

**Indonesian National Accreditation Agency for Higher Education (BAN-PT)
COUNTRY REPORT FOR
THE ROUNDTABLE MEETING OF QUALITY ASSURANCE AGENCIES OF
THE ORGANIZATION OF ISLAMIC CONFERENCE MEMBER COUNTRIES**

Adil Basuki Ahza
Executive Secretary of BAN-PT
D-Bldg 1st FI Depdiknas Complex. Fatmawati Street-Cipete.
South Jakarta 12410. Indonesia.
adil@uwalumni.com, adilahza@yahoo.com

- a. A brief profile of the higher education system in your country:** main policy, higher education providers, access to higher education etc.

The main policy of Higher education system in Indonesia is regulated in the Act no 20, 2003 on the National Education of Indonesia. The Act no 20, 2003 is derived further into the Government Regulation no 19, 2005 on the National Standard of Education and, the Minister of Education decree no 28, 2005 on the National Accreditation Agency for Higher Education. The educator is regulated under the Act no. 14, 2005 on Teacher and Faculty Member. While the higher education institutions (HEIs) are regulated under the Act no 9, 2009 on Legal Entity. The latest were heavily focused on the institutional and financial affairs which prescribed any HEIs to change their status into a legal entity, with complete autonomous status of management by the end of the year 2012 for the existing public universities and by the end of the year 2014 for the rest.

The National Education act, verse 60 and 61 and the related GG no19, 2005, regulates that the existence of a Quality Assurance unit and accreditation is mandatory. There are 3010 providers, public and private universities in Indonesia by the early September 2009 offering various level of education ranging from Diploma/polytechnics, Strata-1 (undergraduate), and graduate level of education. The number is so dynamic and still

increasing and does not include those HEIs which the licensures is under other Ministry, such as the Ministry of Religion Affairs, Ministry of Health, Ministry of Industry, Ministry of Defense, Ministry of Agriculture, etc (DGHE, 2009). These HEI serve 15.184 study programs with a total number of more than 4.48 million students. Indonesia has been ratifying the WTO-GATS (Doha round) on globalization since 1998. Accessibility of HEIs is basically open to the native and foreign students. However, the competitiveness is quite tight, especially those of the big 7 (seven) legal entity (Badan Hukum Milik Negara). The HE total (rough) participation number is 18% by the year 2009 calculated based on the population of 19-24 year old population. Only three out of the four modes of services are practically implemented In Indonesia. The agreement on commercial presence has not been approved yet by the government. The government has strictly regulated that permission of any commercial presence of foreign HEIs' provider will be given if the relevant party(ies) is collaborated with the accredited Indonesian HEIs.

b. A brief profile of the quality assurance agency in your country: establishment, authority and ownership, organizational structure etc.

The Indonesian National Accreditation Agency for Higher Education (NAA-HE), or in Indonesia known as Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) was established in 1994. BAN-PT is an independent body responsible to the Minister of National Education. The organization structure of BANPT basically comprised of two parts, i.e., the main operational business which is run by the Board and, the Secretariat which is basically a supporting unit (Figure 1). The Board has a full authority to run the core business of accreditation autonomously. Therefore, the management and the

decision making processes pertaining and related to accreditation are totally independent from any influences of governmental bureaucracy as well as external parties. The Board member consists of 15 (fifteen) members. The Chairman and the Executive Secretary is elected by and from the Board members. All the Board members are senior faculty members originated from various public, private and religion-based Indonesian HEIs. The Secretariat is supported by the Agency of Research and Development of the Ministry of National Education. The Secretariat is supported by 32 staffs with experiences ranged from 2 to 13 years.

BAN-PT 's internal quality assurance system is ISO-9000 2008 certified and audited by the MALQA, --an independent private company. The operational management of BAN-PT is funded fully by the government as it is prescribed by the law and legal infrastructure. Hence, all accreditation processes are also fully funded by the government. BAN-PT is, by the law, prohibited to charge any fees from the stakeholders, neither from the HEIs nor the Study Programs. BAN-PT has been accrediting the Indonesian undergraduate level study programs since 1996. By the year 2000 it has been starting to accredit the graduate and Diploma study programs, and by the year 2007 it has been carrying out the HEIs accreditation processes. With regard to professional study programs accreditation, BAN-PT has been undertaking professional accreditation for Professional Education Programs of Accountant. In the same year, a Joint Commission on Professional Medical Education has been established in collaboration with Indonesian Council of Medical Doctor to formulate a new accreditation system as well as its accreditation instruments for medical (professional) education programs. The professional medical education accreditation instruments were

developed based on the World Federation of Medical Education (WFME) system. The Joint Commission is also formulated similar accreditation instruments for Dentist Education Programs. In 2009, BAN-PT has also been initiating to establish similar joint committees to formulate accreditation system and instruments for professional education of Pharmacist Education, Psychologist Education, Nurse Education and Midwife Education. These instruments has been finalized in the end of September 2009 and will be publicized and socialized to the stakeholders, i.e., HEIs and study programs management and, other relevant stakeholders by the end of this year. It is expected that in the next year the accreditation of the relevant professional education programs will be commenced.

c. A brief descriptions on the quality assurance system in your country:
development, orientation, processes, guidelines and standards etc.

