BAN-PT, the National Accreditation Board for Higher Education with One Decade Experience in Indonesia

presented by:
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A. Higher Education Profile

1. Number of Higher Education Institutions
Indonesia has nearly two hundred and twenty million population that spreading over the country. About sixty percent of the population lives in Java island. The higher education institution profile is as follows.

Table 1. Higher Education Institution Profile in Indonesia

<table>
<thead>
<tr>
<th>No.</th>
<th>Higher Education Institution Owner</th>
<th>No. HE Inst</th>
<th>No. Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>State</td>
<td>82</td>
<td>3 374</td>
</tr>
<tr>
<td>2.</td>
<td>Private</td>
<td>2606</td>
<td>13 852</td>
</tr>
</tbody>
</table>

Figure 1. Spatial distribution of private owned higher education institutions in Indonesia.

2. Level of Enrollment of Higher Education
The number of higher education enrollment according to 2003/2004 record in the DGHE statistics is about three million and eight hundred thousand students. This figure is only about 1.8% of the whole population. Compared with the 19 to 24 year old population, the enrollment ratio is about 14.6%.

3. Progress on Higher Education Accreditation
BAN-PT is an external QA institution in Indonesia that has been focusing on accreditation of degree programs in the last decade. The following table presents the profile of accreditation result per May 2006

\textsuperscript{1} Member of BAN-PT
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Table 2. The Higher Education Accreditation Profile

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Accreditation Level</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Diploma I</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Diploma II</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Diploma III</td>
<td>90</td>
<td>533</td>
</tr>
<tr>
<td>Diploma IV</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>S1/Bachelor</td>
<td>785</td>
<td>2766</td>
</tr>
<tr>
<td>S2/Master</td>
<td>309</td>
<td>185</td>
</tr>
<tr>
<td>S3/Doctor</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>All Level</td>
<td>1205</td>
<td>3535</td>
</tr>
</tbody>
</table>

B. BAN-PT, QA Agency for Higher Education in Indonesia

1. Mandate

The Ministerial Decree of Ministry of Education and Culture No.0326/U/1994 orders the National Accreditation Board for Higher Education (BAN-PT) to develop and implement accreditation system for HE programs. After the National Education Act No. 20/2003 and the Directorate General Directive of Higher Education Long Term Strategy 2003 – 2010, and then the Government Regulation for the National Standards for Education No. 19/2005, a new Ministerial Decree has given a new mandate for Accreditation Board for Higher Education (BAN-PT) to improve and implement the accreditation system for HE programs and to develop and implement the accreditation system for HE institution. The mandate is also given to any other independent self-supporting accreditation board that until now has not present in the country. BAN-PT has been promoting such board since 2004, however, the intention and readiness of the existing independent professional and education associations are still insufficient to setup such board. In health education, the government has issued an Act on National Health that gives mandate to certificate health workers and to develop and implement accreditation for health education programs. Following the act, preparation to setup an accreditation board for health education programs is in process. The Indonesian Health Committee organizes the development of the accreditation system for health education including the accreditation board.

2. Legal Status

The BAN-PT is a unit in the Ministry of Education under the Research and Development Office. Within this office there are other units such as the National Board Education Standard (BNSP). By the Ministerial Decree, BAN-PT must consider the higher education standards that are issued by the BNSP. However, since the higher education standards are still under development, BAN-PT has developed its own standards.
3. Governance Structure

The BAN-PT is lead by a head of the institution. The Head of BAN-PT assisted by the Secretary of Board, organizes the office or secretariat, assessors, peer groups and also appointed as the head of the board. The office of BAN-PT is conducting the regular administrative tasks such as registration, administrative verification, preparing assessor lists, organizing desk evaluation, site visit, re-evaluation, and preparing the materials for the Board of BAN-PT’s regular meeting for accreditation approval. There are ad-hoc teams for continuous improvement or development of the accreditation system as well as the accreditation instruments and procedures. These ad-hoc teams are set-up by the Board of BAN-PT and any new regulation, procedure or instrument must be approved by the Board of BAN-PT. The office of BAN-PT facilitates all the process conducted by the ad-hoc teams. In this time being, there are ad-hoc team for preparing accreditation instrument for higher education institutions, ad-hoc team for improving accreditation instrument for higher education programs, ad-hoc team for improving the organization, and code for assessors.

4. Cost and Financing Structure

It is the commitment of the Government of the Republic of Indonesia to support all the cost needed for higher education accreditation process.

5. Assessment Methodology

Since 1996 until now, only accreditation for programs that has been implemented by BAN-PT. Therefore, the following description is focused on the assessment methodology for program accreditation.

a. Eligibility

Any program that applies for accreditation must satisfy the eligibility requirement. Programs that are eligible to apply for accreditation must be able to present their legal status and operational license issued by the Directorate General of Higher Education (DGHE) of the Ministry of Education.
b. Assessment Process
The applicant for accreditation must complete the accreditation forms that are available on the BAN-PT web site. The guidance for self-assessment is also available on the web. The applicant can require the copy of the accreditation form package to be sent via mail. The applicant is also required to submit the portfolio of the faculty or the university presenting the result of self-evaluation process of the institution. Based on the completed form and the portfolio, desk evaluation are conducted by a group of two or three peer assessors and then followed by a three day site visit. During site visit, the assessors verify the consistency between data written on both the completed accreditation form and on the portfolio and physical condition and the result of direct interview with students, administrative and academic staffs and also the management of the program, the department and the faculty. The site visit report then is bind together with the result of the desk evaluation to be submitted to the BAN-PT’s office.
The next step is verification process for consistency of the assessor report. This process is conducted by the re-evaluation team from accreditation board and the office/secretariat. Finally, all the assessment results (desk-evaluation, site visit, re-evaluation) is verified by the accreditation board to decide the accreditation of the applicant.

