

Primary Education Program Development Strategies In Order To Achieve National Accreditation as Excellent Higher Education Institution

Isa Ansori
Department of
Elementary
School Teacher
Education,
Faculty of
Education,
Universitas
Negeri Semarang
Email:
isaansori@mail.unnes.ac.id

Florentina
Widihastrini
Department of
Elementary
School Teacher
Education,
Faculty of
Education,
Universitas
Negeri Semarang

Farid Ahmadi
Department of
Elementary
School Teacher
Education,
Faculty of
Education,
Universitas
Negeri Semarang

Susilo Tri Widodo
Department of
Elementary
School Teacher
Education,
Faculty of
Education,
Universitas
Negeri Semarang

Novi Setyasto
Department of
Elementary
School Teacher
Education,
Faculty of
Education,
Universitas
Negeri Semarang

Abstract—This investigation aims to develop the strategic measures of Department of Primary Education in order to get National Accreditation as Excellent Higher Education Institution. This study was conducted in Department of Primary Education, Faculty of Education, Universitas Negeri Semarang. The subject of this research was the students, the lecturers, alumni, and the stakeholders of Department of Primary Education. In this research I applied descriptive qualitative approach. The data was collected through interviews, observation, questionnaire filling, and Focus Group Discussion. The collected data was analyzed using flowing data interactive visualization. The study shows that I have collected various data with the structured-way developed strategies from the composition of the re-accreditation form to self evaluation. The form was composed systematically from standard 1 to standard 7. So was the self evaluation which was prepared before composing the form. Some collected data has been processed in accordance with the needs and oriented to guide to the form and self evaluation composition and assessment. The strategies to get accredited as excellent developed by the department are: Collaboration and involving all components of the Program and the related ones to prepare all the necessary data; Referring to guide to preparation and assessment as standard to assess the success; Designing the schedule as the mutual reference; Building the good communication between the Department, Faculty, and University officers; The latest data which has not been included into form can be inserted and be presented as additional data during the visit; Treating the visiting assessor well and like family; Preparing the operational fund for the preparation phase until the visit ended.

Keywords—*accreditation, department of primary education, excellent.*

I. INTRODUCTION

National Board for Higher Education Accreditation [*Badan Akreditasi Nasional Perguruan Tinggi* (BAN-PT)] constitutes the only accreditation body which is authorized by Minister of Research, Technology, and Higher Education of Republic of Indonesia that functions to improve the quality of the higher education, to introduce as well as to widespread "The New Paradigm in Higher Education Management"

("Paradigma Baru dalam Pengelolaan Pendidikan Tinggi"), and improve the relevance, academic atmosphere, management of institution, efficiency and the sustainability of the higher education.

Accreditation is one of measures to show that higher education institution and its programs have the good academic quality assurance. The compulsion to conduct accreditation for the higher education institutions and their programs is regulated in Article 55 Act No.12/2012 on Higher Education. The accreditation aims to assess the higher education institution and its programs' feasibility and quality referring to National Standard for Higher Education to secure the people's interests and to promote the quality improvement of the higher education continuously. Principles of the accreditation are independence, accuracy, objectiveness, transparency, accountability, credibility, and impartiality.

Proposal for program accreditation must meet the determined requirement. The followings are the requirement for accreditation proposal:

1. Having license for opening the program
2. Having the valid license for operating the program.
3. Writing the letter of statement signed by the leader of the institution
4. Signing the ethic codes issued by National Board for Higher Education Accreditation (Available at the counter for form reception)

The assessment criteria for program accreditation instruments are addressed at the commitment level toward the capacity and the effectiveness of the program which are described into 7 accreditation standards.

1. Vision, mission, objectives and targets, as well as the strategies to achieve them Tata pamong,
2. Leadership, quality management and assurance system
3. The students and the graduates
4. Human resources
5. Curriculum, learning, and academic atmosphere
6. Funding, facilities and infrastructures, as well as information system
7. Research, public service and collaboration

Those seven standards are included in 3 assessment files comprising:

1. Self evaluation report of the program
2. Program accreditation form
3. Program management division accreditation form

All files respectively include a number of assessment elements which then are described in some descriptors. For example, for Bachelor program, there are 53 elements classified into 155 descriptors (100 are filled by program, 44 are filled by management division and 11 are self-evaluation). The details of weight for each descriptor are included in the appendix 4-Guide to Form Filling and the explanation about the descriptors are included in Book 6-Matrix of Form Assessment.

