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## READINESS OF STUDY PROGRAMS IN ACHIEVING SUPERIOR ACCREDITATION

### RATINGS: AN ANALYSIS USING THE CIPPO EVALUATION MODEL

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#### Abstract

This study explores the readiness of study programs to meet the nine-criteria policy set by the National Accreditation Agency for Higher Education (NAAHE/BAN-PT) in Indonesia and identifies strategies for achieving superior accreditation ratings. Using a qualitative case study approach, the research involved document analysis, observations, and in-depth interviews with fifteen key stakeholders. Data were analyzed through the CIPPO evaluation model. The findings reveal that: 1) the task force team meticulously prepared for the accreditation process across all stages; 2) effective coordination exists between university leaders, faculties, and study program teams; 3) accreditation criteria are clearly outlined with relevant and valid data; 4) all CIPPO elements are fulfilled, although student research integration remains suboptimal; 5) achieving superior accreditation enhances the university's image and motivates further development in higher education, especially globally. Since the implementation of the nine-criteria policy in 2019, only one study program within the Ministry of Religion's Islamic Religious Universities has achieved superior accreditation, highlighting the significant challenges faced. Continuous improvement of the tridharma of higher education and expand cooperation both nationally and internationally.

**Keywords:** accreditation criteria; quality assurance; CIPPO evaluation model; Superior Grades

#### Abstrak

Penelitian ini menggali kesiapan program studi dalam memenuhi kebijakan sembilan kriteria yang ditetapkan oleh Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) di Indonesia dan mengidentifikasi strategi untuk mencapai peringkat akreditasi unggul. Dengan pendekatan studi kasus kualitatif, penelitian ini melibatkan analisis dokumen, observasi, dan wawancara mendalam dengan lima belas pemangku kepentingan kunci. Data dianalisis menggunakan model evaluasi CIPPO. Temuan mengungkapkan bahwa: 1) tim task force mempersiapkan proses akreditasi dengan teliti di semua tahap; 2) terdapat koordinasi efektif antara pimpinan universitas, fakultas, dan tim program studi; 3) kriteria akreditasi dijelaskan dengan jelas dengan data yang relevan dan valid; 4) semua elemen CIPPO terpenuhi, meskipun integrasi penelitian mahasiswa masih kurang optimal; 5) pencapaian akreditasi unggul meningkatkan citra universitas dan memotivasi pengembangan pendidikan tinggi lebih lanjut, khususnya di tingkat global. Sejak implementasi kebijakan sembilan kriteria pada tahun 2019, hanya satu program studi di lingkungan Perguruan Tinggi Agama Islam Kementerian Agama yang meraih akreditasi unggul, menyoroti tantangan signifikan yang dihadapi. Peningkatan kualitas tridharma perguruan tinggi dan memperluas kerja sama baik nasional maupun internasional.

**Kata kunci:** kriteria akreditasi; quality assurance; model evaluasi CIPPO; peringkat unggul

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## Introduction

Higher Education (HE) has a strategic function for the life of the people and the nation. Higher education has an essential role in people's lives by optimizing three main tasks service (Coughlan 2011; Fischer-Appelt 1984; White 1997; Belcher et al. 2022). The primary purpose of Higher Education is to provide quality education, conduct research for the advancement of academics, and contribute to the improvement of society and the nation. According to Frank Rhodes, HE informs public awareness, cultivates public taste, and contributes to the nation's well-being by fostering and training each new generation in various disciplines, including architects, artists, and business leaders (Ruben 2004). HE is broadly recognized as a center of civilization formation and an agent of social change. However, this role has not been able to be carried out optimally. Of course, in this case, because of many factors, the level of clarity of higher education goals, resources, and variations of society are very heterogeneous. As a direct result of globalization, today's educational institutions have begun the process of preparing themselves to enhance the quality of their institutions, shape the future of higher education, and improve the academic excellence obtained by their students (Papadimitriou 2018; Rust and Kim 2013; Coates, Xie, and Hong 2021). Higher education of sufficient quality is the most critical factor in the contemporary context of increasing globalization. This factor is required to raise students' competence, creativity, talent, and adaptability. It is of the utmost importance to guarantee that the education being delivered satisfies the minimum criteria established to fulfil ever-evolving requirements worldwide to make the most of the outcomes of educational efforts. Accreditation is required to complete the responsibility of ensuring higher education quality and allowing for its ongoing improvement. Accreditation is a valuable quality assurance technique that is utilized to determine the level of education provided by the higher education system (Kumar, Shukla, and Passey 2020; Bejan et al. 2018; Hou (Angela) et al. 2015; Romanowski 2021; Acevedo-De-los-Ríos and Rondinel-Oviedo 2021; Makhoul 2019; K.S, Barkur, and G 2020; Melo 2016; Sin, Tavares, and Amaral 2017; Ruben 2004).

