



STUDY PROGRAM ACCREDITATION

BOOK 1

ACADEMIC MANUSCRIPT

THE ACCREDITATION COUNCIL FOR EDUCATION JAKARTA 2022

Jl. Daksinapati Barat I No. 4 Rawamangun, Jakarta Timur 13220
Jl. Mayjen Yono Suwoyo Surabaya, Jawa Timur 60213
Website: <https://lamdik.or.id>, Email: sekretariat@lamdik.or.id

PREFACE

We express our gratitude to Almighty God for the completion of the Academic Manuscript used as a guide for the development of Study Program Accreditation Instruments by the Accreditation Council for Education (ACE). The Study Program (PS) referred to includes educational PS that are currently running as well as educational SP that will be opened at the Bachelor, Master, Professional, and Doctoral levels as well as educational SP that provide Distance Learning (DL) services. The existence of ACE is initiated by various institutions and several professional associations, namely the Indonesian Association of Bachelor of Education (ISPI), Indonesian Association of State Teacher Training Colleges (PPTKN), Indonesian Association of Private Teacher Training Colleges (PFPPTKSI), Deans Forum of Teacher Training and Educational Science Indonesia, Dean's Forum for Faculty of Education and Teacher Training (FDFTK), Association of Indonesian Language and Literature Education Study Program (IKAPROBSI), Indonesian Association of Biology Education Study Program (APSPBI), Indonesian Union of History Education Study Program (P3SI), Indonesian Alliance of Accounting Education Study Program (APRODIKSI), Indonesian Association of Guidance and Counseling (ABKIN), Indonesian Association of English Language Education Study Program (ASPBI), Teaching of English Foreign Language in Indonesia (TEFLIN), Indonesian Association of Science Educator (PPII), Association of Civic Education Profession (AP3KnI), and Indonesian Association of Vocational Lecturers and Teachers (ADGVI).

Accreditation plays a significant role in improving the quality of PS in higher education institutions. Accreditation of PS can be considered as the essence of quality assurance in the implementation of higher education, both through internal processes by Internal Quality Assurance Systems (SPMI) and external processes through External Quality Assurance Systems (SPME). The mandate to carry out accreditation is outlined in Law Number 12 of 2012 concerning Higher Education (DIKTI Law), which states that accreditation assessment is conducted in accordance with criteria established based on the National Higher Education Standards (SN DIKTI) (Article 55). Meanwhile, the tasks and authority to conduct study program accreditation are carried out by the Accreditation Council (LAM), in accordance with the Regulation of the Minister of Research, Technology, and Higher Education (Permenristekdikti) Number 32 of 2016 concerning Accreditation of Study Programs and Higher Education which was updated by the Ministry of Education and Culture Regulation (Permendikbud) Number 5 of 2020 concerning Accreditation of Study Program and Higher Education Article 4 Paragraph (1) which states that "Accreditation for Study Program is

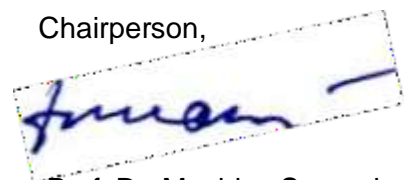
conducted by the Accreditation Council”. For the accreditation period, it is stated in Article 8, Paragraph (1) that “The accreditation period of Study Program conducted by the Accreditation Council is determined the Accreditation Council” and Paragraph (2) stated that “In terms of the Accreditation period determined by the Accreditation Council as referred to in Paragraph (1) expires, reaccreditation must be carried out by the Accreditation Council”. In terms of the tasks and authority of the Accreditation Council, it is confirmed in the Regulation of Minister of Education and Culture (Permendikbud) Number 5 of 2020 concerning Accreditation of Study Program and Higher Education Institution, Article 37 Paragraph (1) states that the Accreditation Council is tasked with preparing study program accreditation instrument based on National Standards for Higher Education (subparagraph a), conducting Accreditation of Study Program (subparagraph b), issuing, amending, or revoking decisions regarding the accreditation status and ranking of accredited Study Program (subparagraph c). Therefore, based on its tasks and authority, ACE (the Accreditation Council for Education) prepares and formulates Study Program Accreditation Instruments in accordance with higher education standards and conducts accreditation of study programs.

In conducting the accreditation of study program, accreditation assessment instruments are required that meet quality standards based on the provisions of SN-DIKTI, which are based on *Tridarma* (three pillars of higher education): education, research, and community services.

As an appreciation, we would like to thank the Ministry of Religious Affairs (Kemenag), the Ministry of Education, Culture, Research and Technology, the National Accreditation Agency for Higher Education Institutions (NAA-HEI), the association of educational professions, institutions, and other parties who played a role in preparing the Academic Manuscript for the Preparation of PS ACE Accreditation Instruments.

Jakarta, 09 February 2022

Chairperson,



Prof. Dr. Muchlas Samani

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CHAPTER 1

INTRODUCTION

1.1 Background

In Law Number 20 of 2003 on the National Education System (SPN Law), it is stated that Higher Education is the highest level of education after secondary education. Higher Education includes diploma, bachelor, master, professional, specialist, and doctoral education programs. Higher Education Institutions are obligated to provide education, research, and community services (Article 19). In another article, it is stated that Higher Education Institution have the autonomy to independently manage their institution as centers of higher education, scientific research, and community services (Article 24). However, autonomy in higher education remains refers to the higher education quality standard through a quality assurance system of higher education, which is established and determined by the Minister of Education and Culture as internal quality assurance system (SPMI) and external quality assurance system (SPME). In Government Regulation Number 4 of 2014, Article 6 Paragraph b.2, it is stated that SPME is carried out through the National Accreditation Agency for Higher Education Institutions (NAA-HEI) and/or the Accreditation Council.

Accreditation plays a significant role in improving the quality of PS in Higher Education Institutions. Accreditation of PS can be seen as the essence of quality assurance in the implementation of higher education, both internally through the internal quality assurance system (SPMI) or externally through the external quality assurance system (SPME). The mandate to conduct accreditation is outlined in Law Number 12 of 2012 concerning higher education (DIKTI Law), that is, the accreditation assessments are conducted according to the criteria established based on the National Standard of Higher Education (SN DIKTI) (Article 55). Meanwhile, the tasks and authority to carry out PS accreditation is conducted by the Accreditation Council, as stated in the regulation of the Minister of Research, Technology and Higher Education (Permenristekdikti) Number 32 of 2016 concerning SP Accreditation and Higher Education, which was updated by the Ministry of Education and Culture Regulation (Permendikbud) Number 5 of 2020 concerning Study Program Accreditation and Higher Education, Article 4 Paragraph (1) stating that "Accreditation for Study Program is conducted by the Accreditation Council". Regarding the accreditation period, Article 8 Paragraph (1) states that "the period of Study Program Accreditation conducted by the Accreditation Council is determined by the Accreditation Council", and Paragraph (2) states

that “In the case of Accreditation period determined by the Accreditation Council, as referred to in paragraph (1) expires, re-accreditation must be conducted by the Accreditation Council”. In terms of the tasks and authority of the Accreditation Council, it is confirmed in the Minister of Education and Culture Regulation (Permendikbud) Number 5 of 2020 concerning Study Program Accreditation and Higher Education, Article 37 paragraph (1) that the Accreditation Council is responsible for: Formulating accreditation instruments for Study Programs based on National Standards for Higher Education (subparagraph a); Conducting the accreditation of study program (subparagraph b); issuing, amending, or revoking decisions regarding the accreditation status and ranking of accredited Study Program (subparagraph c). Therefore, based on its tasks and authority, the Accreditation Council prepares and formulates PS Accreditation Instruments in accordance with higher education standards and conducts accreditation of PS.

For this reason, in conducting the accreditation of PS, accreditation assessment instruments are required that meet quality standards based on the provisions of SN DIKTI, which are based on *Tridarma* (three pillars of higher education): education, research, and community services. Currently, the instruments for assessing PS accreditation have been developed by NAA-HEI to evaluate the eligibility and quality of PS for all fields of science, including the education field. NAA-HEI has developed an accreditation assessment to evaluate the compliance and performance of study programs using outcome-based accreditation principles focus on the achievement of graduate learning outcomes. There are nine (9) criteria as accreditation benchmarks refer to SN-DIKTI, namely:

(1) vision, mission, goals, and strategies; (2) management, governance, and partnership; (3) students; (4) human resources; (5) finances, facilities, and infrastructure; (6) education; (6) research; (8) community services; (9) outputs and achievements of *Tridarma* (three pillars of higher education).

Based on the result mapping study of the study program accreditation instruments, it is concluded that PS accreditation instruments are required to portray the specific characteristics of educational study programs (PS). Among the specific characteristics of educational PS is the admission system of the new student that emphasizes the attitudes and behaviors of an educator, the provision of a micro-teaching laboratory, and having laboratory schools or partner schools as a place for students training to become teachers. The lecture process for students in educational PS is equipped with specific learning experiences through various learning activities as a model in preparing students to become future teachers, such as:

(1) Microteaching that equips students with basic teaching skills, (2) School field introduction (PLP) as the process of strengthening educational material through observation and apprenticeship to learn aspects of teaching and educational management in school, and (3) Teaching practicum (PPL) to conduct teaching practices in partner schools, especially for students in teacher professional education programs (PPG). In addition, to support the quality of learning process, the Educational PS is encouraged to have standard and adequate facilities and learning resources, thus learning activities can meet the standards set to produce professional teacher candidates. Based on this, learning process in Educational PS has special roles as a learning model on how education students as future teacher can serve as a model for preparing intelligent, creative, inovative, and character-rich teachers.

Until now, the accreditation instruments for the Educational PS have been generic instruments used to measure the External Quality Assurance System (SPME) of the Educational SP. There has not been an accreditation instrument specifically designed according to the characteristics of the Educational PS. With the establishment of the Accreditation Council of Education (ACE) in 2019, ACE needs to develop a specialized accreditation instrument for the Educational PS with its distinctive features, setting it apart from other programs out of educational PS based on outcomes-based accreditation.

1.2 Problem Analysis

The accreditation instruments for PS used by NAA-HEI have been generic and have not fully reflected the characteristics of educational Study Program (PS). This is because educational PS has specific educational characteristics as described in section 1.1. Additionally, educational PS has specific requirements in terms of preparing professional teachers who have subject mater expertise and pedagogical skills. According to the Regulation of the Ministry of Research, Technology, and Higher Education (Permenristekdikti) Number 55 of 2017 regarding Teacher Education Standards, professional educator candidates graduating from bachelor's and professional programs (in this case, through the Teacher Professional Program) are required to have a set of competencies, including (1) Understanding of learners: the ability to deeply understand the characteristics of learners, both inside and outside the classroom; (2) Educative teaching: the ability to manage active, creative, productive, and enjoyable teaching through comprehensive and sustainable planning, implementation, evaluation, and follow-up; (3) Mastery of academic field and/or expertise: master in basic competencies of scientific, academic field, innovative teaching strategies, innovative learning media, and evaluation of learning based on the applicable curriculum. (4) Personalities: the ability to role a model and strengthen comprehensive character education in various learning contexts. Furthermore, professional educator candidates must be willing to engage in lifelong professional development through various available methods.

