



Analysis of Management Readiness of Higher Education Accreditation

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Abstract

This study aims to determine the Accreditation Management Readiness of Higher Education. PTKIS Kopertais Region II West Java-Banten. This study uses a sequential transformative mixed method through the theory of Edward III. Data collection through literature, interviews, questionnaires, and observations, involving 15 informants with 45 respondents, data validation with triangles has been done internally, and involved experts from across sectors. The results of this study indicate that most of the eight or (53%) PTKIS are not ready to implement AIPT. It can be seen from the average achievement in four aspects: Communication has not run optimally: the dissemination of information has not been evenly distributed, understanding of staff is lack, and information is inconsistent, its achievement is (37.08%). Resource readiness: the availability of numbers and competencies of staff, facilities and infrastructure, information data have not yet supported, and its achievement is (31.25%); Task fragmentation and use of SOP have already been running but have not supported the program achievement (44.17%). The success of achieving the program rests on a team that has qualified human capital/executors.

Keywords: Knowledge; Skills; Abilities; And skills.



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1. Introduction

Accreditation of Higher Education Institutions (AIPT) is a necessity. It is urgent in terms of regulatory requirements/policies and demands of community needs. In terms of regulation, because Law Number 12 requires every tertiary institution be accredited. The aim is to provide assurance that accredited tertiary institutions have met the quality standards set by BAN-PT, so as to provide protection for the community from higher education institutions that do not meet the standards. AIPT, it is to encourage universities to continuously improve and maintain high quality. The results of accreditation can be used as a basis for consideration in the transfer of tertiary credit, provision of assistance and allocation of funds, and recognition from other agencies.

Accreditation is a policy towards the recognition of tertiary institutions or study programs that show that the college or study program in implementing educational programs and the quality of graduates produced has met the standards set by the National Accreditation Board of Higher Education (BAN-PT). This shows that accredited tertiary institutions receive greater recognition in society compared to universities that have not been accredited (Prasetyo, 2007 in Bahri *et al.* (2017)). The acknowledgment is related to efforts to achieve superior higher education development goals and accredited institutions, to carry out various efforts in a comprehensive manner so that PT can realize the AIPT program, Government efforts through Minister of Research, Technology and Higher Education RI Regulation Number 32 Year 2016 concerning Study Program Accreditation And Higher Education May 11, 2016. The regulation follows up the Circular of the Director General of Higher Education of the Ministry of Education and Culture Number: 193 / E.E3 / AK / 2014, concerning Permit for the Implementation and Accreditation of Higher Education Institutions; Especially for PTKI, they are invited to follow the Ministry of Religion policy, through a letter from the Director General of Islamic Education, c.q. Director of Islamic Higher Education Number: Dj.I/Dt.I.IV/PP.00.9/761a/2014. The Policy implies that all Higher Education Institutions (PTKI), including PTKIS, must have been accredited by the institution no later than August 10, 2019.

KopertaisRegion II of West Java, as AIPT policy holder, has been trying to socialize the AIPT policy to PTKIS since 2015 delivered at various events, especially in the socialization of the initial Kopertais program during the year and annual meeting at the end of the year, even to the implementation of technical guidance, and special monitoring and evaluation. Technical guidance is carried out through zone-based PTKIS strengthening teams. However, as a result in April 2019, only 30 PTKIS or (\pm 22%) of 137 PTKIS were able to carry out all components of Higher Education Accreditation (AIPT). Therefore, efforts to improve the quality of AIPT management need to be applied in the management of AIPT PTKIS in providing comprehensive AIPT management services to the public and government through the empowerment of the Peer College High School AIPT Management of Islamic Private Religion especially in PTKIS in Kopertais Region II West Java and Banten (Kopertais II Jabar-Banten Accreditation Data, 2019).

