationally.
- 1.9. The EQAA has a reliable system for controlling, auditing and assessing all processes of its operations.
- 1.10. The EQAA keeps the public informed of its current policies, procedures, criteria, standards and assessment results.

EQA Standard Procedures - Principles

- 2.1. Interest of students and the society should be at the forefront of external quality assurance processes.
- 2.2. Standards must be comparable to international good practices and related to internal quality assurance of higher education institutions.
- 2.3. Development of standards must involve participation of relevant stakeholders to meeting the current needs and demands.
- 2.4. Standards must be made publicly available and applied consistently and with due regard for cultural diversity.
- 2.5. The process normally includes a self-assessment report (SAR) of the programme or institution, site visits, feedback, formal decisions and follow up procedures.
- 2.6. Assessment must be objective, fair, transparent and conducted within an appropriate time frame.
- 2.7. The EQA provides appropriate training at regular interval for the development of assessors.
- 2.8. The EQA ensures professionalism and ethical conduct of assessors.
- 2.9. Quality assurance activities and processes are assessed on a cyclical basis to promote continuous improvement.
- 2.10. An appeal mechanism is established and accessible to all.

IQA Principles

- 3.1. The institution has a primary responsibility for quality.
- 3.2. Quality assurance promotes the balance between institutional autonomy and public accountability.
- 3.3. Quality assurance is a participatory and cooperative process across all levels incorporating involvement of academic staff, students, and other stakeholders.
- 3.4. A quality culture underpins all institutional activities including teaching, learning, research, services and management.
- 3.5. A structured and functional internal quality assurance system with clearly defined responsibilities is established.
- 3.6. The quality system is promulgated and supported by the top management to ensure effective implementation and sustainability.
- 3.7. Sufficient resources for establishing and maintaining an effective quality system within the institution should be provided.
- 3.8. The institution should have formal mechanisms for approval, periodic review and monitoring of programmes and awards.
- 3.9. Quality is regularly monitored and reviewed for purposes of continuous improvement at all levels.
- 3.10. Relevant and current information about the institution, its programmes, achievements, and quality processes is accessible to public.

Sources of evidences

- Statement of vision and mission of the institution;
- Documented policies and strategic action plans;
- Organizational and management structure;
- Resources for teaching, research and services;
- Information of the institution made available to the public;
- Adequacy of facilities and infrastructure to support teaching, research and services;
- Establishment of quality assurance unit and resources;
- Internal quality assurance systems [eg. curriculum development / improvement procedures, evidence of programmes specifications];
- Documented information of responsibilities of faculties, schools, departments and other organizational units and individuals in quality assurance;
- Feedback from stakeholders;
- Report of internal quality assurance activities including reviews and improvement of internal quality assurance system of the institutions.

NQF/RF - Principles

- 4.1. NQF facilitates the progressive nature of learning and training with the inclusion of recognition of prior learning.
- 4.2. NQF supports student and workforce mobility through recognition of qualifications, including lifelong learning.
- 4.3. NQF is based on learning outcomes that emphasize student-centered learning and student competencies.
- 4.4. NQF supports consistency, transparency and flexibility of learning pathways and progression.
- 4.5. NQF is generally defined by levels, descriptors and can be based on a credit system.
- 4.6. NQF must be supported by relevant national policies.
- 4.7. Stakeholders must be consulted and actively involved in the development and implementation of the NQF.
- 4.8. The implementation of the NQF is to be carried out by an authorized body and supported by a set of agreed quality assurance principles and standards.
- 4.9. NQF is dynamic and should be reviewed to meet the changing needs and developments.
- 4.10 NQF should be complemented by an authorized information center.

Pilot Assessment Review

- EQAA (Q1 and Q2)
 - *BANPT, VASCUU, ONESQA, MQA*
- IQA (Q3)
 - *POLBAN, UBAYA*
- Rencana roll out 2019

Penutup

- Kualitas adalah modal utama dalam berkompetisi di pasar bebas dan terbuka
- Kualitas harus dirancang, diprogramkan, dan dijaga keberlanjutannya
- Pasar kerja berubah dengan pesat. Pendidikan tinggi harus mendahului perubahan tersebut
- Menjadi unggul tidak pada setiap bidang, tapi cukup pada satu bidang focus yang dipilih