Meanwhile, graduates of postgraduate educational of PS (master's and doctoral programs) are expected to be capable of exploring, integrating, and delving deep into the field of education, which can significantly contribute to the development of the education field as well as its implementation in building human resources for the progress of the Indonesian nation and state. Therefore, accreditation instruments which can reveal and portray these specific characteristics is highly required.

The developing instruments are expected to be able to measure and assess the quality of leadership and governance performances, inputs, processes, outputs, and outcomes of educational implementation in educational PS in line with teacher education standards and educational PS in every type and level of education. Due to the wide range of various characteristics within the educational PS, supplementary accreditation instruments are also applied to more specifically portray the characteristics of academic fields within this discipline.

Based on the description above, the ACE instruments that are formulated and developed are expected to specifically measure educational Study Program (PS) in the following areas:

(1) input for learning in educational Study Program (PS), (2) educative learning processes in preparing future teachers/professional educators, (3) the roadmap that guides the themes of research for lecturers and students, as well as the development of knowledge in the field of educational PS, (4) facilities for lecturer and students to conduct research in line with the research roadmap in the field of education, (5) outcomes of learning, research, and community services by lecturer and students in the field of education, (6) evaluation of the alignment of lecturers and students research towards the educational field's roadmap, (7) implementation of follow-up actions and the use of evaluation results to improve inputs, processes, implementation, and assessment of *Tridarma* (the three pillars of higher education) in educational Study Programs. Thus, it is possible to comprehensively depict the Program Study goals (program educational objectives), the scope of the knowledge field, leadership and governance performance, inputs, processes, outputs, and outcomes from a policy, policy implementation, evaluation, and follow-up perspective in the field of educational Study Program (PS).

1.3 Academic Manuscript Draft Objectives

According to the background and problem analysis, the objectives of drafting Academic Manuscript are as a reference for the development of instruments, procedures, and mechanisms for accreditation implementation, as well as the evaluation of accreditation implementation and its follow-up. In more detail, the objectives are as follows:

1. Develop comprehensive and sustainable accreditation instrument for educational study program;
2. Develop mechanisms for the implementation of comprehensive and sustainable accreditation for educational study programs;
3. Conduct monitoring and evaluation of the implementation of comprehensive and sustainable accreditation for educational study programs;
4. Determine procedures for reporting and monitoring the implementation of comprehensive and sustainable accreditation for educational study programs;
5. Conduct follow-up actions based on the results of comprehensive and sustainable accreditation educational study programs.

CHAPTER 2

THEORETICAL AND EMPIRICAL STUDY, INCLUDING ACCREDITATION DEVELOPMENT

The following will outline the theoretical study results on accreditation, empirical study results on accreditation implementation evaluation, and the development of concept about improving the accreditation process and its implications.

2.1 Accreditation Concept

Accreditation is one of external quality assurance system forms for higher education institutions. Through the accreditation, Higher Education Institutions and Study Program (PS) can gain a good understanding of their position and areas of improvement, that are used as references for self-improvement for a better direction to implement a quality culture in both of the Higher Education Institution and PS. Therefore, it can be applied to drive self-improvement and take the opportunities to improve the quality of the higher education institution.

In the Indonesian Dictionary (KBBI), accreditation means recognition. Accreditation status for educational institutions, granted by an authorized council after its assessment is the recognition that the educational institution has fulfilled established standard requirements or specific criteria. In the world of higher education, accreditation is “to recognize an educational institution as maintaining standards that qualify the graduates for admission to higher or more specialized institutions or for professional practice”. (<https://www.paralegal.edu/blog/the-importance-of-accreditation/> 18/5/2020).

Accreditation is one of SPME forms, which is a process used by authorized institutions (such as ACE) to provide formal recognition that a study program or higher education institution has the capability to perform according to DIKTI's National Standards (SN DIKTI) and other relevant standards. Therefore, accreditation protects the public from deception by irresponsible parties.

According to Law Number 14 of 2005, the education of teacher candidate consists of a bachelor's education program (four years) and a professional education program (one year). However, as in medical education, the teacher education curriculum is specific. Therefore, its accreditation standards should also be specific.

It is be known that education should be based on the outcome/outcome-based education (OBE). OBE is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than accumulation of course credit. Therefore, outcome based education or OBE is suitable to implement (Rajae, Junaidi, Taeb, Saleh and Munot, 2013). OBE is one of the accreditation models that focuses on educational outcomes. This is in line with the concept of ACE which emphasizes the assessment of the educational field.

With the OBE concept, the profile of education program graduates must be formulated based on teacher competency standards. Finland uses three basic teacher competencies, namely: (1) high level content and pedagogical knowledge, (2) effective cooperation with students and colleagues, dan (3) academic skills and research (Niemi, 2015). Meanwhile, Australia details teacher competencies into seven standards, namely (1) know the students and how they learn, (2) know the content and how to teach it, (3) plan for and implement effective teaching and learning, (4) create and maintain supportive and safe learning environment, (5) access, provide feedback and report on student learning, (6) engage in professional learning, and (7) engage professionally with colleagues, parents and community (AISTL, 2011). Indonesia has its own teacher competency profile, namely having Indonesian character and personality, mastering teaching materials, inspiring and being a role model, having a charming appearance, being authoritative, firm, sincere, able to educate, teach, guide, direct, train, assess, and evaluate students in accordance with the demands of information and communication technology (Ministry of Research, Technology and Higher Education Indonesia, 2019).

Although different in formulation, the competency profiles of Australian, Finnish and Indonesian teachers have the same spirit, that is competencies should exist when a teacher teaches. Based on the Law on Teachers and Lecturers Number 14 of 2005, there are four (4) competencies that must be mastered by teachers or lecturers, namely pedagogical competence, professional competence, personality competence, and social competence.

Accreditation conducted by ACE aims to determine the eligibility of PS (study program) based on criteria that refer to SN DIKTI and to ensure the quality of PS externally both in academic and non-academic fields to protect the interests of students and society. The accreditation is carried out based on the interaction between standards in SN DIKTI plus higher education standards set by universities. This has implications for the instruments that will be used to assess the feasibility and quality of the PS to be accredited.

The accreditation that will be carried out by ACE is an assessment conducted by peer experts from outside of the institution (external peer reviewer) and is carried out on a voluntary basis for universities that organize an educational PS. The accreditation begins with self-evaluation activities (self evaluation) of the input, processes, products, and the impact components of organizing educational PS, the results of which are in the form of UPPS and PS self-evaluation reports sent to ACE. Thus, the assessment carried out through this accreditation process has a dual purpose. First, to inform the performance of the educational PS from higher education to the community. Second, to produce information related to components that need improvement (area of improvement) from the accredited UPPS/PS.

According to Article 12, Regulation of Minister of Education and Culture Number 5 of 2020, ACE has the task of assisting educational PS to continuously improve the quality of PS in higher education, improve relevance, academic atmosphere, PS management, efficiency and sustainability of PS in higher education. PS accreditation by ACE is conducted by using accreditation instruments based on educational programs (undergraduate, professional education, master and doctoral programs), learning modes (face-to-face and distance learning), and specific matters.

Based on the description above, it can be understood that the function and urgency of conducting accreditation is as a standardization of quality and a measure of the quality of education in a higher education institution. Each PS in higher education must be able to increase competitiveness so as to ensure the sustainability of the PS.

Accreditation is an SPME by following the Evaluation, Determination, and Monitoring (EPP) cycle which is a follow-up to the SPMI carried out internally by each university by referring to the PPEPP cycle. The development of SPMI by universities/UPPS/PS and SPME, the Accreditation Body by credible and accountable ACE, will encourage the achievement of the control function of the implementation of higher education/UPPS/PS to create qualified higher education, as well as ensure strong and balanced public accountability and continuous quality improvement. Accreditation conducted by ACE is an SPME that has independent, accurate, objective, transparent, and accountable principles.

The aspects of the accreditation instrument developed by ACE include the following four dimensions.

1. Quality of leadership and governance performance: integrity of vision and mission, leadership, management, resource management system, strategic partnership, and internal quality assurance system;

2. Input quality: human resources (lecturers and educational staff), students, curriculum, infrastructure, finance (financing and funding);
3. Process quality: learning process, research, community service, and academic atmosphere; and
4. Quality and productivity of outputs and outcomes: quality of graduates, scientific products and innovations, and benefits to society.

Referring to the four dimensions of assessment above, ACE sets the focus of the assessment into criteria that refer to the SN DIKTI and other relevant regulations. Accreditation assessment criteria are expected to drive universities/UPPS/PS to develop and improve quality on an ongoing basis. Accreditation criteria are benchmarks that must be met by universities, which consist of several key indicators used as the basis for: (1) presentation of data and information regarding the performance, condition and educational equipment of universities/UPPS/PS, as outlined in the accreditation instrument; (2) evaluation and assessment of the quality of performance, condition and educational equipment of universities; (3) establishment of the eligibility of universities to carry out their programs; and (4) formulation of recommendations for improvement and development of higher education quality.

In addition, the criteria for accreditation of higher education institutions include criteria regarding the commitment of higher education institutions to the development of institutional capacity and increasing the effectiveness of educational programs, as well as the implementation and evaluation of educational programs which are grouped into 9 (nine) accreditation criteria as follows.

- Criterion 1: Vision, Mission, Goals, and Strategy
- Criterion 2: Management, Governance, and Partnerships
- Criterion 3: Students
- Criterion 4: Human Resources.
- Criterion 5: Finance, Facilities and Infrastructure.
- Criterion 6: Education
- Criterion 7: Research
- Criterion 8: Community Service
- Criterion 9: *Tridharma* Outputs and Achievements

The special characteristics that strengthen the Education program are as follows.

In criterion 3: students, specific aspects that show prospective students really have the interest, motivation, and talent to become educators. This provision applies to domestic and international students or foreign students, whether participating in the education program on a full-time or part-time basis. Part-time foreign students are students who are registered in the study program to take

part in student exchange activities, credit earning, or similar relevant activities in certain educational fields of interest.

Criterion 4: Human Resources, in this criterion, permanent study program lecturers (DTPS) assigned as lecturers in PS have educational and non-educational academic qualifications as long as they are relevant to the competence of the PS where they are assigned, so that the expertise and recognition of these lecturers can be acknowledged. The same goes to other human resources involved in guiding students when carrying out practices such as *pamong* teachers, *guru penggerak* or transformational teachers, supervisors assigned to schools, and other similar activities, must be competent and meet the specified academic and administrative requirements.

Criterion 5: finance, facilities, and infrastructure. Data on the use of funds managed by the study program management unit (UPPS) and data on the use of funds allocated to PS must focus more on allocating funds for the implementation of the learning process and educational facilities and infrastructure that strengthen the distinctiveness of educational PS, such as fulfilling micro-teaching laboratories, educational practicum equipment and materials, and others.