The above statement is supported by the results of the NisaIslami (2018) study which states that PTKIS has lower management quality than PTU. Even though the quality of PTKIS has been shown in both national and

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international aspects of the quality of faculty, students or others. Similarly, the budget allocation between PTKIS and PTU is still experiencing inequality. So it makes sense if PTU has a bit of quality management advantages compared to PTKIS. Technical management is intended for how PTKIS technical plans, forms teams, evaluates, prepares documents, reviews, scores, and runs the accreditation visit process neatly, orderly so that PTKIS can get A (superior) accreditation (NisaIslami, 2018). This is in accordance with the opinion of George Edward III that there are several factors that can influence the implementation of policies, namely: communication, resources, disposition, and bureaucratic structure. All of these factors work and influence the level of effectiveness of policy implementation, both directly, indirectly and interact simultaneously (Nugroho in Farzana (2016). The success of policy implementation will be determined by many variables or factors, and each of these variables is interconnected to one another.

Based on the background of the problems described, "the Accreditation of Private Religious College Management Accreditation Readiness, in the Kopertais Region II West Java and Banten", is interesting to study and analyze.

One of the most crucial issues in public policy, including the AIPT policy at PTKIS, is the implementation phase, because there is always a gap between the contents of the policy and the policy context. The effectiveness of the implementation of AIPT-PTKS policy management will only be achieved if critical factors of policy implementation can be overcome and used as a guide. These critical factors were conceived by George Edward III to include four policy determinant variables, namely: communication, resources, disposition or attitude, and bureaucratic structure so that the implementation of policies becomes effective.

Based on the background and identification of the above problems, the focus of the problem that will be the main study in this study is "Higher Education AIPT Management Team Readiness". To examine the subject matter, the writer breaks into several sub-problems, namely: How is readiness of communication, resources, disposition or attitude, and bureaucratic structure at PTKIS in Kopertais Region II West Java and Banten?

2. Literature Review

2.1. Basic Concepts of Institution Accreditation Management Readiness

Readiness is a competency so that someone who has such competence has sufficient readiness to do something " (Slameto, in Nurul Hidayah (2018). This means that readiness is a condition experienced by someone and the person who is ready to implement something. Readiness is seen from social cognitive theory, if the level of organizational readiness to change is high then members of the organization will easily be willing to implement these changes. (Weiner in Faiqotus (2013). Thus, members of the organization (management team) by themselves must be able to initiate themselves to carry out changes (initiation), be persistent in carrying out changes (persistence) and show a cooperative attitude in every effort to implement changes (cooperative behavior). However, this is not enough to make change successful without the implementation of effective change. Management's readiness to change (1) must refer to organizational members' commitment to change and their confidence to implement organizational change. (2) Readiness of work groups and organizations to change is the similarity of individual feelings in organizations because of the process of social interaction that creates unity of thought so that it impacts on collective phenomena at a higher level. (Rafferty et al. In Faiqotus (2013).

The readiness of the management team to change can be influenced by 3 factors from the employee's internal self, namely: (1) the contents of the change which is about what will be changed in an organization. Changes that can be made such as changes in structure, technology and work systems. (2) the process of change, the process of change consists of a change starting planned by the organization until these changes begin to be implemented by the organization. (3) the context in the organization, namely matters related to the condition or environment of the organization. Organizations that are perceived positively by employees can help form readiness to change. (Lewin in, Dwi and Harlina (2017).

The indicator of organizational management's readiness to change consists of; (1) commitment to change, it is a shared belief of individuals in organizations to make changes because there is an awareness that the changes that will be made will benefit both individuals individually and for organizations. (2) trust in the ability to change, it is a shared belief of individuals in the organization that collectively individuals in the organization are able to make changes (Rafferty et al. in Faiqotus (2013).

The readiness of the management team is a certain condition for carrying out an activity; strategic planning, structuring, setting goals, managing resources, human capital and financial assets needed to achieve objectives and measure results. In readiness it is necessary to have an attachment between aspects that influence each other. Physical, mental and emotional conditions can also be used as indicators in achieving the readiness results. To get good results from a readiness, knowledge, skills, abilities, skills and motivational goals is the top priority.