The development of quality assurance system has long been initiated in Indonesia since 1996. Long before, in the year 1981, various model of quality management system were introduced in majority of Indonesian HEIs. These include introduction of quality circles, Quality control, and Total Quality controls system. However, the development was quite slow due to the quality culture was simply inexistence at that time. In the year 1996, a new paradigm of higher education management has been introduced to Indonesian HEIs in a more systematic ways. For instance, it is through various incentive programs developed by the Directorate General of Higher Education (DGHE). A new paradigm of HEIs management, focusing on quality, was used to promote various models of study program's or academic unit's development programs according to the maturity level of each study program or the relevant academic unit. The new paradigm HEIs

management consists of quality, autonomy, accountability, evaluation, and accreditation which subsequently became the main pillars of the long term development programs for Indonesian HEIs, known as the KPPT-JP IV 1996 to 2005.

Along with the enactment of the National Education System Law, i.e., Act no 20, 2003, the paradigm has been changed into the new paradigm of the Higher Education Long Terms Strategy (HELTS) 2003-2010, that consists of Nation's Competitiveness, Autonomy and Organizational Health. Quality remains the main focus of all of these paradigms of Indonesian HEIs management. However, the formal document of quality assurance for HEIs has just been issued in June 2009 and disseminated intensively by the DGHE since July 2009. Along with the formulation of the QA-system for HEIs, a document of Indonesian Qualification Framework has also long been formulated and is now still under progress of serial revisions.

By the issuance of the National Education Act no 20, 2003, and the enactment of its derivative regulations the position of quality assurance system becomes more and more important because the existence of a QA unit is mandatory by the law. Consequently, it is mandatory for every HEIs operated in Indonesia to build its own Internal Quality Assurance System (IQA-system). Up to the moment,--despite the regulations prescribing the possibility of establishment of independent quality assurance agency for HEIs under the approval of the Minister of National Education--, basically BAN-PT is the only one external quality assurance agency for HEIs operated in Indonesia. In addition, there are many private companies offering ISO 9000 series QA system to Indonesian HEIs on voluntary bases.

In spite of the quality assurance system is under a massive improvement in BAN-PT, the orientation principally remains the same, i.e., implementation of the continuous quality improvement. The QA-system development is carried out to accommodate some progresses of QA best practices, either as consequences of BAN-PT's involvement in the ASEAN Quality Assurance Network (AQAN), Asia Pacific Quality Network (APQN), or International Network for Quality Assurance Agencies in Higher Education (INQAAHE). BAN-PT has just newly introduced a new QA-system, a modification of the old system with 14 (fourteen) criteria into only 7 (seven) criteria/standards. The old 14 (fourteen) criteria/standards have been consolidated nowadays into a more systematic model adapting and combining the QA model of European Foundation of Quality Management (EFQM) and Malcolm Baldrige's model. The seven new criteria/standards are (1) Vision, Mission, Objectives and Strategy, (2) Governance, Leadership, Management and, Quality Assurance System, (3) Students (including students affairs) and Graduates, (4) Human Resources Management (Faculty and staff members), (5) Curriculum, Learning Approach and processes, and Academic Atmosphere, (6) Finance, Facilities & Infrastructures, and Information/ICT Management, (7) Research, Community services and Collaborations. This new set of accreditation standards' framework has been introduced to the stakeholders through a massive dissemination program in 14 capital cities of Indonesia from July to November 2008, and has been implemented for Undergraduate study program accreditation since April 2009. Similar approach also has been used to develop and improve the instruments for Diploma, Graduate and Professional Study programs accreditation. These new accreditation instruments,--including the academic paper, manuals, guidelines, etc--,

have just been finished in August 2009 and is under a massive dissemination during the month of October 2009.

d. Issues, challenges and future direction in assuring higher education.

Basically, the critical issues and challenges in assuring the quality of Indonesian HEIs can be classified into two main groups, i.e., internal BAN-PT as an external quality assurance agency and, external issues. The internal issues are related to the IQA-system whereby it is closely related to the capacity building (Governance, Leadership, Management), financial management, human resource management, Information and ICT management of BANPT. While external issues are related to 1). The huge number of study programs and the widespread and the area of Indonesian archipelago, 2). Inculcating the values of QA and Building the mind set up of QA in HEIs, 3). Quality improvement of assessors, 4). Separation of the sources of funding and authorities, i.e., for the common public universities and the religion-based HEIs. 5) trans-national education.