Criterion 6: education, related to the curriculum, program structure, and completeness of course data in accordance with the applicable OBE-based educational PS curriculum documents. The curriculum must integrate research and community service with student learning.

Criterion 7: Research. The research conducted must be more focused on educational research on the types of professional research to improve the process and quality of learning and educational development involving student participation.

Criterion 8: Community Service, must be more in the field of education and educational development that involves student participation.

Criterion 9: *Tridarma* outputs and achievements include GPA, student achievement, process effectiveness, productivity, and competitiveness of graduates, student performance, and research outputs, as well as Student Creativity Program (PKM) which are focused in the field of education.

In accordance with its characteristics, the accreditation assessment of educational PS focuses more on the aspects of technical policies, implementation, academic quality control and achievement of graduate learning objectives. In addition, accreditation is also directed at assessing academic partnership which includes education, research, and community service in accordance with the established vision and mission which leads to the field of education.

2.2 Accreditation Assessment

The rules used in developing assessments and accreditation instruments carried out by ACE in accordance with Regulation of NAA-HEI Number 2 of 2017 concerning on SAN-Dikti are as follows.

1. Accreditation assessment is administered to the outcome of the *tridarma* of higher education performance (outcome-based accreditation), increase of competitiveness, and international outlook in education study programs at higher education institutions. Outcome-based accreditation means that accreditation focuses on the achievement of graduate learning outcomes. Outcome-based accreditation is not only interpreted as an assessment of the outputs and outcomes of the implementation of education study programs in higher education institutions, but also it assesses the fulfillment of SN-DIKTI concerning inputs and processes. Therefore, the accreditation assessment must include the Input-Process-Output-Outcome from the implementation of education study programs in higher education. The assessment scoring is determined with the highest priority (highest score) on the output and outcome aspects, followed by the input and process aspects.
2. Accreditation assessment is carried out in a due diligence and comprehensive manner that includes elements of compliance towards SN DIKTI, higher education standards set by universities, and laws and regulations on higher education management, as well as conformance measured through quality performance in the terms of public accountability. Assessment of compliance with SN DIKTI and relevant laws and regulations is seen in aggregate, except for the items of absolute standards, namely (a) fulfillment of the legal requirements for establishing higher education, (b) fulfillment of land requirements, and (c) fulfillment of permanent study program lecturer requirements. Failure to fulfill absolute standard items can have implications for unaccredited status.
3. Accreditation assessment covers aspects of the condition, performance, and achievement of academic and non-academic quality of education study programs at higher education institutions. Accreditation assessment is based on the availability of real and valid evidence (evidence-based) and traceability of each aspect of the assessment. To ensure the accuracy of the accreditation assessment results, the assessment is not solely based on the accreditation documents submitted by the university, but must be accompanied by a review of valid evidence and its traceability in each aspect of the assessment. This implies the need for field assessments.
4. Accreditation assessment evaluates the effectiveness and consistency between the documents and the implementation of the higher education quality management system.

Higher education institutions are obliged to develop and implement SPMI, which contains aspects determining higher education standards by higher education institutions that go beyond SN DIKTI. Therefore, accreditation assessment must also include the existence, effectiveness, and consistency of SPMI implementation as well as the achievement of standards set by universities. This assessment is not only carried out on specific assessment elements related to SPMI, but also attached to each accreditation criterion.

5. Accreditation assessment is based on a combination of quantitative and qualitative assessments. Accreditation assessment is carried out mainly on the results of self-evaluation of study programs or universities as outlined in accreditation documents with standardized templates set by ACE. Standardized templates can be in the form of input, process, output, and outcome (performance) and/or self-evaluation reports. The study program management unit (UPPS) in higher education must provide and use quantitative and qualitative data and information, both those that have been stored in the Higher Education Database (PD-Dikti) and those that have not, to demonstrate the effectiveness of the internal quality assurance system on output quality.
6. Accreditation instruments contain descriptors and indicators that are effective and efficient and are believed to be determinant of each assessment element. The descriptors and indicators of the instrument have a high level of importance and relevance to the quality of higher education.
7. The accreditation instrument for education study programs in higher education is prepared based on the interaction between standards in higher education standards and is outlined in the form of assessment elements, descriptors and indicators. Assessment elements and descriptors must comprehensively cover all standard points from SN DIKTI within the framework of accreditation criteria and have high relevance to the quality of higher education, but with a limited quantity (efficient and effective).
8. Accreditation instruments have the ability to measure and sort out the gradation of the quality of education study programs in higher education. The accreditation process results in accreditation status and accredited rank. Therefore, accreditation instruments must have the ability to measure and sort out gradations in the quality of education study programs in higher education which are reflected in accreditation status and accreditation ratings. The accredited rank of education study programs in higher education consists of good, very good, and excellent accreditation. The meaning of a good accreditation rating is to meet the SN-DIKTI; Accredited very good and excellent is to exceed the SN-DIKTI. The level of exceedance to achieve an excellent accreditation rating is determined based on the results of the interaction between standards that bring education study programs at tertiary

institutions to achieve competitiveness at the national level, while exceeding to achieve excellent accreditation is determined based on the results of interactions between standards that bring education study programs in higher education to achieve competitiveness at the international level.

ACE's assessment and instrument must examine dimensions as follow:

1. Quality of leadership and governance performance: integrity of vision and mission, leadership, management, resource management system, strategic partnership, and internal quality assurance system;
2. Input quality: human resources (lecturers and educational staff), students, curriculum, infrastructure, finance (financing and funding);
3. Process quality: learning process, research, community service, and academic atmosphere;and
4. Quality and productivity of outputs and outcomes: quality of graduates, scientific products and innovations, and benefits to society.

Referring to the four dimensions above, the focus of assessment criteria and accreditation by ACE is determined based on SN-DIKTI and Regulation NAA-HEI Number 4 of 2017 concerning on Policy of Accreditation Instrument Preparation. Accreditation assessment criteria are expected to push universities to develop and improve quality on an ongoing basis. Accreditation criteria are benchmarks that must be met by educational PS in higher education which consist of several key indicators used as a basis: (1) presentation of data and information regarding the performance, condition and educational equipment of education study programs in tertiary institutions, as outlined in the accreditation instrument; (2) evaluation and assessment of the quality of performance, condition and educational equipment of education study programs in tertiary institutions; (3) determination of the feasibility of tertiary institutions to organize educational PS; and (4) formulation of recommendations for improving and fostering the quality of education study programs in tertiary institutions. The criteria for accreditation of education study programs in higher education include the commitment of universities to developing institutional capacity and increasing the effectiveness of educational programs, as well as implementing and evaluating the implementation of educational programs which are grouped into nine (9) accreditation criteria as stated above.

2.3 Empirical Study of Accreditation

2.3.1 Empirical Study of National Accreditation

This empirical study presents data on the accreditation results of the Education Study Program from 2016 to 2021.

Table 1. Education Study Program Accreditation Data

No	Decreases Year	Accreditation Rank							Total PS
		A	B	C	Excellent	Very Good	Good	Unaccredited	
1	2016	22	72	6	0	0	0	0	100
2	2017	161	553	171	0	0	0	0	885
3	2018	166	440	228	0	0	0	0	834
4	2019	121	441	282	0	0	0	1	845
5	2020	191	629	212	6	8	171	7	1224
6	2021	164	528	120	66	94	555	142	1669
Total PS		825	2663	1019	72	102	726	150	5557

(Courtesy: retrieved from https://www.banpt.or.id/direktori/prodi/pencarian_prodi_php/ accessed in November 2021)

Table 1 shows that most of the accreditation ratings of educational PS are B, namely 2663 PS out of 5557 PS (47.92%), which are ranked A as many as 825 PS (14.85%), and those ranked C as many as 1019 PS (18.34%). Meanwhile, for data on the results of accreditation using 9 (nine) criteria, the predicate is dominated by PS with a good predicate of 726 PS (13.06%), followed by a very good predicate of 102 PS (1.84%), and 72 PS excellent predicate (1.30%) with a percentage that is not accredited at 2.70%.

Other sources show that of the four study program groups (humanities, engineering, education, and economics) for the Decree of 2016, 2017, 2018, and 2019, the majority of PS accreditation ratings are B. The highest A accreditation rating is in the Humanities study program group (27.69%), followed by the economics study program (25.00%), then the education study program (23.58%), and finally the engineering study program (13.61%). Observing these conditions, the Education study program is in 3rd place out of 4 groups for its A rating. Therefore, it is deemed necessary for education study programs to be specifically assessed by education-based accreditation institutions so that what is done and documented by education study programs is in accordance with the criteria set out in the instrument (Source: retrieved from https://www.banpt.or.id/direktori/prodi/pencarian_prodi_php/ accessed in June 30, 2020).

2.3.2 Empirical Study of International Accreditation and Certification

As of 2019, there are 396 study programs from all universities in Indonesia that are internationally accredited and certified. The details are international accreditation (61%) and certification from ASEAN University Network-Quality Assurance or AUN-QA (39%). International accreditation and certification are carried out by accreditation or certification agencies from other countries at the request of universities/study programs to conduct reviews and evaluations of the quality criteria/standards of the inviting study program. AUN-QA assessment is a review and evaluation of study programs based on the quality assurance model developed by AUN-QA. AUN-QA is one of the programs under the management of the ASEAN University Network (AUN) that promotes quality assurance of higher education in the ASEAN region.

Many international accreditation and certification bodies operate today with diverse accreditation models, systems and mechanisms. Good institutions generally use an outcome-based accreditation model. This outcome-based accreditation is accreditation using the graduate outcome standards set by the accreditation agency. The accreditation process is carried out by evaluating the level of achievement of study program outcomes and evaluating various quality criteria that can support the achievement of outcomes. Therefore, the results of international accreditation evaluation generally have two categories, namely accredited or unaccredited. Accredited status is given to study programs that meet the quality criteria that allow outcomes to be achieved, while unaccredited status is given to study programs where some quality criteria are not achieved, resulting in non-achievement of outcomes. Consequently, if there are two study programs that are the same and accredited by the same accreditation agency, the outcomes of the two study programs are equivalent.

There are similarities and differences between international accreditation and certification

of AUN-QA. AUN-QA applies outcome for evaluation reference, yet the outcome formulation standards are determined by each study program. AUN-QA certification does not set outcome formulation standards for each study program, but only provides criteria for how outcomes should be formulated. In contrast, in international accreditation, the outcome formulation is determined by the accreditation agency. AUN-QA focuses more on the implementation of program quality assurance. During the assessment, it will be evaluated whether the implementation of the study program's quality assurance allows the set criteria to be achieved. A Study Program will be certified by AUN-QA if it achieves a rating at least at the 'adequate as expected' level. Higher ratings are 'better than adequate', 'example of best practices', and 'excellent'. Since the outcome formulation is determined by the study program, if there are two study programs that are the same and AUN-QA certified, the two study programs do not necessarily have equivalent outcomes.