2.2. Higher Education Institution Accreditation Policy

Viewed from the point of view of public policy, institutional accreditation (AIPT) is the determination of quality standards and assessment of an educational institution (higher education) by parties outside of an independent institution. Accreditation also means a government effort to standardize and guarantee the quality of university alumni so that the quality of graduates between universities is not too varied and as it is required by work requirements. At the opening of the Academic Institution Accreditation textbook, it is a comprehensive evaluation and evaluation process of the university's commitment to the quality and capacity of the Tridarma of higher education to determine the feasibility of the education program and unit, Lia Yuliana (2018).

In its implementation, AIPT is an assessment for higher education institutions conducted by BAN-PT, which was formed by the government to conduct and develop university accreditation. Accreditation aims to determine the feasibility of higher education based on criteria that refer to SNPT both academically and non-academically (PermenRistekdikti number 32 of 2016, in [Nustin and Dana \(2017\)](#)).

2.3. Factors of Higher Education Institution Accreditation Policy

There are several factors that influence the implementation of AIPT policy, based on the theory of implementation of Edwar III policies, namely: (1) communication, (2) resources, (3) disposition, and (4) bureaucratic structure. All of these factors work and influence the level of effectiveness of policy implementation, both directly, indirectly and interact simultaneously (Nugroho in [Farzana \(2016\)](#), and each of these variables is related to each other.

3. Research Methods

This research uses quantitative mixed methods and qualitative methods and sequential transformative approaches with the perspective of the theory of Edwar III is used to form procedures in this research. In this model the researcher may choose to use one of the two methods in the first stage, and the weight can be given to one of the two ([Sugiyono, 2013](#)).

This approach is used with the aim of answering two formulations of the problem. The formulation of the first problem can be answered through a qualitative approach and the second formulation of the problem can be answered through a quantitative approach (interpretation from qualitative to quantitative). This is done together to find problems in the field that will provide new insights for each PTKIS, to be used as an option in resolving problems.

Sampling in this study uses purposive sampling technique. 15 PTKIS are appointed representing Kopertais Region II West Java, namely STAI Babunnajah Pandeglang Banten, IAIB Serang Banten IAIN Laaroba Bogor, STAI Al-Masthuriyah Sukabumi, STAI As-Sidiqin Karawang, STAI Riyadhul Jannah Subang, STAI Segeran Pangeran Dharma, STAI Putra Galuh, STAI Tasikmalaya, IAIC Tasikmalaya, STAI Muhammadiyah Cikelet Garut, STAI Eleven April Sumedang, STAI Persis Bandung, STAI Darul Falah Cihampelas-Bandung Barat, and STAI Al Musdadiyah Cimahi City. The main informants in this study are 15 people and 45 respondents, scattered

The research data collection technique is done by domination techniques, observation, then in-depth interviews with informants. Data analysis using the interactive analysis model of Miles and Huberman dalam ([Nurul Hidayah, 2018](#)), which states that interactive analysis is a qualitative data analysis consisting of three lines of data reduction activities, data presentation, and conclusion / verification. The validity of the data is done by triangulation techniques, namely source and data triangulation. Source triangulation is done by checking data obtained through several internal and cross-sector sources. Research reliability can be achieved by verifying the results of interviews with the results of observations and questionnaires of researchers.

4. Results and Discussion

4.1. General Description of Institutional Accreditation Preparation in 15 PTKIS

Universities in general are no exception for Private Islamic Higher Education in the Kopertais area of West Java and Banten, which amount is not less than 137 PTKIS at the beginning of 2019, and all of which have the obligation to complete Accreditation of Higher Education Institutions (AIPT), no later than August 10 2019. The policy is based on the Circular of the Director General of Higher Education of the Ministry of Education and Culture Number: 193 / E.E3 / AK / 2014, concerning Licensing for the Implementation and Accreditation of Higher Education Institutions; Especially for PTKI. They are invited to follow the Ministry of Religion policy, through a letter from the Director General of Islamic Education, c.q. Director of Islamic Higher Education Number: Dj.I/Dt.IV/PP.00.9/761a/2014. However, in reality it is based on data from Kopertais II West Java and limited, up to April 2019, out of 137 PTKIS, only 30 PTKIS have been accredited by their Institutions.