Meanwhile, the questions included in the accreditation form are compiled referring to the eleven dimensions of quality which show the quality of a program. The eleven dimensions are relevance, academic atmosphere, leadership, appropriateness, adequacy, sustainability, selectivity, equity, effectiveness, productivity, and efficiency

Each standard and or elements in the accreditation instruments was assessed both qualitatively and quantitatively by using the following quality grade descriptor: Excellent, Good, Fair, and Poor. To certify the accreditation rank, the results of the qualitative assessment are quantified as follows: 4 (Excellent), if the quality performance of each assessed standard or element is excellent; 3 (Good), if the quality performance of each assessed standard or element is good or does not have significant weakness; 2 (Fair), if the quality performance of each assessed standard or element is fair, but there is nothing salient; 1 (Poor), if the quality performance of each assessed standard or element is poor; 0 (Very Poor), if the quality performance of each assessed standard or element is very poor or is not included.

Before being assessed, the documents for program accreditation verified for their initial requirement fulfillment by special team delegated by BAN-PT. After they are verified as fulfilling the initial requirement, the documents for the accreditation are assessed through eight phases. Phase 1 to 5 was conducted by Assessor team, while phase 6 to 8 was conducted by BAN-PT. The eight phases are the followings:

1. Assessment for adequacy, which previously was known as desk evaluation, i.e.: (Phase 1) Qualitative and quantitative assessment by each member of Assessor Team.
2. Field Assessment, which previously was known as visitation, comprised 3 phases: (Phase 2) Composition of Memorandum of Understanding between Assessors and Head of the Department/Program (Phase 3) Composition of Memorandum of Understanding between Assessors and the Dean/Chief of the College (Phase 4) Qualitative and quantitative assessment (Phase 5) Making comments and recommendations.
3. Grade weighting, validation of the field assessment results and decisions on accreditation. (Phase 6)

Calculation of the weighted scores of the quantitative assessment and calculation of accreditation of the undergraduate programs temporary score; (Phase 7) Validation of results of field assessment conducted by Assessor Team (Phase 8) Decision of Accreditation.

The accreditation results of the higher education institution are certified as Accredited and Unaccredited. The accredited one was ranked:

- A (Excellent) with accreditation score 361 – 400
- B (Good) with accreditation score 301 – 360
- C (Fair) with accreditation score 200 – 300
- Unaccredited with accreditation score below 200.

In fact, hitherto there are only for Primary Education programs in Indonesia that accredited at grade A this shows that there are still many Primary Education program not accredited as Excellent. There are many phases to go through in order to realize Superior accredited at rank A (Excellent) for the program. Primary Education program of UNNESS hitherto is still trying to get the accreditation as excellent at grade A.

Strategies for the development of Primary Education program specifically are highly necessary to reach the accreditation as excellent at grade A. Primary Education program development strategies through BAN-PT assessment-based form filling are suitable for solving the problem. The form filling puts emphasis on the optimization of the filling of standard 1 to 7 to get the highest score. In addition, all academicians in the campus must participate actively and collaborate to grab the excellent accreditation.

Based on the description above, such strategies are also applicable for Primary Education program of UNNES. Thus, I need to make a research on **Primary Education program development strategies in order to achieve National Accreditation as Superior Higher Education Institution.**

II. METHOD

This is qualitative research, and I would apply qualitative method of research applied to study the condition of natural objects. The natural object that will be studied is Undergraduate Primary Education program development strategies in Faculty of Education of UNNES in order for excellent reaccreditation.

This investigation was conducted in several phases as follows: a) *Determining Research Focus*: The focuses of the research are (1) the organized documents of accreditation form, (2) participation of the academicians and stakeholders toward the superior accreditation; b) *Development of Research Instruments*: Research instruments consist of observation sheet on the necessary documents and the enquette on the participation of the academicians and stakeholder during Primary Education program re-accreditation process in Faculty of Education in Universitas Negeri Semarang. c) *Implementation of Observation and Interviews*: Observation is conducted on the document supporting the accreditation process comprising faculty form, program form, and report of self-evaluation. The interviews were carried out to the academicians and the stakeholders; d) *Data Validation*:

Data validation was conducted through data triangulation, which aims to eradicate the subjectivity elements which likely are included in the data, also to collect the credible data, thus the good and correct conclusion, implementation, and the suggestions can be organized; e) *Data Analysis*: Data analysis is data organization process in order to be interpretable. The collected data are analyzed by referring to the following measures: data reduction, data presentation, drawing conclusion or verification. Data are collected then analyzed by referring to the following measures: data reduction, data presentation, drawing conclusion (verification). 1) *Data reduction* is defined as selection, simplification, and transformation process of rough data resulted from the research. Data reduction is a type of analysis that sharpens, classifies, directs, and removes the unnecessary data and organizes them in a specific way so the final conclusion can be drawn (Milles & Huberman, 1992:17). 2) Data display regularly was conducted in order to see the illustrations comprehensively or partly the research data in matrix or tables or charts (Nasution, 1996:129). 3) Since the first, the collected data has been analyzed to draw a conclusion. The conclusion initially are *tentative* vague, and doubted, but by the data addition, the conclusion became more fundamental. Thus, the conclusion is always verified during the research by finding the new or deeper data.

The research was conducted in Semarang, mainly in Department of Primary Education, Faculty of Education, Universitas Negeri Semarang.

III. RESULT AND DISCUSSION

I got the data related to the composition of the form and self-evaluation of Primary Education Program in order to achieve accreditation as excellent. Those data are:

1. *Standard 1 (VISION, MISSION, OBJECTIVES AND TARGETS, AS WELL AS ITS ATTAINMENT STRATEGIES)*

The measures to widespread/publicize the vision, mission, and the objectives of the Primary Education program are taken through the following media: a) Published in the Official Website of University (<http://unnes.ac.id>), Official Website of Faculty of Education (<http://fip.unnes.ac.id>), Official Website of Department of Primary Education (<http://pgsd.unnes.ac.id>), b) Publicizing them both audio and visually in every room in the Department of Primary Education by creating the media to put in every building and room in Department of Primary Education, c) Inserting vision, mission, and the objectives of Primary Education program into the academic guide published by Faculty of Education, d) Communicated to the students during the Academic Introduction Program (PPA), e) Delivered in the meeting with the students parents, etc

2. *Standard 2 (TUTORIAL SYSTEM, LEADERSHIP, MANAGEMENT SYSTEM, AND QUALITY ASSURANCE)*

The tutorial system in Department of Primary Education is subject to two main foundations, i.e. Statutes of UNNES (Permendiknas No. 8/2011), as well as Organization and Working Procedure of UNNES (Permendiknas No. 59/2009). Department of Primary Education (PGSD) Universitas Negeri Semarang was established on September 1, 2006 with Establishment license number 3333/D/T/2006. Operational license for this program was got on August 4, 2008 through License issued by Directorate General of Higher Education of Department of National Education 2433/D/T/2008. It was then extended in 2012, so we get the license issued by Directorate General of Higher Education of Department of National Education Number 1089/D/T/K-N/2012. The existence of Primary Education Program under Department of Primary Education under Faculty of Education Department of Primary Education hitherto only has one program, i.e. Primary Education Program. The selection of the future students of Department of Primary Education was conducted through local selection of university, SNMPTN, SBMPTN, and SPMU organized in the university level.

Head of Department of Primary Education who is also Chief of Primary Education Program is part of the organization boards of Faculty of Education led by the Dean assisted by Vice Dean for Academic Division, Vice Dean for Public Administration Division, and Vice Dean for Student Affairs Division. As explained in the faculty accreditation form, Faculty of Education consists of six departments, i.e.: Out-of-School Education (PLS), Education Technology (TP), Psychology, Primary Education (PGSD), Counseling & Guidance (BK), and Early Childhood Education (PAUD). The policies made by authority of faculty are enacted through Senate Summits, either in university or in faculty. The members of Faculty Senate consist of Dean, Heads of Departments, professors, and a lecturer delegated by each department whose grade is lector of higher that. Those policies are enacted and implemented in Department and Program levels.

Meanwhile, the tutorial system effective in Primary Education Program, Faculty of Education UNNES consists of some administrators who have respective jobs obviously. The tutor system is as follows: Technically and in details, the job description of the Head of Department who is also Chief of Program are regulated in Guide to Academic Management in Universitas Negeri Semarang under Regulation of Rector of Universitas Negeri Semarang No. 23/2011 on Guide to Academic Management in Universitas Negeri Semarang, that becomes guide for those in charge and the administrators of academic services at university, faculty, and department/program level in UNNES zone. The tutorial system in every

program in the UNNES zone is the integrated part of the Department.