International accreditation emphasizes the standardization of graduates' abilities through evaluating the achievement of study program outcomes. Outcomes are specified by accreditation agencies that are generally supported by various professional associations, technical/scientific associations, industry associations, and others. Thus, international accreditation can bridge the criteria for the ability of graduates produced and the ability of graduates needed by the labor market. Therefore, it is not surprising that some international accreditation agencies only accredit study programs whose graduates' abilities can be universally standardized, such as in the fields of engineering, computers, technology, science, health, business, economics, management, arts, and design. It is rare to find international accreditation agencies that can accredit study programs in unique and distinctive fields because their outcomes are unlikely to be standardized internationally.

There are three dimensions related to international accreditation, namely standardization of outcomes related to the excellence of the learning process, systems and mechanisms for quality assurance of study programs, and international recognition that can be used for study programs branding. In the era of globalization, outcome standardization (the ability of graduates) is important so that graduates can compete with graduates of similar PS from other countries, both for jobs in the country and abroad. The quality assurance system and mechanism used as a reference in international accreditation is also important because if the system and mechanism can be adopted and implemented properly, the quality of the PS can be improved sustainably. Branding is also important, especially to attract new students. Of the 3,762 study programs throughout Indonesia that are nationally accredited (NAA-HEI) with an A rating, only about 10.5% are internationally recognized.

The above description of international accreditation should benefit the PS/Upps/HEI, the

community, the nation, and the state, especially in order to provide excellent and qualified human resources (Pepen Arifin, Head of the Quality Assurance Unit). ITB, published on Harian Kompas, August 22, 2019, <https://spm.itb.ac.id/artikel/12659-2/>).

2.4 Accreditation System Development

Assessing the excellence of a university/higher education institution is not only examining the academic sector, but also involving a number of factors that are related to each other systemically. This also applies in assessing Educational PS. For this reason, in order for PS/UPPS of an HEI to achieve excellence, serious preparation is needed based on the results of self-evaluation. According to Regulation of NAA-HEI No. 2 of 2017 concerning SAN-Dikti, a good accreditation rating is if the PS/UPPS or college can fulfill SN DIKTI. The HEI is said to be accredited very well or if the PS/UPPS and HEI able to compete at the national level. Excellent accreditation standards can be seen from the results of collaboration between universities and PS that can succeed at the international level. Accreditation assessment criteria are as follows.

1. Quality of leadership and governance performance

In this criterion, the most prioritized assessment is about the vision, mission, and goals of the college. The HEI is focused on targeting all of its programs effectively and purposefully to realize the entire vision, mission, and goals of the HEI. For the PS, it will be seen from the scientific vision and objectives of the PS. On the other hand, the assessment is also carried out on the system of management, governance, and partnership carried out by the HEI. HEI/UPPS also need to make improvements to the human resource system that is relevant to the HEI/UPPS. Thus, the vision and mission will be well realized when balanced by HR empowerment. In addition, assessment is also carried out in the field of technology and partnership because it plays a role in improving internal quality assurance. Partnerships carried out in the academic and non-academic fields can trigger universities to be able to compete at the national, regional and international levels.

2. Input Quality

To improve excellence and quality, HEI/UPPS need to prepare all inputs from all aspects, from the existence of human resources (lecturers and education staff), students, curriculum, infrastructure, to financial systems. All these aspects need to be managed with an integrated system and adjusted to the vision and mission of the HEI/UPPS/PS.

3. Process Quality

In addition to the results, the quality of the education process is also very much needed in the accreditation assessment. The process is very important to produce good results. Therefore, universities/UPPS are expected to be able to develop a good curriculum, implement it in the field effectively, and conduct assessments to measure the achievement of goals. The availability of various curriculum development models is needed to realize a diverse and varied learning process according to conditions in the field. In addition, the availability of quality system implementation in lecturer assigning is also much needed in improving the quality of this process. By having expert lecturers, all learning activity processes will run well and in accordance with the desired target. Thus, it can be said that improving the quality of learning can be one of the spearheads to produce outputs that are very important and beneficial for the sustainability of the assessment on the accreditation of the university.

4. Quality of productivity of outputs and outcomes

Every university produces graduates every year. It is expected that these graduates are able to compete with other competitors outside the universities. Therefore, the assessment is very important for the sustainability of improving the quality and productivity of the college. That is why, every alumnus needs to be carefully recorded by, among others, conducting a tracer study. It can be said that the more outstanding alumni from a university, the better the assessment obtained by the university.

In addition, the research products and innovations of universities are indispensable for success. Research development is one of the most important things to improve research and increase good human resources in the university. The more research and innovation produced, the more productive the university is. Similarly, for the Educational Study Program, graduates and the results of educational research are very useful for the development of competent educational resources. Graduates and researches have a common thread with community service. These three things are an output of higher education productivity. Every activity carried out by universities, such as community service, is a form of support from universities to the environment and society. The results of community service and research activities can add value to each university that carries it out if integrated in the teaching and learning process.

CHAPTER 3

PHILOSOPHICAL, SOCIOLOGICAL, AND JURIDICAL FRAMEWORK

3.1 Philosophical Framework

Accreditation is an assessment activity to determine the feasibility of PS based on criteria that refer to SN DIKTI and criteria set by universities themselves. Accreditation is also intended to ensure the quality of PS externally both in academic and non-academic fields to protect the interests of students, graduate users, and other interested parties. On this basis, accreditation reflects the PS's awareness to perform better. This awareness shows that accreditation is a form of HEI/UPPS/PS accountability to the public.

This is in accordance with the Government of Indonesia's determination to "protect the entire Indonesian nation and the entire Indonesian homeland and to advance the general welfare, educate the nation's life." (Preamble of the 1945 Constitution of the Republic of Indonesia). Therefore, PS accreditation must be carried out appropriately and by using accreditation instruments that can assess and measure the educational aspects that characterize educational PS, in addition to general aspects.

On the other hand, accreditation is also seen as part of the SPME of a PS by institutions outside the PS, both national institutions (such as ACE) and international institutions. In this context, quality assurance refers to the process of determining and fulfilling quality standards for higher education management consistently and continuously, so that students, graduate users, and other interested parties are satisfied. Accreditation as a form of SPME is basically a recognition of the quality of education management at the PS level that has been fulfilled internally through SPMI. SPMI, as one of the PS self-evaluation mechanisms, is manifested through internal quality audit (AMI) activities. AMI is carried out at least once a semester. With this line of thinking, if SPMI runs well, the results of SPME (accreditation by ACE) will also be good. Recommendations from SPME results can be used by HEIs/UPPS/PS as part of continuous improvement.

3.2 Sociological Framework

Universities/HEI have the autonomy to manage their own institutions as centers for higher education, scientific research, and community service in accordance with the national standards of higher education (Regulation of Minister of Education and Culture Number 3 of 2020 concerning on SN-DIKTI). PS must undergo accreditation through submitting an application for accreditation. In accordance with Regulation of Minister of Education and Culture Number 5 of 2020, accreditation serves to determine the eligibility of PS and HEI based on criteria that refer to SN DIKTI. Accreditation is intended to externally guarantee the quality of PS and HEI both in academic and non-academic fields to protect the interests of students, graduate users, and society in general. In this context, accreditation is a form of interaction between PS/UPPS/universities (HEI) as suppliers who "produce" human resources (HR) and society as users of these HR. Suppliers must ensure the quality of the human resource they produce in order to meet the needs of the user community.

In its implementation, accreditation of educational PS is carried out by ACE which has been formed by a number of professional associations, namely the Indonesian Association of Bachelor of Education (ISPI), Indonesian Association of State Teacher Training Colleges (PPTKN), Indonesian Association of Private Teacher Training Colleges (PFPPTKSI), the Dean's Forum of Teacher Training and Educational Sciences in Indonesia (Forkom FKIP Deans), the Dean's Forum of *Tarbiyah* and Teaching Faculty (FDFTK), the Association of Indonesian Language and Literature Education Study Program (IKAPROBSI), Indonesian Association of Biology Education Study Programs (APSPBI), Indonesian Union of History Education Study Programs (P3SI), Indonesian Alliance of Accounting Education Study Programs (APRODIKSI), Indonesian Association of Guidance and Counseling (ABKIN), Indonesian Association of English Language Study Programs (ASPBI), Teaching of English Foreign Language in Indonesia (TEFLIN), Indonesian Association of Science Educators (PPH), Association of Civic Education Profession (AP3Knl), and Indonesian Association of Vocational Lecturers and Teachers (ADGVI).

Because PS is part of the professional association, the relationship between the two (namely ACE and PS) can be likened to the relationship between parents and children, namely the relationship of mutual understanding, mutual respect, mutual trust (trust and verify), flexible, and enthusiastic in the framework of PS improvement on its own awareness (intrinsic) which is carried out in an integrated, systemic, and sustainable (cyclic) (Heywood, 2007). The existence of the aforementioned values in the implementation of accreditation does not create the impression that ACE is a terrifying auditor, but is seen as a partner who moves forward together in synergy.

3.3 Juridical Framework

The juridical framework is the rules and regulations that are a reference for the preparation of accreditation instruments by ACE. The regulations and legislation referred to are as follows.

- 1) Law No. 20 of 2003 on the National Education System of the Republic of Indonesia (State Gazette No. 78 Year 2003 of the Republic of Indonesia, Supplement to the State Gazette No. 4301 of the Republic of Indonesia).
 - a) Article 60, paragraphs 1 to 3:
 - (1) Accreditation is carried out to determine the eligibility of education programs and units in formal and non-formal education channels at each level and type of education.
 - (2) Accreditation of education programs and units is carried out by the Government and/or authorized independent institutions as a form of public accountability.
 - (3) Accreditation is done on the basis of open criteria.
- 2) Law No. 12 of 2012 on Higher Education of the Republic of Indonesia (State Gazette No. 158 of 2012 of the Republic of Indonesia, Supplement to State Gazette No. 5336 of the Republic of Indonesia).
 - a) Article 28 Paragraph 3 Letter a:

Academic degrees and vocational degrees are declared invalid and revoked by the Minister if issued by unaccredited universities and/or study programs.
 - b) Article 28 Paragraph 4 Letter a:

Professional degrees are declared invalid and revoked by the Minister if issued by unaccredited universities and/or study programs.
 - c) Article 55 Paragraph 2 and Paragraph 5:
 - (2) Accreditation as referred to in Paragraph (1) is carried out to determine the feasibility of Study Programs and Universities on the basis of criteria that refer to the National Higher Education Standards.
 - (5) Accreditation of Study Programs as a form of public accountability is carried out by independent accreditation institutions.
- 3) Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 124 of 2014 concerning on Clumps, Trees, and Branches of Science and Technology for the Establishment of Independent Accreditation Institutions.

a) Article 1 point 5:

An independent accreditation institution, hereinafter abbreviated as LAM (Accreditation Council), is an institution established by the Government or the community to independently accredit Study Programs.