Accreditation has an important meaning, namely to improve the quality of education as conveyed in the research results that for private universities that implement accreditation policy of accreditation policies can have an impact on the competitiveness of more optimal effort in improving the quality of the acquisition so the number of students in each new admissions, academic qualifications are sufficient faculty, facilities and infrastructure are more adequate, and the amount of cooperation with external parties can be pursued optimally. But for private universities that do not implement the accreditation policies of competitiveness remains to be pursued optimally (Rasyid 2014). Accreditation is not just a formal assessment, but is also an important tool for improving the services and quality of educational institutions holistically. So that accreditation becomes an important pillar in achieving improved service quality in educational institutions (Indri Febrianti 2023).

The term quality has two dimensions: absolute and relative. In the complete sense, quality is synonymous with good, unique, luxurious, high-quality ideas that cannot be compromised. Something of quality means a product or service that meets very high standards. In a relative sense, quality is not an attribute of a product or service but something derived from the product or service, with a size according to specifications or that can meet the customer's needs. In a relative sense,

quality does not have to be expensive and exclusive. The most important element related to quality is the determinant of quality status is entirely in the customer, not necessarily the product or service that is considered quality by the manufacturer or service stakeholders responded positively by the customer. Many products are deemed to fail to sell even though they meet the specifications (Tribus 2010; Harvey and Green 1993; Nguyen, Oliver, and Priddy, n.d.). Therefore, from the customer's perspective, quality is interpreted as a satisfactory product or service beyond the needs of even the customer's wishes. Quality as something exceptional means having a peculiarity, advantage, or exceeding high standard and meeting the minimum criteria required (Harvey and Green 1993; Martin, Elg, and Gremyr 2020; Easley et al. 2021). The quality of the higher education system can be viewed from several different vantage points. It has a broad scope encompassing inputs, procedures, outputs, outcomes, and the value that education adds. The quality of the lectures, the administrative services, the knowledge services, the activities, the ongoing improvement, and the quality of the leadership are the factors that determine the quality of the college's services (Latif et al., 2019; Harvey and Green 1993; Van Kemenade, Pupius, and Hardjono 2008; Turner 2013; Doherty 1993; Harvey and Williams 2010).

Internal Quality Assurance Systems (IQAS) and External Quality Assurance Systems (EQAS) are the two types of Higher Education Quality Assurance Systems (HEQAS) (EQAS). IQAS is formed and managed independently by the Quality Assurance Agency of Higher Education, while EQAS is managed and organized by NAAHE. The role of the Quality Assurance Agency is very strategic as a change agent for universities to transform and quality improvement of institutions. While EQAS, organized by NAAHE, is an independent institution whose main task is to accredit study programs and universities. Accreditation, in this case, is a form of external quality assurance and an instrument to assess the feasibility of the study and higher education, as well as efforts to improve and build the institution's quality culture. According to Damme (Schwarz, Stefanie and Westerheiden 2005), Quality Assurance is a practice and scheme that aims to assess, monitor, guarantee, maintain, and improve quality in higher education institutions and programs. The term "quality assurance" refers to all the planned and systematic operations carried out inside a quality system. These activities can provide confidence that a product or service will meet the requirements for quality (Cartin 1999). Quality assurance includes efforts to provide documentation systems, applications, policies, standards, self-assessment, human resource qualifications, work equipment, program monitoring, evaluation, building a culture of quality and continuous improvement (Lucander and Christersson 2020; Askling, Lycke, and Stave 2004; Kohoutek 2014; Blanco Ramírez 2015; Bernhard, n.d.; Spence 2000; Gomes and Neubauer 2017; Agasisti et al. 2019).