4.2. Discussion on Institutional Accreditation Management Readiness at 15 PTKIS

4.2.1 .Communication

Communication readiness is assessed through three points, namely; the process of transmission to internal, cross-sectoral, and escort staff, staff understanding, and information consistency (Subarsono in [Manongga \(2018\)](#)). So far, communication related to PTKIS accreditation has not run optimally at every stage of accreditation preparation.

The findings in the field show that: (1) The transmission process has been carried out by providing socialization, discussion, material presentation by staff who has participated in training, routine meetings and mentoring by the accompanying team while crossing through meetings every 3 months. However, there are still obstacles such as the dissemination of information related to the accreditation schedule by the PTKIS AIPT management team which is carried out suddenly without notice to the escort team and Kopertais II West Java-Banten. (2) Staff understanding has been improved through mentoring. However, there are still staff who does not understand, especially in document preparation, because documents keep happening. (3) Information inconsistency can be seen from the initial stages of preparation, namely the difference in information on actions after the failure of previous accreditation received by PTKIS in the face of AIPT, between the accompanying team and Kopertais II, West Java-Banten. This greatly affects the attitude of PTKIS staff in facing the preparation for re-accreditation. In fact, the changes in documents

that are continuously updated by the supervisors causes inconsistency in the information received resulting in differences of opinion between the PTKIS and the accompanying team. This also makes it difficult for the document preparation process and implementation. However, there has been no change in instruments, only the development of documents that must be completed. Without consistency of information, it will have an impact on the process of preparation for accreditation that is not credible.

4.2.2. Resources

Resources can be either in the form of human resources, for example the competence of the implementor and financial resources. Although the contents of the policy have been communicated clearly and consistently, but if the implementor lacks the resources to implement, the implementation will not be effective. Resource readiness is assessed through four points, namely the number and quality of staff, availability of facilities, the availability of clear information for staff, and the authority of the implementers. (Subarsono in [Manongga \(2018\)](#),

The findings in the field show that the resources needed are human resources, funding, infrastructure, and spatial planning. (1) Staff. Resources in terms of the adequacy of staff numbers and competencies are still lacking, seen from staff who work concurrently with several tasks and IT competencies that are not yet possessed by staff who should have such expertise so that assignments are delegated to staff who are able to solve them. Training related to AIPT has been given to 3 staff of PTKIS, but for several reasons, because they are transferred to assignments and so on. The AIPT management team for this year, most of the PTKIS are new status, impact on the assistance constrained by distance and HR because it comes from another PTKIS. (2) Facilities. PTKIS seeks to maximize and adjust the provision of facilities by adjusting the budget. PTKIS can submit a proposal for the submission of a development facility to Diktis through KopertaisII West Java-Banten. (3) Availability of clear information about accreditation for staff, information obtained is still frequently changing, making it difficult for the accreditation preparation process. According to the escort team, the documents are not changed by the surveyors, but continued development. (4) In general, the authority possessed by PTKIS in regulating internal and external matters related to accreditation, each working group has its own way to resolve the assessment elements that must be fulfilled. Whereas for external parties, the coordination and providing the required data from the community to PTKIS will continue. However, so far, there are still obstacles that are felt by PTKIS staff with the new accreditation policy (SAPTO).

Lack of availability, resources, especially in the circumstances of staff and the availability of clear information can affect the achievement of team performance.

4.2.3 Disposition

Disposition, is the character and characteristics possessed by the implementor, such as commitment, honesty, democratic nature. If the implementor has a good disposition, then the implementor can run the policy well as what is desired by policy makers. (Subarsono in [Manongga \(2018\)](#),

The findings in the field indicate that; (1) Commitments are signed by all PTKIS staff with photos together and displayed in the service waiting room in the form of MMT. Even though there has been a form of physical commitment, there are still staff who sometimes behaves less committed. For non-physical forms of disposition, it is seen through attitude and support. All implementors have not totally supported and committed. It is influenced by the individual nature and character of each person who is different. Another reason for the lack of commitment of implementers was also influenced by not being accredited last year. This should be the responsibility and challenge for the head of PTKIS as the leader to invite his staff to participate. (2) Support is provided through coordination and input in the running of the program.