- 4) Government Regulation No. 13 of 2015 on the Second Amendment to Government Regulation No. 19 of 2005 on National Education Standards (State Gazette of 2015 No. 45, Supplement to State Gazette of the Republic of Indonesia Number 5670).

a) Article 1 point 28:

Accreditation is the activity of assessing the feasibility of education programs and/or units based on predetermined criteria.

- 5) Regulation of the Minister of Research, Technology and Higher Education No. 62 of 2016 concerning on Quality Assurance System for Higher Education (State Gazette of the Republic of Indonesia Year 2016 Number 1462).

a) Article 1 Number 3:

Internal Quality Assurance System, hereinafter abbreviated as SPMI, is a systemic activity of higher education quality assurance by each university autonomously to control and improve the implementation of higher education in a planned and sustainable manner.

- b) Article 1 point 4: External Quality Assurance System, hereinafter abbreviated as SPME, is an assessment activity through accreditation to determine the feasibility and level of quality achievement of Study Programs and Higher Education.

- c) Article 1 Point 9: National Accreditation Agency for Higher Education Institution, hereinafter abbreviated as NAA-HEI, is a body established by the Government to conduct and develop accreditation of Higher Education independently.

d) Article 3 Paragraphs 1 to 4:

- (1) SPM Higher Education consists of:

- a. SPMI; and
- b. SPME

- (2) SPMI as referred to in paragraph (1) letter a is planned, implemented, evaluated, controlled, and developed by universities.

- (3) SPME as referred to in paragraph (1) letter b is planned, evaluated, implemented, controlled, and developed by NAA-HEI and/or Accreditation Council (LAM) through accreditation in accordance with their respective authorities.

- (4) The output of SPMI implementation by higher education institutions as referred to in paragraph (2) is used by NAA-HEI or LAM for determining the accredited status and ranking of higher education institutions or study programs.
- e) Article 6 Paragraph 1 and Paragraph 2:
- (1) SPME has a cycle of activities that consists of:
- a. Data and Information Evaluation Stage;
 - b. Determination of Accreditation Status and Accreditation Rating; and
 - c. Monitoring and Evaluation Stage of Accreditation Status and Accredited Rating.
- (2) SPME is developed continuously by NAA-HEI and/or LAM in accordance with their respective authorities.
- 6) Deed of Establishment of the Educational Self-Accreditation Foundation by Notary Rohana Frieta, SH Number 6, dated December 12, 2019.
- 7) Decree of the Minister of Law and Human Rights of the Republic of Indonesia Number: AHU- 0018675.AH.01.04.TAHUN 2019 dated December 17, 2019 concerning the Ratification of the Establishment of the Legal Entity of the Educational Self-Accreditation Institution.
- 8) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards (State Gazette of the Republic of Indonesia Year 2020 Number 47).
- a) Article 3 paragraph 2 letter f:
- The National Higher Education Standards must be used as the basis for establishing external quality assurance system criteria through accreditation.
- b) Article 42 paragraph 6:
- The standard unit of Higher Education operational costs for State Universities is determined periodically by the Minister by considering:
- a. Type of Study Program;
 - b. Accreditation level of universities and study programs; and
 - c. Area cost index
- 9) Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education (State Gazette of the Republic of Indonesia Year 2020 Number 49).

a) Article 1, number 4:

Independent Accreditation Council, hereinafter abbreviated as LAM, is an institution established by the Government or the Community to carry out Study Program Accreditation independently.

b) Article 4, paragraph 1:

Accreditation for Study Programs is carried out by LAM.

c) Article 5

Implementation of Accreditation for the establishment of Higher Education by NAA-HEI as referred to in Article 4 paragraph (2) together with the implementation of Accreditation of all existing Study Programs either by LAM or NAA-HEI.

d) Article 8 paragraphs 1 and 2:

(1) The period of Study Program Accreditation conducted by LAM is determined by LAM.

(2) In the event that the Accreditation period determined by LAM as referred to in paragraph (1) expires, re-accreditation must be carried out by LAM.

e) Article 10 paragraphs 1, 2 and 3:

(1) Accreditation of study programs and universities is carried out using accreditation instruments.

(2) The Accreditation Instrument as referred to in paragraph (1) consists of:

- a. Accreditation Instruments for Study Programs; and
- b. Accreditation Instruments for Higher Education.

(3) The Study Program and Higher Education Accreditation Instruments compiled as referred to in paragraph (2) are prepared by LAM or NAA-HEI in accordance with the provisions of laws and regulations based on the National Higher Education Standards.

f) Article 12 paragraph 1:

LAM and NAA-HEI compile Accreditation instruments in accordance with their respective authorities and are determined in accordance with the provisions of laws and regulations.

g) Article 29 letter f:

- Duties and authorities of the Executive Council: receive and submit proposals for Study Program Accreditation instruments from LAM to the Accreditation Council.
- 10) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities, and the Establishment, Amendment, and Revocation of Licenses of Private Universities (Official Gazette of the Republic of Indonesia Number 51 of 2020).
- a) Article 7 paragraph 1:
- The establishment of PTN (state universities) as referred to in Article 6 letter a must meet the minimum requirements for accreditation of Study Programs and Higher Education, in accordance with the National Higher Education Standards.
- b) Article 11 paragraph 1
- The establishment of private universities as referred to in Article 10 letter a must meet the minimum requirements for accreditation of Study Programs and Higher Education in accordance with the National Higher Education Standards.
- c) Article 24 paragraph 1:
- The opening of Study Programs at the Main Campus as referred to in Article 23 paragraph (1) must meet the minimum requirements for accreditation of Study Programs in accordance with the National Higher Education Standards.
- d) Article 25 paragraphs 1, 2, and 3:
- (1) Study Programs that have met the requirements as referred to in Article 24 paragraph (2) shall obtain accreditation with a Good rating when obtaining an implementation permit from the Minister.
- (2) Establishment of accreditation with a Good rating as referred to in paragraph (1) is given by LAM.
- (3) In the event that the LAM as referred to in paragraph (2) has not been established, the determination of accreditation with a Good rating is carried out by NAA-HEI.
- e) Article 28 paragraph 2 letter c:
- The Head of the Legal Entity State University submits an application for accreditation of the Study Program to be opened to the Higher Education Accreditation Board and/or Independent Accreditation Institution.
- f) Article 32 paragraph 1 and paragraph 4 letter h:
- (1) PSDKU (Off Main Campus Study Program) opening license as referred to in Article 29 paragraph (2) shall be issued after fulfilling the minimum

requirements for PSDKU accreditation in accordance with the National Higher Education Standards.

(4) Fulfillment of the requirements as referred to in paragraph (2) and paragraph (3), must be contained in the PSDKU opening document, which consists of:

(h) PSDKU minimum accreditation instrument from the National Accreditation Board for Higher Education or Independent Accreditation Institution that has been filled in by the Higher Education Institution that will open the PSDKU.

g) Article 34 paragraph 1 letter a:

(1) The closure of PSDKU as referred to in Article 29 paragraph (3) shall be carried out on the grounds of:

a. PSDKU is declared 'not accredited' by the National Accreditation Board of Higher Education and/or Independent Accreditation Institution

h) Article 57 paragraph 1 letter a:

(1) The requirements for opening a PJJ/DL Study Program consist of:

a. Universities that propose the opening of a PJJ Study Program already have a Study Program in the form of face-to-face with the same name and level;

b. Study Program in the form of face-to-face as referred to in letter a has Accreditation with an excellent rating

i) Article 64 paragraph 1:

(1) The establishment of HEI implementing PJJ as referred to in Article 43 paragraph (10) must meet the minimum requirements for accreditation of PJJ Study Programs and PJJ colleges, in accordance with the National Higher Education Standards.

11) Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, Number: 186/M/2021 dated July 15, 2021 concerning Study Programs Accredited by Independent Accreditation Institutions.

12) Regulation of the National Accreditation Board for Higher Education Number 1 of 2017 concerning Organization and Governance of the National Accreditation Board for Higher Education.

13) Regulation of the National Accreditation Board for Higher Education Number 4 of 2017 concerning Accreditation Instruments

14) Decree of the National Accreditation Board for Higher Education No. 170/BAN-PT/MA/Pen/PerBAN/2021) on 3 September 2021, concerning Instruments for Accreditation of Study Programs in Undergraduate Programs in the Scope of Education, which contains Instruments for Accreditation of Undergraduate Education

Study Programs and Standard Procedures for Implementing Accreditation of Education Study Programs.

- 15) Letter from the Minister of Education, Culture, Research and Technology Number 90845/MPK.A/AG.01.00/2021 dated December 20, 2021 regarding Approval of the Unit Costs for Accreditation of Study Programs at the Education LAM.

CHAPTER 4

GOALS AND RULES, SCOPE, IMPLEMENTATION MODEL OF ACE

As an institution that has an important role in improving the quality of PS in higher education, ACE conducts accreditation of Education PS as a form of verification of the SPMI process that has been implemented in UPPS / PS. In the implementation of PS accreditation, ACE is guided by Permendikbud No. 5/2020, Article (6), Article (8) and Article 12 paragraph (2.c). The following will describe the goals and rules, scope, implementation model of ACE.

4.1 Accreditation Goals and Rules

Accreditation carried out by ACE for educational PS refers to the principles of autonomy, independence, partnership, independent learning, and guidance. The principle of autonomy gives rights and sovereignty to study programs to determine certain criteria that characterize the programs they develop. For example, one study program can focus more on research excellence because it has superior human resources in that field. Another study program focuses more on developing the field of learning because, for example, it has good mastery in learning technology. ACE can accommodate the distinctiveness and excellence of each PS. The status or position of the university where the PS is located will also illustrate the autonomy in developing the program. Study programs that are part of State Universities with Legal Entity (PTN BH), State Universities with Public Service Agencies (PTN BLU), State Universities Work Unit (PTN Satker), and Private Universities (PTS) have their own characteristics. Study programs at PTN BH, for example, can have different characteristics from those at PTN BLU. Likewise, PS in PTN and PTS have different positions. Thus, the direction of ACE accreditation is to accommodate and facilitate autonomy in the peculiarities or characteristics that are the advantages of each PS.

The principle of **independence** has relevance to autonomy. In this principle, the educational PS is seen as an institution that gathers a community of scholars. This means that the PS is a place for academics to develop academic activities in accordance with their fields of knowledge. Academics have scientific rules or rules of conduct in upholding truth or scientific ethics. In upholding these values, they pay attention to relationships with their community both inside and outside the PS. The community within the study program are colleagues who work every day to develop their knowledge and the specialty of their study program. Meanwhile, the academic community outside the PS is a professional organization that accommodates academic activities among one profession. With this principle, the accreditation process by ACE can accommodate individual academic excellence and involve the academic community. Individual academic excellence will appear in the individual self-evaluation of each teaching

staff. The self-evaluation portfolio of each academic staff will be the material for developing PS self-evaluation. The results of self-evaluation become material for ACE accreditation, which in its implementation involves professional organizations that also have certain criteria related to the excellence of the fields of science of its members. The involvement of professional organizations is very relevant to the principle of independence. In addition, professional organizations formed by academics from each similar PS have a passion for improving the quality of their members. Quality improvement criteria will appear, for example, in the development of the personal quality of the community of scholars, in curriculum development, learning, research, and others.