Accreditation is defined as an assessment process related to specific standards to see the feasibility of the approach or operation of the organization. Accreditation is a process that results in a formal, published statement regarding the quality of a particular institution or program occurring after an ongoing evaluation based on mutually agreed-upon criteria (Schwarz, Stefanie, and Westerheiden 2005). Accreditation of study programs is intended to ensure that minimum standards have been met so that the study program is considered feasible and responsible for organizing higher education in a particular field of science. NAAHE, in this case, has determined nine accreditation criteria that must be adhered to by the study program. Accreditation can also be considered to be short-term impacts. From an enhancement perspective, Thomas (2019) suggested that short-term impacts may include structural changes to policies and practices. However,

Frederiks et al.'s (1994) 'measures taken in response to evaluation' remains a useful definition of impact (Matear 2021).

The Higher Education Law No. 12 of 2012 reiterates the points made in Article 55 paragraphs 1 through 3 regarding the significance of accreditation: (1) Accreditation is an activity that is evaluated based on the criteria that have been established based on the National Standard of Higher Education; (2) Accreditation, as referred to in paragraph (1), is carried out to determine the viability of study programs and universities based on criteria referring to the National Standard of Higher Education; (3) The government established the National Accreditation Agency of Higher Education to develop the accreditation; (4) Accreditation is awarded by the National Accreditation Agency of Higher Education; (5) Accreditation is awarded It is also stated once more in the regulation of the Minister of Research, Technology and Higher Education Number 32 of 2016 concerning Accreditation of Study Programs and Universities Article 2, paragraph (1) Accreditation is an External Quality Assurance System as part of the Higher Education Quality Assurance System; (2) Accreditation as referred to in paragraph (1) aims: a. determines the feasibility of Study Programs and Universities based on criteria referring to the National Qualifications Framework (NQF); b. ensures that Study Programs and Universities adhere to the highest standards.

Every activity, either in the form of assessment or planning, certainly has an agreement; this is in line with accreditation. NAAHE's Criteria and Procedures for Accreditation of Higher Education, published in 2019, says that the accrual agreement is: a. Making sure that accredited universities have met the quality criteria set by NAAHE, to protect the community from the implementation of universities that don't meet the requirements; b. Encouraging universities to improve and maintain high quality continuously; and c. Using accreditation results as a factor in credit transfer, aid proposals, and allocation of funds, as well as gaining recognition from interested bodies and agencies. The principle of accreditation as external quality assurance is "customer protection," with the primary objective of providing advice and guidance to improve standards and quality of study programs and related qualifications (European Association for Quality Assurance in Higher Education 2009). Quality assurance is always focused on improvement, even if it also serves as a mechanism for responsibility (Woodhouse), or quality assurance should naturally prioritize quality development above quality control. Students are the target audiences, and the institutes will benefit (Bernhard, n.d.).

Data on the accreditation of study programs at State Islamic Religious Higher Education (SIRHE, in Indonesian called PTKIN) and Private Islamic Religious Higher Education (PIRHE, in Indonesian called PTKIS) has not shown satisfactory results. Brave policies are needed to encourage significant improvements in budgets, human resources, and facilities and strengthen education, research, community service, and cooperation programs. An overview of the accreditation of the study program concerned can be seen in the following table1.