Like in another faculty in UNNES, in Faculty of Education (FIP) the tutorial system of Primary Education Undergraduate Program (PS) PGSD is integrated with the tutorial system of Department of Primary Education Therefore, the leader or chief of Primary Education Undergraduate Program in Faculty of Education is officiated too by Head of Department of Primary Education.

Hierarchically, the tutorial system of Undergraduate Program of Primary Education is illustrated in Image 1 (Organizational Structure of Undergraduate Program of Department of Primary

Education in Faculty of Education of UNNES) refers to Organizational Structure of the Undergraduate Program. The Chief of Undergraduate Program of Primary Education is also taken office by Head of Department of Primary Education assisted by Secretary of Department of Primary Education and Head of Laboratory Division of Department of Primary Education. Today, the Head of Department/Chief of Program is taken office by Drs. Isa Ansori, M. Pd, and the recent Secretary of Department of Primary Education is Farid Ahmadi, Ph.D and the recent Head of Laboratory Division of Department of Primary Education is Drs. Sukardi M.Pd.

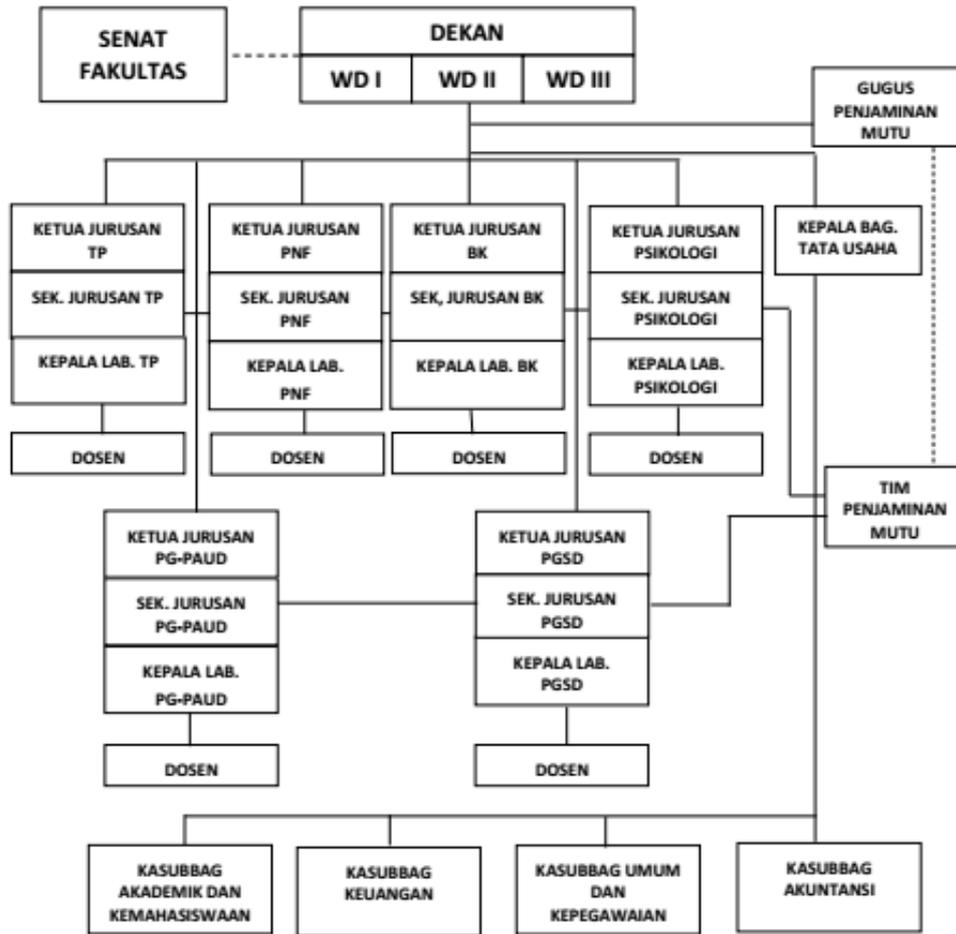


Figure 1. Organizational Structure of Undergraduate Program of Department of Primary Education, Faculty of Education of UNNES, UNNES

Under the tutorial system as illustrated in the organizational structure, the management, leadership, and quality assurance systems in Undergraduate Program of Department of Primary Education, Faculty of Education-UNNES can encourage the realization of the vision, the completion of the mission, and the attainment of the objectives credibly, transparently, accountably, and fairly as expected from the good university governance.