The principle of partnership puts ACE and PS in an equal position. Both parties are partners in conducting accreditation. In the position as a partner, the accreditation process is dialogical. This means that the criteria owned by ACE to ensure the quality of a PS must still pay attention to the criteria owned by each PS. Conversely, the PS cannot impose its own criteria without paying attention to the criteria owned by ACE. The dialogical process between the two parties is a continuous process that then leads to the achievement of mutually agreed quality. As a partner of the government and LPTK, ACE strives to improve the quality of a PS. ACE's direction and arrangements are based on assessment input from partner PSs regarding activities carried out, and the quality of student performance with teaching staff. ACE must have a record of the performance of a PS that is used as a partner, experience or reputation and performance based on information from similar professional organizations. Some educational study programs originating from the former Institute of Teacher Training and Education (IKIP) that remain focused on developing their core business in the field of education - even though the name of the Education and Education Personnel Institute (LPTK) has changed to University - certainly have a better reputation than the new study programs at the new university. The study program, which has produced many alumni, certainly has better experience and reputation than the new study program.

The principle of **freedom to learn-independent campus**, among others, refers to Permendikbud No. 3 of 2020 concerning National Higher Education Standards, in Article 18 regulates the fulfillment of the period and learning load for students in higher education. This policy is a form of learning in universities that is autonomous and flexible and has curriculum flexibility so as to create a learning culture that is innovative, not restrictive, and in accordance with student needs. One of the main programs of the independent learning-independent campus policy is PS accreditation which can be extended as long as there are no reports of quality decline from the community or from the government. In such conditions, in the name of the principle of independent learning, reputable PSs can (1) apply the principle of independence in conducting accreditation, (2) be involved as ACE

partners in providing input, consideration of the feasibility of accreditation of a partner PS to be accredited, and (3) become a reference or benchmarking for new PSs to be accredited.

The principle of independent learning will strengthen the other principle, namely **coaching**. The principle of **coaching** does not place ACE in a position above or by using a top down approach. The principle places ACE in a position as a partner or partner. The direction of the arrangement is to apply a collegial relationship with the accredited PS, the reference PS which is a partner of ACE, and professional organizations.

4.2 Scope of Accreditation

The scope of accreditation follows the standard components of study programs that refer to government policies or regulations in accordance with SN-DIKTI which has 9 (Nine) PS accreditation standards which include 9 (nine) criteria as follows.

- Criterion 1: Vision, Mission, Goals, and Strategy,
- Criterion 2: Management, Governance, and Partnerships.
- Criterion 3: Students
- Criterion 4: Human Resources.
- Criterion 5: Finance, Facilities, and Infrastructure.
- Criterion 6: Education
- Criterion 7: Research
- Criterion 8: Community Service
- Criterion 9: *Tridarma* Outputs and Achievements

These criteria are seen as standard criteria, in the sense that they are prerequisites that must be met by a PS. However, in its development, the PS is given the authority to demonstrate the advantages of a number of criteria to be accredited. ACE will continue to be developed towards an international accreditation institution, thus applying the latest concept of outcome-based accreditation (OBA), so the accreditation carried out by ACE also applies outcome-based accreditation (OBA). Therefore, PS must adjust to this OBA accreditation pattern. To carry out the accreditation, ACE prepares the study program accreditation instrument (IAPS) which consists of 5 (five) documents, namely Academic Script, Self-Evaluation Report (SER), SER Preparation Guidelines, Assessment Guidelines and Matrix, and Accreditation Procedures.

The Education Study Program accreditation instrument developed accommodates the nine criteria in the preparation of the Self Evaluation Report (SER) for all levels of Education Study Program including the Bachelor Program (S1), Master Program (S2), Doctoral Program (S3), and Teacher Professional Program (PPG).

In accordance with the guidelines developed, the preparation of ACE's SER consists of three parts, namely (1) Profile of the Study Program Management Unit (UPPS), (2) Criteria that

accommodate 9 (Nine) criteria, and (3) Analysis of Problems and Study Program Development (PS).

Each criterion will be revealed in 4 (four) parts, namely (1) written policy, (2) policy implementation, (3) evaluation, and (4) follow-up on evaluation results. In addition, the ACE Undergraduate PS (S1) accreditation instrument is equipped with 9 (nine) supplements that try to capture more specifically the characteristics of the existing scientific field clumps because there is a range of differences in characteristics between clump groups, so to get this distinctiveness for Undergraduate PS (S1) IAPS is equipped with 9 (nine) supplements. The nine supplements are Mathematics and Natural Sciences Education, Social Studies Education, Economic Education, Vocational Education, Sports Education, Arts Education, Language Education, Religious Education, and Education Sciences.

4.3 Accreditation Implementation Model

The accreditation implementation model carried out by ACE pays attention to the direction and arrangements that include the principles of autonomy, independence, partnership, independent learning and guidance. The model includes planning, process, and results. In planning, PS designs excellent programs that will be accredited by taking into account the standards of the government and the excellent programs it will develop. The planning should involve ACE, professional organizations, and PS which are its benchmarking partners. Thus, from the beginning, the principle of guidance has begun so that the accreditation program is a continuous process and not a temporary process marked by one-time visitation activities.

In the implementation process, ACE is the implementer of accreditation involving professional organizations and reputable PS as partners or benchmarking. The results of accreditation do not only state the excellence or success of program implementation in accordance with the referenced criteria. Thus, results can be partial when a PS can demonstrate certain excellence for a certain duration of time. Non-excellence in other criteria does not mean failure to be accredited. Non-excellence is used as a basis for determining and conducting continuous guidance and fulfilling the principles of partnership, autonomy, independence, and independent learning. ACE, professional organizations, and PS partners conduct coaching so as to achieve the criteria agreed upon by the parties. Accreditation fulfills five aspects, namely relevance, academic atmosphere, institutional management, sustainability, and efficiency (quoted from NA Proposal for the Establishment of ACE 2018).

1. Relevance is the level of connection between the objectives and results/outcomes of PS and the needs of the community in its environment or globally;

2. Academic atmosphere shows a conducive climate for academic activities, interactions between lecturers and students, between fellow students, or between fellow lecturers to optimize the learning process;
3. Institutional management which includes feasibility and adequacy. Feasibility shows the level of accuracy (suitability) of input elements, processes, outputs, and program objectives in terms of normative ideal measures. Adequacy indicates the level of achievement of the threshold requirements necessary for the implementation of a program;
4. Sustainability includes the continuity of the program that is guaranteed by the availability of inputs, learning activities, and the achievement of optimal results. Selectivity shows how program organizers select input elements, learning process activities, research, and prioritization of results/outputs based on considerations of their capabilities/capacities; and
5. Efficiency refers to the level of utilization of inputs (resources) against the results obtained from the learning process, and effectiveness is the level of achievement of predetermined program objectives as measured by program results/outputs. Productivity shows the success rate of the learning process in utilizing inputs.

4.4 Study Program Accreditation Process by ACE

The PS accreditation process by ACE includes the following stages:

1. Self-evaluation by UPPS/PS,
2. Validation of data and documents,
3. Assessment of adequacy (AK) and validation of AK,
4. Determination of AK results by the Accreditation Council,
5. Visitation/field assessment (AL) and validation of AL,
6. Report of visitation results to the secretariat office for distribution to members of the Accreditation Council,
7. Decision-making on accreditation results by the Accreditation Council and determination of the accreditation rating (excellent, very good, or good),
8. Appeal process as required by the HEI/UPPS.

The PS accreditation process begins with PS/UPPS preparing a self-evaluation report. The self-evaluation refers to the official PS accreditation instrument that has been published by ACE. The study program manager can add elements to be evaluated according to the interests of the PS and the higher education institution concerned. The study program uploads all files (completed accreditation instruments and attachments) according to the applicable provisions

in ACE. The PS accreditation model by ACE is carried out based on the following standards: leadership and governance performance, input, process, output-outcome productivity.

The flow of study program accreditation at ACE can be seen in Figure 4.1 below

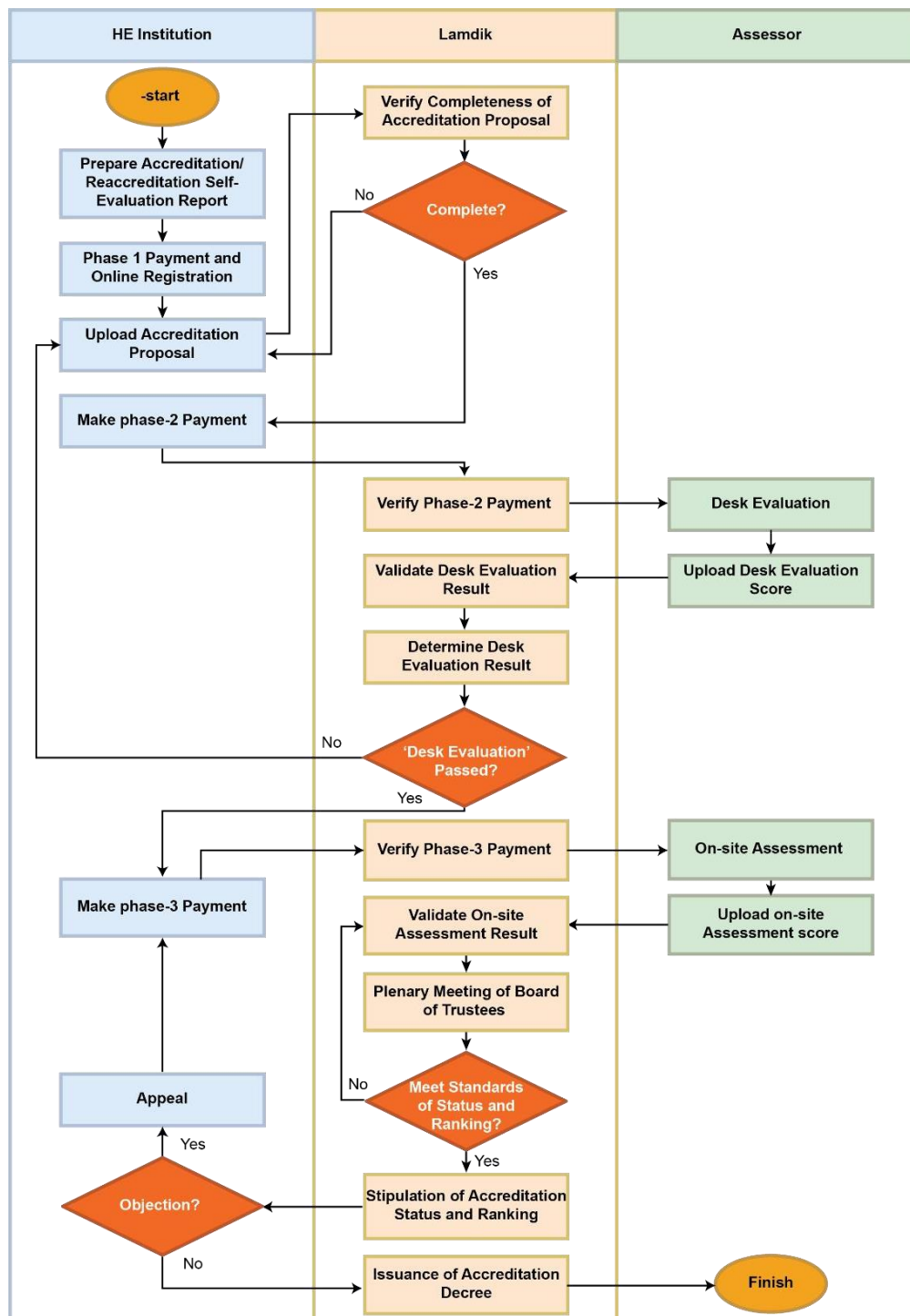


Figure 4.1 Stages of the Study Program Accreditation Process

If the validity period of the PS accreditation expires, UPPS/PS is required to apply for re-accreditation. This re-accreditation application refers to the accreditation flow in Figure 4.1, where the PS starts from the beginning to apply for accreditation.