1. The Internal issues and challenges: IQA system of BANPT. Despite the IQA of BANPT has been ISO 9000-2008 certified, the quality management system remain in need of continuous improvement because the external environment changes very fast. With only fifteen Board members and 34 (thirty four) supporting staffs, the total workload is sometime so challenging. As it has been stated in section 1 that by the end of August 2009, there are 3010 HEIs, providing 15187 study programs in Indonesia. The number is dynamic and still increasing and, using the accreditation cycle of 5 (five) years, there are about 3000 study programs to be accredited

annually. To cope with this huge number of study program accreditation (average 2000-3000 SPs per year), capacity building to improve staffs' capacity, capability and work performance have been and will be the important issues for BAN-PT, especially to improve the credibility, accountability and integrity of the BANPT accreditation. On the Board side, modification of operation following innovative organization has been done. The Board operation following an organic organization model. The operational management and work system of the Board of BANPT has also been modified, adapting the organic organization model. For this, every Board member is assigned with specific responsibility to cater for the needs of accreditation workloads. Some internal (organizational structure and) modification, internal training, outbound programs for the staffs have been carried out to cater for these transformational purposes. In the near future external training programs for the QA officers will be undertaken through APQN, AQAN or other means of capacity building for the BAN-PT officers. A mode of appeal and dispute resolution is developed to cater for the resolution of any dispute related to the accreditation processes and results raised by community or the relevant study programs.

2. The external issues are basically can be grouped into: 1. The huge number of study programs and the widespread location has created certain challenges in managing the accreditation processes and operation. The challenges faced, especially related with the level of maturity of the HEIs and the study programs, leadership commitment to QA, and some technical aspects on assignment of the assessors due to the remote location. 2. Inculcating the values and creating the mind set-up of IQA and EQA at the study programs. BAN-PT intensively carrying out training and

dissemination (socialization) of the shared values and leadership to as many as HEIs and study programs possible in various cities and HEIs. The sharing process is carried out in various cities and in a collective efforts universities, with the requirement of at least 6 (six) universities. For the latest, funding of the experts is taken cared by the BAN-PT. Some initiatives, e.g., aspiration of the universities and needs of special workshop, seminar or training on accreditation instruments are also catered for by BAN-PT experts or Board members on special requests. For this, the required experts cost is paid by the relevant parties.

3. Quality improvement of assessors. Improvements of the assessor quality have been pursued by carrying out various means of capacity and assessment performance, in addition of the new model of assessor selection test and entrance training. This is very important because the quality of assessment results is heavily dependent on the capacity and competency of assessors to carry out their assessment duties, both in adequacy assessment and in the field assessment. To be eligible as an assessor, the applicants/candidates have to pass two entrance selection processes, i.e., administration qualification and, individual capacity tests and entrance training. The administration selection is to ensure that the applicant has sufficient qualification of formal education and trainings, experiences, work rank and jobs related to the disciplines. The entrance test and training is to ensure the qualification of applicants fulfill the requirement for assessments. These are related to the qualification related to the traits and ingenuity, integrity, honesty, impartiality, capability of oral and written communication, team work, leadership, empathy, abasement, etc. The entrance training is mainly to inculcate the values of quality

management, academic values, the shared vision and leadership, the importance of honesty, objectiveness, impartiality, code of ethics and conducts, understanding accreditation instruments (including the academic paper, manuals, guidelines, and procedures) and other technical aspects of assessments. Continual improvement and updates of recent development, trends new approach and best practices of assessment and the quality management and quality assurance aspects are usually undertaken during the first 3-4 (three to four) hours prior to every time of assessment.

4. The source of funding for accreditation now is due to the Ministry of National Education and Ministry of Religion Affairs. In the future, the funding of accreditation of all HEIs owned by the relevant Ministries should become the responsibility of the related Ministries. Different management style, capacity and work pace, often created some complication during the implementation of assessment. The late anticipation of the needs of fund sometimes complicate with the government financial law and regulations that sometimes caused the unnecessary delay of assessment. For this, improvement of communication and coordination with the relevant Ministries is imperative.
5. Trans-national education. Internationalization of Indonesian Universities, including promoting world class universities, has been promoted vigorously Indonesian Ministry of National Education (MONE). In addition, the ratification of Doha round on WTO-GATS has long become an issue in Indonesia but the advancement so far has been progressing slowly, especially related to the fourth modes of delivery. Despite many good practices or implementation of borderless higher education

provision, i.e., either through the on-line modes, joint programs, mutual twinning or double degrees programs, exchanges of services, students and faculty members amongst Indonesian Universities and other countries HEIs, the government of Indonesia has not fully ratifies the fourth modes of delivery (WTO-GATS), i.e., the commercial presence. The existence of foreign based HEIs in Indonesia is still very limited. The government of Indonesia requires any foreign HEIs that will operate in Indonesia has to have a formal collaboration with the accredited Indonesian HEIs. For this reason import and export of HEIs has not yet been a major issues. However, it will be important in the future for the BAN-PT to anticipate the commercial presence mode of foreign HEIs in Indonesia, especially those related to the equality or equivalency of the standards, criteria, quality management as well as quality assurance system to ensure that any HEIs operating in Indonesia fulfilled the standards of accreditation set up by the BAN-PT. A stronger collaboration amongst ASEAN and OIC countries is very important to promote a mutual understanding, QA standards or criteria equivalency and to open the access of HEIs amongst the nations.