3. Standard 3 (STUDENTS AND GRADUATES)

This standard comprises several data, i.e. those related to data about students such as the amount of the students, students academic data, data about students' achievement, data of Tracer Study, and data of user survey .

- a. The amount of students the last 5 years up to 2014/2015 academic year is 7211

- b. The amount of graduates the last 5 years up to 2014/2015 academic year is 1234
- c. The average GPA of all graduates for the last 5 years up to 2014/2015 academic year is 3.42
- d. Data tracer during 2014/2015 academic year shows that the average employment waiting period of 610 graduates is 3 months
- e. Data about survey to the users shows that English and ICT skill need to be improved in order to develop the competitiveness of Primary Education.
- d. The process and the results of lecturers and support staff professional development program are monitored.
- e. The percentage of the lecturers presence in the regular meeting of the department program is 90% of all lecturers
- f. The academic administration should get feedback from the students, lecturers, support staff, the graduates employers, and the alumni
- g. Faculty of Education and the relevant Department has the indicators of performances for the lecturers and support staff.

4. *Standard 4 (HUMAN RESOURCES)*

Education support staff professional development system is managed by the university and faculty officials coordinated by Vice Rector 2 with Dean Division 2 through administration and human resource department. Education support staffs are given opportunity to attend the trainings to improve the quality of their skills in order to be capable of doing their job professionally. Development system of educational supporting-officers was also carried out by rotation, mutation, and promotion.

To improve their performances, academic development programs for the lecturers and support staff are held. The activities related to human resource development are continuously held, such as:

- a. Academic Development Program for lecturers was implemented through: continuing study (Postgraduates), trainings, short courses, and seminars/symposium.
- b. Support staff professional development program was implemented through: trainings, supervision, short course
- c. PEKERTI and Applied Approach (AA)

5. *Standard 5 (CURRICULUM, LEARNING, AND ACADEMIC ATMOSPHERE)*

Curriculum of higher education is a set of the plans and regulations concerning the contents, study materials, and learning materials as well as the methods to deliver them and the assessment as the guide to implementation of learning activities in the higher education institution. Curriculum should contain the competencies standard for the graduates structured into core competencies, additional competencies, the goals attainment, the mission completion, and realization of the vision of the program. Curriculum of Department of Primary Education is designed and developed mutually by the program administrators, lecturers, alumni, and the stakeholder. Curriculum of Department of Primary Education does not only pin the identity to the department but also gives concern on the quality of the graduates. Therefore, the curriculum designing should be carried out by accommodating and meeting the demands and the needs of the people and the job market.

Schematically, the phases of curriculum design can be developed referring to the following figure 2.