4.5. ACE Accreditation Assessment

Each indicator item in the PS accreditation instrument is assessed quantitatively with a score range of 1 (one) to 4 (four). A score of 1 (one) is the lowest score that will increase with the better quality of the assessed indicator item, with a maximum score of 4. Assessment of each item in detail (criteria, elements, indicators, item scoring rates and weights) can be seen in Book 4 (four) which contains PS Assessment Guidelines and Matrices. An example of the scoring rates rubric format is shown in Table 1.

Table 1. Item Scoring Rates Rubric Format

Criteria	Elements	Indicators	Item Scoring Rates			
			4	3	2	1

The number of indicator items assessed on the Accreditation Instrument for Undergraduate Programs, PPG, Masters Programs, and Doctoral Programs varies. The number of indicator items assessed for undergraduate programs is 85, for master programs is 60, for doctoral programs is 60, and for PPG programs is 65. The assessed indicator items can be categorized into two types. The first category is indicator items that are assessed qualitatively through justification by the assessor. The second category is quantitative indicator items whose scores are calculated by the system.

The assessment of each indicator item in detail can be seen in the Assessment Guidelines and Matrices. Furthermore, the accreditation value (AV) is calculated cumulatively by considering each indicator item's weight with the following calculation.

$$AV = \sum \text{Scores}_i \times \text{Weight}_i \quad \text{Where: } \sum \text{Weight}_i = 100$$

The weight for each assessment item based on each type of program can be seen in Table 2.

Table 2 Assessment Aspects and Weights

No.	Assessment Aspect	Weight			
		Under-graduate	PPG	Master	Doctoral
1	A. UPPS Profile	10.0	10.0	10.0	10.0
2	B. Criteria				
	Leadership and Governance Performance (B1, B2)	7,5	12.0	12.0	12.0
	Input (B3, B4, B5)	15.5	18.0	18.0	18.0
	Process (B6, B7, B8)	29.0	30.0	25.0	25.0
	Output Productivity: output-outcome (B9)	33.0	25.0	30.0	30.0
3	C. Problem Analysis	5.0	5.0	5.0	5.0
Total		100	100	100	100

PS accreditation results are stated with the status: **Accredited** or **Ineligible Rating**. PS with Accredited status is rated **Excellent**, **Very Good**, or **Good**. The stipulation of accreditation status and accredited rating is determined by the Accreditation Value.

Table 3 Accreditation Rating

No.	Accreditation Score	Status	Rating
1	$AV \geq 361$	Accredited	Excellent
2	$301 \leq AV < 361$		Very good
3	$200 \leq AV < 301$		Good
4	$AV < 200$	Ineligible Rating	-

According to Table 3, the results of PS accreditation are stated with **accredited** status (if the accreditation value or $AV \geq 200$) or **ineligible rating** (if $AV < 200$). PS with accredited status is rated **excellent** (if $AV \geq 361$), **very good** (if $301 \leq AV < 361$), or **good** (if $200 \leq AV < 301$).

In terms of equalizing the PS accreditation that has received international accreditation to the title of excellent accreditation, ACE follows the Ministry of Education, Culture, Research and Technology regulations regarding the International Accreditation Institutions recognized with the equalization mechanism following the regulations set by ACE.

CHAPTER 5

ACE's INFORMATION TECHNOLOGY DEVELOPMENT

The integration of information technology in all ACE's activities becomes an obligation with the aim of ensuring the standard process runs well, is transparent, has minimal errors, and reduces the use of physical files. Broadly speaking, information technology is applied to ACE's internal processes, administrative and accreditation services for higher education institutions, and synchronization of the SIMALAMDIK application with PD-DIKTI. The following will describe the development of information technology carried out at ACE.

5.1 Higher Education Institution (HEI) Data Reporting

Following the Ministry of Education, Culture, Research and Technology regulations Number 61 of 2016 Chapter IV Article 22, Higher Education Institutions have duties and responsibilities: (a) filling and sending data through the PD-DIKTI Feeder, (b) submitting reports on the implementation of learning to PD-DIKTI periodically. The data report to PD-DIKTI is carried out each semester and is divided into two checkpoints, one month after the lecture starts (Course Selection Sheet/CSS) and one month after the lecture is completed (Grades). The main components reported are student activities, CSS, Grades, and teaching history. An illustration of the PD-DIKTI architecture concerning the reporting process is presented in Figure 5.1.

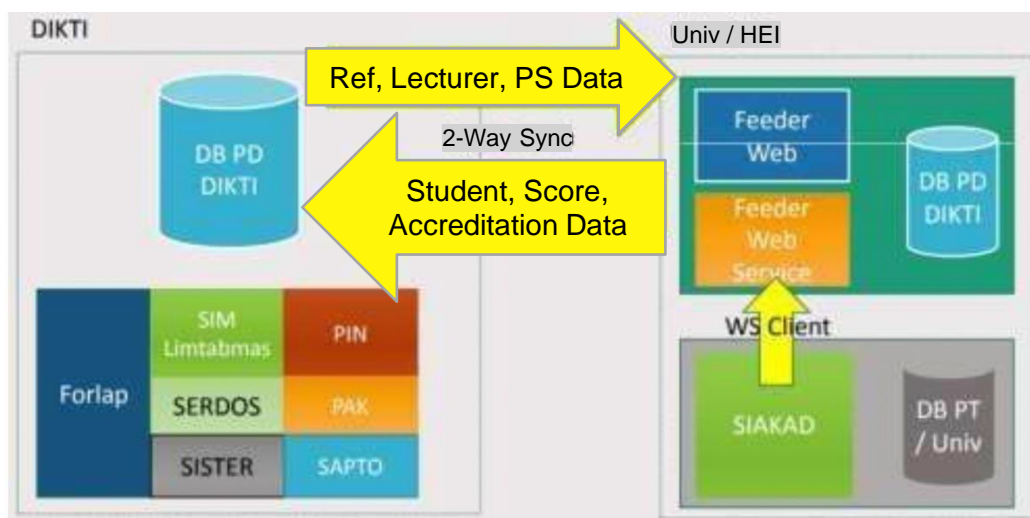


Figure 5.1 PD-DIKTI Architecture

Through the SIKAD (Academic Information System) application, Feeder and Web Service technology, all higher education institutions synchronize data with PD-DIKTI. The synchronization process is conducted two-way and periodically. If there is invalid data, higher education institutions could revise it until the data is declared valid and the validation status is closed.

The obligation to report data for higher education institutions makes PD-DIKTI the centre of the education database, both basic, reference and transaction data. To maintain data quality, timeliness of reporting, and mapping of reporting conditions, PD-DIKTI provides several types of indicators, which are data validity indicators, data completeness indicators, and reporting compliance indicators. Applications using the PD-DIKTI database are the National Diploma Numbering System, SAPTO, Lecturer Certification, Sister, and SimLitabmas. PD-DIKTI serves as the backbone of the education database used by inter-agencies and ministries, LLDIKTI, Ban-PT, LAM (The Accreditation Council), and the Ministry of Religious Affairs.

5.2 PD-DIKTI and ACE

PD-DIKTI, as the backbone database of higher education institutions, can be utilized by stakeholders, one of which is accreditation agencies. ACE, as one of the Accreditation Councils, also uses the PD-DIKTI database in accreditation management through the SIMA (Accreditation Management Information System) application with a synchronization mechanism. The data retrieved from PD-DIKTI currently are the institution's name, study program, institution status, and the number of permanent lecturers (homebase) in the study program. For further development, the PD-DIKTI data available in SIMA is plentiful regarding the accreditation self-evaluation report (SER) instruments, including students, lecturers, education, learning, research, and PkM staff. An overview of the SIMA application is shown in Figure 5.2.

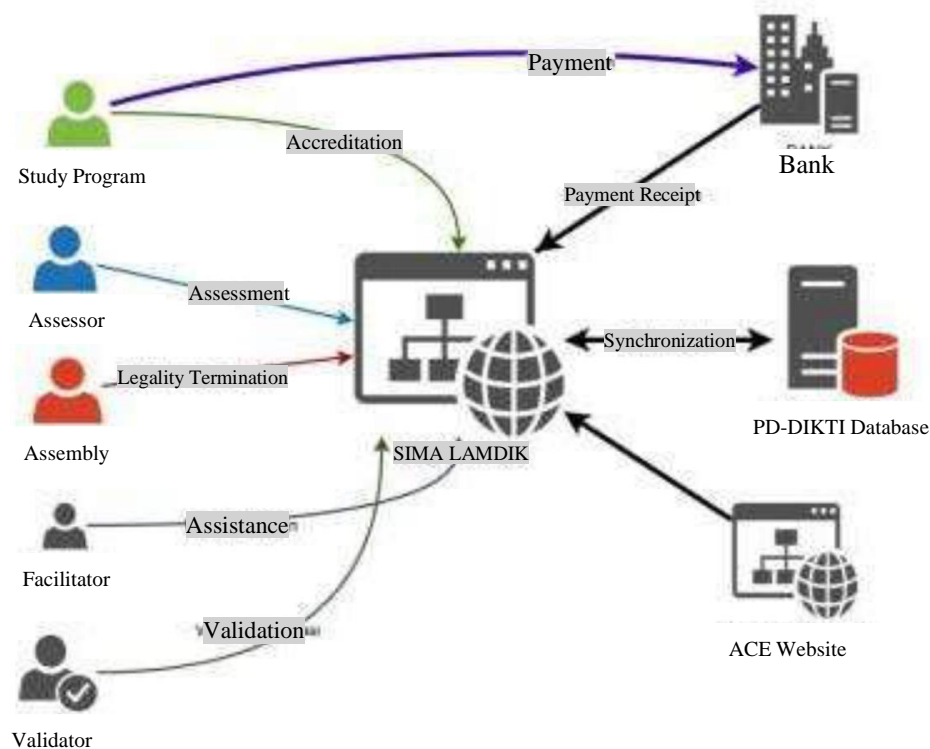


Figure 5.2 SIMALAMDIK Application Links with Users and Other Applications

SIMA is ACE's main application for accreditation management. Users of this application are Study Program, Facilitator, Validator, Assessor, and Assembly. The main features of SIMA based on users are as follows.