c. Assessment Aspects
The current accreditation instrument is developed based two groups of standards, the first group reflects components of leadership and institutional development and the second group reflects components of quality, efficiency, and effectiveness of the program. The following lists are the standards used for accreditation.
Standards reflecting components of leadership and institutional development
Standards reflecting components of quality, efficiency, and effectiveness
The standards are reviewed based on nine aspects that are (1) appropriateness, (2) adequacy, (3) relevancy, (4) academic atmosphere, (5) efficiency, (6) sustainability, (7) selectivity, (8) productivity, and (9) effectiveness. The assessment relies on quantitative approach by scoring and weighting the standards.

![Figure 3. The Quality assurance cycle in the accreditation process.](image-url)
6. Information dissemination practice
The accreditation result is published in yearly directory books and also up-loaded on BAN-PT and DGHE web sites.

7. Sanction for Poor Performance
BAN-PT has no authority to give any sanction to the programs. The sanction is given by the DGHE through access restriction to some incentive scheme for program development. The DGHE offers some competitive grant schemes for program development based on the level of accreditation obtained. Moreover, by law, according to the National Education System Act No. 20/2003, Article No. 61, certificates only can be issued by accredited programs. Hence, the accreditation becomes mandatory and by now the awareness of most HE institution to apply accreditation keeps increasing.

8. Noteworthy Characteristics of the QA system
The external QA system that is currently run by BAN-PT relies on a quantitative approach. This approach is considered to be the most appropriate one. In the past, in the beginning of its duty, BAN-PT has tried to implement semi-qualitative approach. However, there was indication that the results of accreditation in that period were not consistent. This was considered somehow influenced by the Eastern culture of the society, such as keeping harmony and other similar attitude. Since then, reviewer judgment role was reduced and minimized in the assessment process. However, during
site visit, reviewer judgment can not be avoided. By having both desk evaluation as well as site visitation, the process of accreditation copes both the static as well as the dynamic condition of the program.

C. Reflections and Analysis
During about one decade on duty, BAN-PT’s experience in dealing with accreditation process with heavy burden due to the huge number of higher education programs that spread over the country with some geographical constraints. The process has been dealing with the demand of large numbers of assessors within a limited time between 4 or 5 consecutive batches every year. Therefore, about 2% to 3% of the accreditation processes need further scrutiny and re-evaluation because of inappropriate placement of assessors and unsatisfactory performed assessors.
This challenge has been being our concern for the last five years after the number of accreditation applicants getting bigger and bigger because of government regulation shift toward quality. Studies and actions on improving the situation have been being carried out, e.g. setting up a peer group organization to help in assessor recruitment, programs grouping, etc.
The other difficulties are related with the limited amount of the government supporting fund and the administration procedure in fund delivery for assessor deployment.
There are also positive sides of the BAN-PT progress. The government and society recognition of HE program accreditation result issued by BAN-PT is continuously increasing. As aforementioned above, the DGHE has started to refer the accreditation results in some of its HE development program. The level of accreditation result profile is considered as one of the requirements for the DGHE to give permission for an education institution to open new programs. The accreditation level is also used as one of the requirements in some private companies in their recruitment program for new workers. Recently this concern also starts in some government institutions. Moreover, the recognition also comes from the Asia Pacific Economic Cooperation Association, Engineering Commission. This institution has accepted that graduates from the accredited programs with A or Part of B level may apply for APEC Engineer Certification.

D. Challenging Experiences
There are challenging experiences that worth to rise in this paper as follows.
1. The huge amount of programs and HE institution
As mentioned above, BAN-PT organizes 4 to 5 consecutive batches each year. For every accreditation batch there are 400 accreditation applicant programs. This process needs about 200 assessors. Usually, three day desk evaluation process is facilitated by the secretariat in a big conference room. This event starts the whole assessment process. The following step is the deployment of assessors for three day site visit for each program. It takes about two months for assessor to complete the assessment and submit report to the BAN-PT.
Currently, the accreditation instrument for program is still in form of a generic higher education accreditation instrument however the assessor competent is set to match the field of the program. In the near future, following the establishment of peer groups and assessor groups, field specific instrument modules will be developed.
2. Accreditation for Higher Education Institutions has also been being prepared since the last three four years. This HE Institution accreditation has been disseminated to the HE society in parallel with the dissemination of the Government Directives on National Education Standard. This dissemination program seems has stimulated and encourage HE institutions to establish and implement internal QA system. However, in most of the HE institutions, the capacity for developing and implementing the internal QA has not been adequate.

3. Setting up and nurturing independent accreditation institutions is still a challenging task. Meeting and dissemination programs with some professional and educational associations on health and engineering have been carried out in the last two years. There are problems in coordinating several associations in same or similar fields because of different background, vision and mission of the associations. Quality issue has not been the important one in most of independent professional associations in the country. There is exception for professional associations in health that has good reputation in their long history. This situation shows that the government must keep its key role in the development of QA system for HE in Indonesia.