The findings show that dispositions in physical form are good with the signing of commitments and ongoing cooperation. But there is no repetition of a physical commitment to back up this year. The still weak reward or punishment system runs in giving commitment and support.

Attitudes and support are very important in the implementation process, because similarity of views on what is done together will facilitate the achievement of goals. However, when the implementor has a different attitude or perspective than the policy maker, the process of implementing the policy also becomes ineffective.

4.2.4. Bureaucratic Structure

The organizational structure in charge of implementing the policy has a significant influence on policy implementation. (1) Fragmentation/division of responsibilities is carried out by adjusting between the elements of assessment and the main tasks of each staff job. (2) The use of appropriate SOPs can facilitate the work process due to documentation of activities. Control of the use of strict SOPs is conducted by the internal audit team ([Pramana et al., 2015](#)).

The findings in the field show that: The spread of assignments to most PTKIS has not been proportional and professional. It seems that the road does not reflect the attitude. SOPs are made too long and tend to weaken supervision and lead to red-tape, which is a complicated and complex bureaucratic procedure, which makes organizational activities inflexible. This can lead to disappointment due to failure in previous assessments and individual propriety so as to influence the attitude of the implementers. If it is not immediately addressed, it will affect the achievement of goals.

5. Conclusion

In general, the management of Private Islamic Higher Education Institution Accreditation management in the Kopertais Region II West Java and Banten has not fully run optimally, so it can be said that PTKIS is not ready to face its AIPT. This is examined by referring to the four theoretical variables Edward III, which are interrelated and affect according to unmet. The results show that most of the 8 or (53%), out of 15 PTKIS, are not ready.

Specifically, it can be concluded from 4 aspects: (1) Communication of AIPT policy has not run optimally achieving new performance (37.08%). This is because there is information that has still not been spread evenly, lack of understanding of information, and inconsistency in information that is spread especially in the stages of increasing understanding of accreditation and the determination and preparation of accreditation documents that are included in the preparation stage for accreditation. This happens because of the lack of training and direction given and the lack of involvement of all staff. (2) Resources for the preparation of PTKIS accreditation have not supported the performance achievement of (31.25%), because there are still some shortcomings in terms of quantity and quality of staff, available facilities, information that is difficult to understand but these shortcomings try to be minimized by maximizing the resources they have. (3) The disposition characteristics of the implementors have been physically good, with performance achievements of (32.92%) but have not been reflected in the attitude. This is due to the emergence of disappointment due to failure in the previous assessment and individual apathy that influence attitudes in this year's preparation. (4) The bureaucratic structure at PTKIS has been running well with an achievement of (44.17%), but it has not been supported by the availability and benefits obtained from the use of SOPs and regular fragmentation facilitates preparation for accreditation.

The implications of this study, based on the fact that Accreditation of Higher Education Institutions is a necessity, it is urgent in terms of excess regulation and demands of the needs of the community. Dedicated on August 10, 2019, all universities must be accredited if not, then PTKIS must merge or disband. This is where the AIPT PTKIS Management Team Readiness is required to realize AIPT to achieve accreditation values in order to survive. This can be done through a team management approach. This team or technical management plays a leading sector role in achieving or not preparing AIPT. However, the optimal success and achievement of the program does not necessarily occur. It requires a solid and credible team and the problem is based on how a team has qualified human capital, becoming a basic demand today.

This study recommends to: (1) AIPT PTKIS management team should completely understand technical management in a comprehensive manner that covers a fairly broad scope. Ideally the management of the team must be comprehensively understood by the institution of higher education. (2) The head of the PTKIS in implementing AIPT, the most urgent, is to immediately respond to policies, prepare adequate resources in terms of quantity and quality of staff, availability of facilities, availability of clear information, and the authority of the implementers. (3) Stakeholders, in the development of PTKIS, are to immediately prioritize agenda of the development of sound human capital, so that future PTKIS will be of high quality and able to survive.

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