No.	User	App Features
1	Study Program	<ol style="list-style-type: none"> 1. Study program registration to become a SIMA member 2. Payment transactions integrated with the Bank 3. Registration for study program accreditation 4. Accreditation documents upload 5. Revision of data and accreditation files 6. Accreditation request 7. Provision of facilitators for mentoring, if required 8. Facilitator mentoring 9. SER Upload 10. SER Revision 11. Reaccreditation 12. Accreditation Appeal
2	Assessor	<ol style="list-style-type: none"> 1. Appraisal of adequacy assessment 2. Adequacy assessment results upload 3. Schedule for field assessment and SER assessment documents download 4. Field assessment documents upload
3	Validator	<ol style="list-style-type: none"> 1. Dashboard of field assessment validation requests by the secretariat. 2. Perform validation process 3. Validation result document upload
4	Facilitator	<ol style="list-style-type: none"> 1. Dashboard of facilitator request 2. Assistance in preparing SER for study program accreditation 3. Revise the accreditation of SER
5	Assembly	<ol style="list-style-type: none"> 1. Dashboard of assembly request 2. Create a legal decision on the results of the study program accreditation process

The channel unification model in PD-DIKTI requires all higher education institutions to report, thus, it is stored in the PD-DIKTI database. The database then becomes the main data and can be used for various needs, including the accreditation process. The unification of channels means the study program no longer needs to send data related to accreditation because the data is taken directly from the PD-DIKTI database, and many accreditation assessments are carried out with applications. An illustration of the PD-DIKTI and ACE database related to the accreditation process is presented in Figure 5.3.

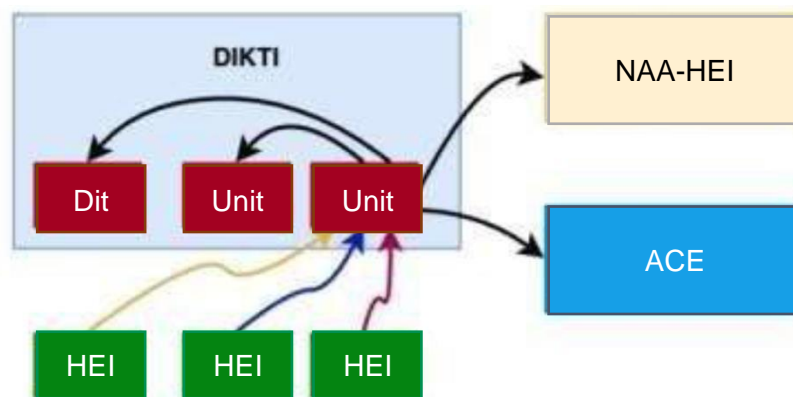


Figure 5.3 PD-DIKTI and ACE

Figure 5.3 explains that ACE uses the PD-DIKTI database as the main data source for accreditation and re-accreditation assessment purposes. Based on the PD-DIKTI database, the SIMALAMDIK application then processes the data according to the needs of the accreditation instrument. It can display a dashboard of the current condition of the ACE's study program members. ACE and study program administrators observe the current condition of the study program at any time so that they can quickly identify the health of the study program and changes in study program data. In addition to the study program, the SIMALAMDIK dashboard is also helpful for assessors and accreditation agency administrators regarding whether a study program needs to be reaccredited or just the field assessment activity.

SIMA is not the only application in ACE. To ensure ease, speed, and transparency for higher education institutions in the accreditation process, each stage of the accreditation flow in ACE has been integrated with information technology in the form of web-based and mobile applications that can be used internally and externally.

5.3 ACE's Information Technology

Broadly speaking, the development of information technology at ACE consists of **technology infrastructure** and **software**. Technology infrastructure relates to the availability of servers, network devices, cloud computing and firewalls. Software related to application development, implementation, maintenance and innovation are easy to use and reliable. The blueprint for implementing information technology at ACE is presented in Figure 5.4.

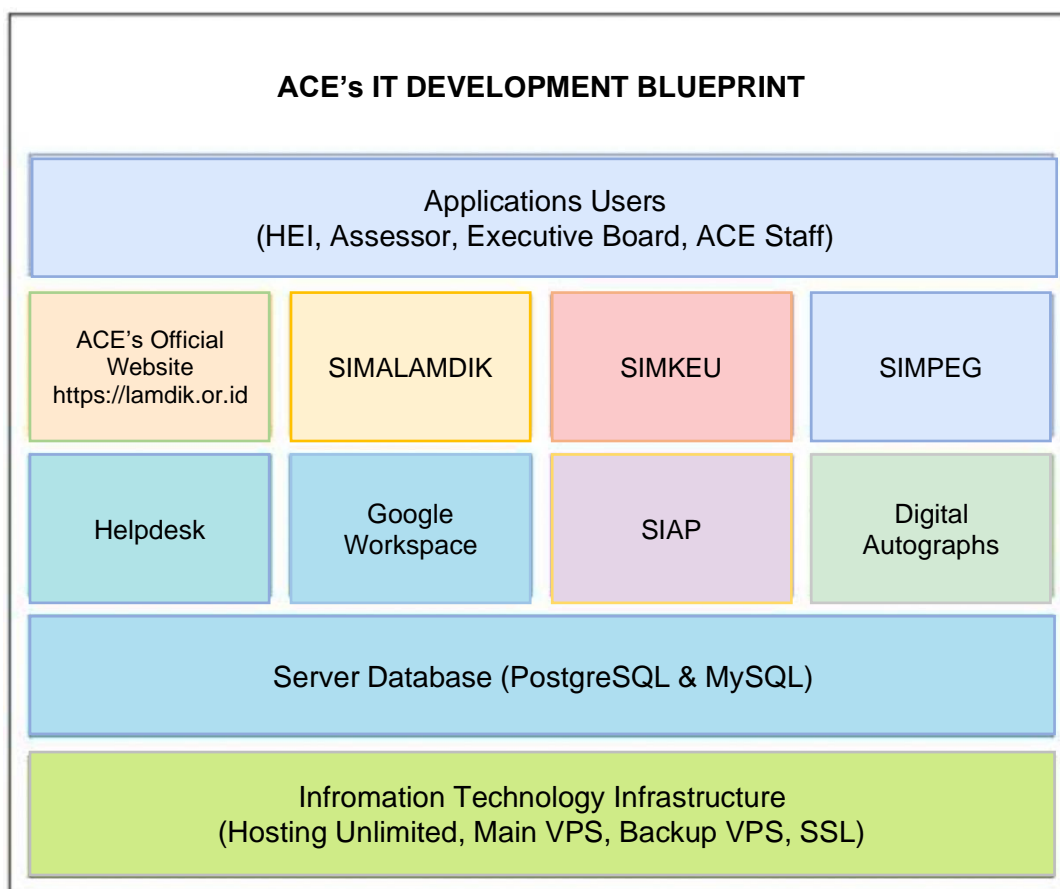


Figure 5.4 ACE's IT Development Blueprint

To ensure that information technology (IT) services run well, ACE conducts various scenarios and tests, including the availability of server backups. Because the process at ACE is mostly related to document files, the capacity of media storage is the main thing that must be considered. In addition, the speed of accessing and using the application is always maintained and improved to make the accreditation process run well and smoothly. In terms of software, the ACE's IT team has prepared and developed various applications and information systems as needed, including the following.

1. ACE's Official Website

The ACE's official website is the first and main door to information, news, guidelines, accreditation documents download, and legal products related to accreditation. This website is located at <http://lamkependidikan.org>. On this website, there are also links to other applications, such as SIMA and Helpdesk. The main features of the ACE's website are shown in Figure 5.5.

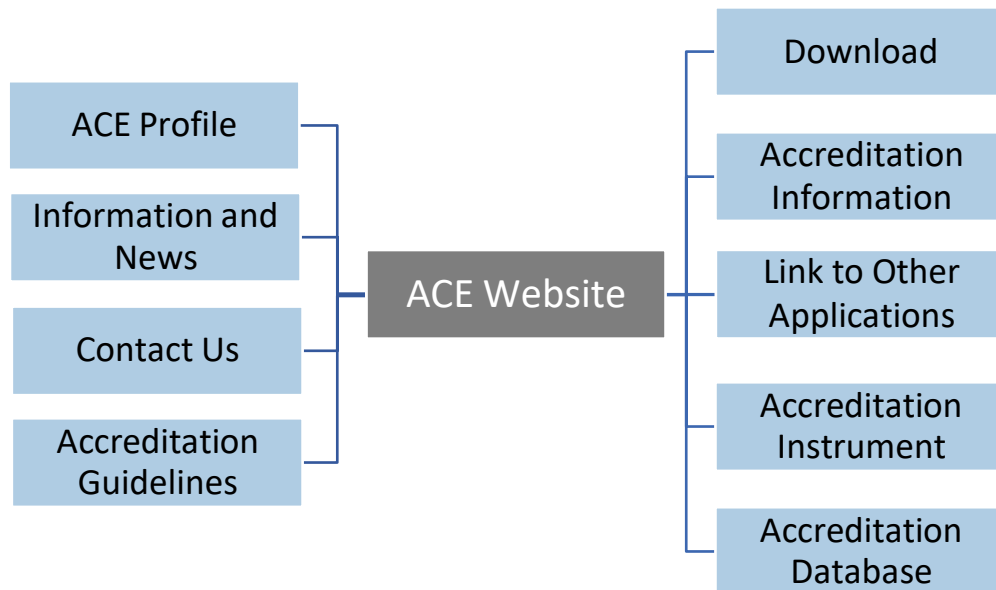


Figure 5.5 ACE's Official Website Features

2. Accreditation Management Information System (SIMA)

SIMA is the main application in the study program accreditation process. All accreditation processes, from submission to issuing the accreditation score, are carried out through SIMA. The users of this application are Higher Education Institutions operators, ACE assessors, and ACE operators.

3. Financial Information System (SIMKEU)

SIMKEU is an application for internal at ACE related to financial management, accounting, taxes, employee salaries, Assessor honorarium, and financial reports. SIMKEU can also create a Business Plan Budget (RBA).

4. Helpdesk System

This application is used for customer support system. Users of this application can publish open tickets to make complaint reports. The ACE operator then responds to the complaint, providing feedback and comments to resolve the complaint. For customer complaints that have been resolved, a close ticket is made.

5. Document Management and Sharing Application

This application is like google drive, which is used for document file management

and internal sharing at ACE. With this application, document management becomes more organized and well-documented. In addition, document loss can be reduced by using this application.

6. Office and Email Applications

Office and email are applications related to the daily work of ACE employees. Some of the main applications that are often used are word processing, data processing, and email management. The best solutions for office applications are *Office 365*, *Microsoft Teams* and *Google Mail*.