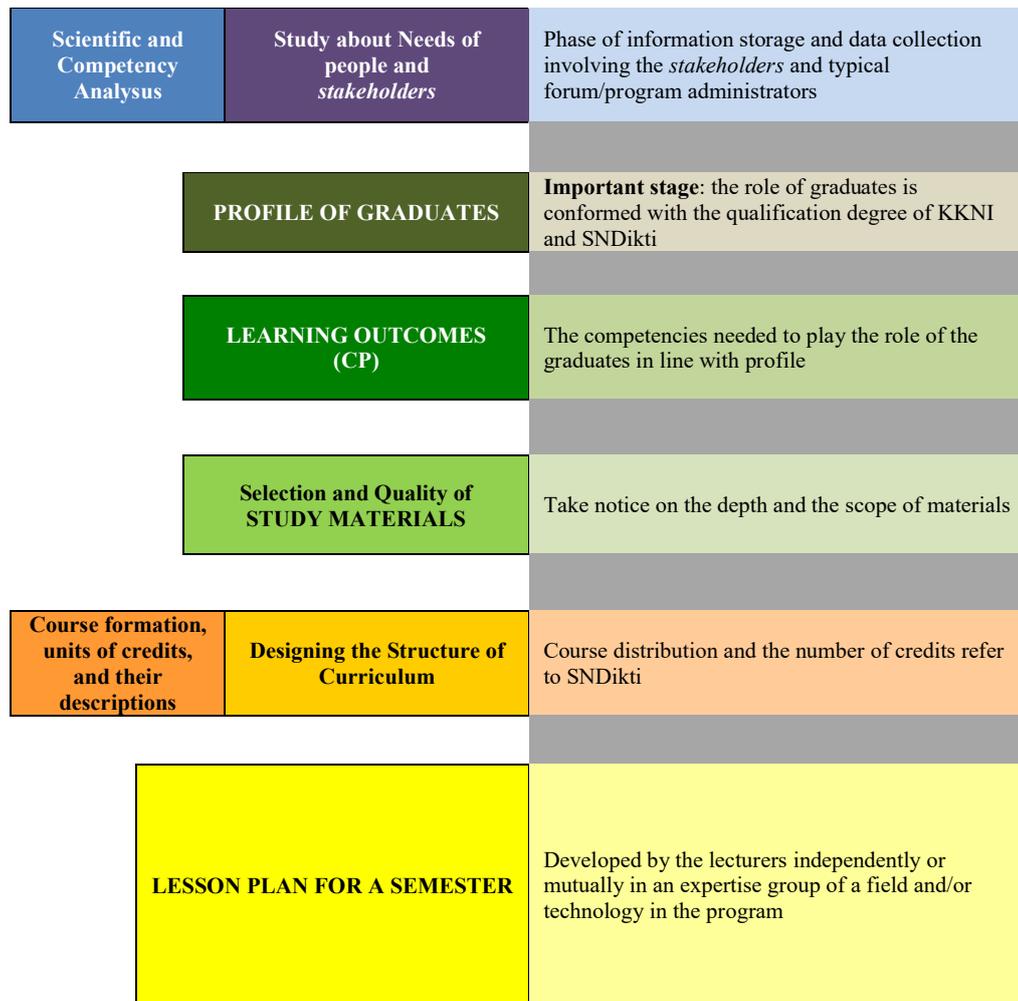


Figure 2. Procedure of curriculum design by the program department referring to SN Dikti

6. *Standard 6 (FINANCING, FACILITIES AND INFRASTRUCTURES. AND INFORMATION SYSTEM)*

Undergraduate program of Department of Primary Education autonomously was involved in the budgeting starting from planning, management, reporting, as well as accountability report of the fund spending both in the faculty and in the university each fiscal year. The budgeting mechanism in Primary Education program is designed a year before the effective fiscal year. The budgeting is planned collective by chief of program, head of division, heads of divisions, head of administration, Vice Dean, and Dean in the Officials Meeting and Action Review Meeting held in December or in the end of year.

In the early fiscal year, Primary Education Program proposes the budgeting plan for the next a year. The proposed plan is adjusted to the department program's needs. In the department program meeting (Head of Department, Head of Laboratory Division, and Secretary of Department) communicate their individual plan or activities independently and accountably referring to vision

and missions for the next one year, as well as finalization of the activities and the budgeting for a year after classified into the main planning parts.

7. *Standard 7 (RESEARCH, PUBLIC/COMMUNITY SERVICE, AND COOPERATION/COLLABORATION)*

Table 1. Data Financial Resource P2M :

Financial Resources (1)	TS-2 (2)	TS-1 (3)	TS (4)
Independent funding by the researcher	26	7	9
Relevant higher education institution	1	16	15
Ministry of Education	1	-	3
Domestic institution other than Ministry of Education	-	-	-
Overseas institutions	-	2	3

To achieve the accreditation as excellent, we need strategies which are always developed dynamically. Those strategies developed by the Department Program are:

1. Collaboration and involving all components of the Department and the stakeholders to prepare all the necessary data
2. Using guide to designing and assessment as standards to measure the success
3. Arranging schedule as the mutual reference
4. Building good communication between Department, Faculty, and University
5. The latest data which was not included in the form can be inserted and presented as additional one during the visitation
6. Treating the assessors who did the visitation humanely and like family
7. Preparing the operational fund from preparation stage until the visitation ends

Those strategies are reflection of the experience of Primary Education Program which finally could achieve the accreditation as excellent program.

IV. CONCLUSION

Based on the description of the achieved results, I can draw the following conclusion: 1) The collected data still needs to be developed through the determined measures and methods 2) Development of strategies to achieve the accreditation as excellent program can be made parameter and taken into consideration by the other program the accreditation of which is not Excellent; 3) Existence of the program will improve if it can achieve the accreditation as excellent.

Based on the conclusion above, I can give the following advices: 1) The program continuously prepares the strategies for re-accreditation in the next period. 2) Strengthening and empowerment of all components relevant with the Department program are

always regarded and develop dynamically to meet the future needs and challenges.

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