Indonesia Good Practices on Quality Assurance, Recognition and Student Mobility Programs

Intermediate Senior Officials’ Meeting (ISOM)

Prof. Intan Ahmad
Acting Director General of Learning and Student Affairs
MINISTRY OF RESEARCH, TECHNOLOGY, AND HIGHER EDUCATION
Jakarta, 4 June 2018
Contents

01 QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION IN INDONESIA
02 STUDENT MOBILITY PROGRAMME
03 MAJOR ISSUES, RECOMMENDATIONS AND FUTURE DIRECTIONS
MoRTHE’s Vision & Mission

Vision
- Support national competitiveness through creation of higher quality education combined with science & technology, and innovation capability.

Mission
- Improve access, relevancy, and quality of higher education to produce qualified human resource; and
- Improve innovation and science & technology capability to add value of their product.
**Indonesian Higher Education System**

- **Indonesian Population:** ~262 million people

- **Disparity in Quality of Higher Education:**
  - Faculty: 275,173 (~13% Doctor).
  - Students: 6.9 million (Vocational/Polytechnic Students: 15.1%). Scholarship: 460,000.
  - GER (2017): 33.37 %
  - Quality achievement:
    - Accredited study programs: A: 11.3%, B: 39.9%, C: 22.1%, not yet accredited*: 26.7%.
    - Accredited study programs (health fields) : A: 10%, B: 64%, C: 26%
    - 149 study programs with international accreditation (ABET, JABEE,ASIIN, AACSB, etc).
  - World Rank (QS): 3 universities (Top 500: 277-401): UI, ITB, UGM.

---

*not yet accredited: in the accreditation assessment process, in the process of changing the name of study program/ merger, not active, etc.*

---

4,612 HEIs (Active)
27,241 Study Programs

- **Academy**: 3.250
- **Polytechnic**: 1.064
- **University**: 11
- **Community College**: 18
- **Autonomous State University**: 269

Sources:
- BAN-PT, https://banpt.or.id/
QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION IN INDONESIA
QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION

External Quality Assurance

- National Standard of Higher Education
- Accreditation by BAN PT (for HEIs)
- Accreditation by LAM (only for study program)

Policy on Curriculum Design

- Study program
  - Curriculum Development
  - Curriculum Implementation
  - Qualification Achievement fits with IQF Descriptions

Internal Quality Assurance

IQF: Indonesia Qualifications Framework instrument for determining the level of qualification based on the description of the Learning Outcomes
Indonesian Accreditation Agency for Health Higher Education (IAAHHE)

- Self funded from member

- Accredited 1,616 study programs (as of Dec 31, 2017)

- Adopted/benchmarked by other fields: engineering, agriculture, veterinary, etc.

- Partnership with MoH, MoRTHE, WHO, SEAMEO, etc.

- International recognition from WFME (World Federal of Medical Education)

- 54 specific instruments (vocational, academic, profession, specialist)

- 923 assessors, facilitators and validators from various health fields

- Officially implemented since March 2015

- http://lamptkes.org

- Adopted/benchmarked by other fields: engineering, agriculture, veterinary, etc.

- Partnership with MoH, MoRTHE, WHO, SEAMEO, etc.

- International recognition from WFME (World Federal of Medical Education)

- 54 specific instruments (vocational, academic, profession, specialist)

- 923 assessors, facilitators and validators from various health fields

- Officially implemented since March 2015

- http://lamptkes.org
National Competency-Based Examination: Ensuring Quality of Graduates

**Challenge:**
Disparity quality of inputs and education process:
Quality of the schools varies widely

**Input**
- National Quota for New Students

**Process**
- Nurturing program: (e.g. curriculum evaluation, internal QA)

**Output**
- National Competency Examination (vocational & profession)

MoRTHE Policy

National Competency Examination results as parameter for accreditation, national quota for new students, and nurturing program

**Best Practices**
National competency examination as exit exam

**Health Field**
Medical, dental, nurse, midwife, pharmacist, nutritionist

Implemented by national committee of national competence examination (appointed by Minister)

**Teacher**

**In Process:**
Other health workers, Lawyer, Accountant, Engineer, Veterinary

- Students who pass NCE will get certificate of profession/certificate of competency from HEI
- Particularly for medical and dental will get both of certificates (from HEI and professional org)
Good practices program to address the **Disparity in Quality**: NURTURING PROGRAM

- **Top University**
  - (“A” status of accreditation)

- **Nurturing**
  - University with the majority of study program (“C” accreditation)

**Build the Quality Culture through IQA**

**Increasing the Status of Accreditation (Quality)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Universities</th>
<th>Number of Universities</th>
<th>Study Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>26</td>
<td>78</td>
<td>637</td>
</tr>
<tr>
<td>2018</td>
<td>29</td>
<td>87</td>
<td>704</td>
</tr>
</tbody>
</table>
Recognition of Qualifications

Potential benefits:
- Facilitate mobility
- Strengthening of human resource development and capacity building
- Better transparency for individuals and employers
- Exchange information and enhance cooperation
- Promote adoption of best practices on standards and qualifications

IQF: Indonesia Qualifications Framework
instrument for determining the level of qualification based on the description of the Learning Outcomes; Align the IQF with international qualifications frameworks
STUDENT MOBILITY PROGRAMME

INDONESIA PARTICIPATION IN
ASEM EDUCATION PROCESS
**Programs:** ASEAN International Mobility for Students (AIMS), Joint Degree/Double Degree, Joint Curriculum, Credit Transfer, Credit Earning, Fast-track, ODL (Online/Blended Learning)

- Improve the competitiveness of Indonesian students at international level in the 21st century.
- Enrich and equip students with the experience of scientific exposure, culture, environment and different systems (global credentials)
- Prepare and increase student competence in the global/international integration.
- Expand and strengthen cooperation with a network of higher education and community partners.
- Continuous self-development for students.

**Student Mobility: Target of Credit Transfer Program (National & International)**

- Korea (Republic), Japan, French, Germany, Thailand, Malaysia, China, Philippines, Vietnam, Belgium, Egypt, the Netherlands, Czech, Brunei Darussalam.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1,500</td>
</tr>
<tr>
<td>2017</td>
<td>2,000</td>
</tr>
<tr>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>3,000</td>
</tr>
<tr>
<td>2020</td>
<td>5,000</td>
</tr>
</tbody>
</table>
MAJOR ISSUES, RECOMMENDATIONS, AND FUTURE DIRECTIONS
Major Issues and Challenges

Quality Assurance
• External quality assurance that drives internal quality assurance
• Issues related to regional and international accreditation
• National competence examination as feedback for learning process and input

Recognition and Student Mobility
• Fulltime vs part-time students
• Socio-cultural uniqueness
• Visa and health issues
• Imbalances between incoming and outgoing participants
• Differences in academic calendar
• Variety of grading systems
• Assessment of course equivalency
• Granting degree and diploma
• Funding

Recommendations

Quality Assurance
• Facilitate the development of independent accreditation body for each field
• Recognition from international accreditation body
• National competence examination as exit exam for vocational and profession study programs

Recognition and Student Mobility
• The growing interests amongst students to participate in credit transfer through student exchanges or double degrees.
• Readiness of several universities to adopt and implement credit transfer system.
• Improving quality assurance on each university to accelerate students and academic administrators’ participation in the credit transfer.
• Regional policy on credit transfer is required to accelerate the adoption in broader scope.
• Provide funding
Thank You

Education is the most powerful weapon which you can use to change the world (Nelson Mandela)