Table 1. Accreditation Data for Study Programs Based on 7 Standards in SIRHE and PIRHE Ministry of Religious Affairs of the Republic of Indonesia (Adopted from the official website of the Ministry of Religious Affairs)

TYPES OF HE	ACCREDITED			UNACCREDITED	SUM
	A	B	C		
SIRHE	314	843	308	331	1796

PIRHE	62	758	1031	599	2458
SUM	376	1601	1339	930	4254

Source: <https://emispendis.kemenag.go.id/ptkidashboard/Kelembagaan/ProdiStatusLembagaStatusAkreditasi>

Based on the table above, it can be seen that the total number of study programs in the Ministry of Religious Affairs is 4,254. Of these, 376 were accredited A (8.84%), 1,601 (37.64%) were accredited B, and 1,339 (31.48%) were accredited C, 930 (21.86%) had not been accredited. The data above provides an average picture of study program accreditation not reaching the maximum ranking. The achievement of study program accreditation illustrates that accreditation ratings are not in line with expectations, and there is still much that needs to be addressed in the management of universities.

According to the Minister of Research, Technology, and Higher Education's Regulation No. 32 of 2016, the NAAHE accreditation standards in Indonesia were changed from seven standards to nine criteria. This change undoubtedly created several issues for study programs, faculty, quality assurance organizations, and universities, including understanding the requirements, the document preparation process, different orientations, policy, and leadership support.

Most research on accreditation in Indonesia still focuses on the seven accreditation standards, and only a few have explored the accreditation of the nine criteria. Part of the study focuses on technical and partial issues, such as which part of intellectual capital must be met for certification (Herawati, Ulum, and Juanda 2020) and the need for a simulation application to evaluate study programs (Supit, Tulenan, and Sentinuwo 2020). This research aims to provide a map of the primary problems that typically surface at various stages of the accreditation process, including the steps of preparation, implementation, post-accreditation, and strategies for obtaining superior accreditation.

## Method

Initially, the research will be conducted at 3 State Islamic Universities in Indonesia, Syarif Hidayatullah State Islamic University Jakarta, Sunan Kalijaga State Islamic University Yogyakarta, and Maulana Malik Ibrahim State Islamic University Malang. The selection of the university with the consideration of these three is a university with a good national ranking, excellent performance, a large number of students, a vast number of enthusiasts, and the potential to become a global university. However, until the end of September 2021, study programs that received superior ranking accreditation were only one of thousand study programs. It was the English Literature study program at Sunan Kalijaga State Islamic University in Yogyakarta's Faculty of Adab and Cultural Sciences, so that's where the research was done. It shows that study programs are complicated to meet high standards, and the average college tries to follow the accreditation of seven standards until the end of 2020. In May 2021, the study program received superior accreditation.

This study adopts a qualitative case study using CIPPO (Context, Input, Process, Product, and Outcome) evaluation model. This CIPPO evaluation model is a modification made by Gilbert Sax from the evaluation of the CIPP model program developed by Stufflebeam (Purnawirawan, Chintya, and Sholihah 2020). Data analysis through data reduction activities, data presentation,

and conclusion withdrawal (Miles and A. Huberman 1994). The research techniques used are document studies, observations, interviews, and data triangulation to obtain valid and reliable data.

The research data source is determined by the need for information directly related to the program's accreditation. This study classified data sources into three categories: University profiles, strategic and operational plans of universities and faculties, Self-Evaluation Reports (SER), and Study Program Performance Reports in document studies (SPPR). Second, the key informants consist of fifteen individuals who play a significant role in preparing Self-Evaluation Documents, Study Program Performance Reports (SPPR) and actively participating during the visitation process. These individuals include the rector, the Head of the quality assurance agency, the dean, the director of the study program, the secretary of the study program, the task force team, lecturers, and partners. Thirdly, the observation results include campus facilities and lecturer and student activities. The research analysis unit is the Bachelor Degree English Literature Study Program at the Sunan Kalijaga State Islamic University in Yogyakarta's Faculty of Adab and Cultural Sciences. An overview of the scope of data to be collected can be seen in table 2.

Table 2. Scope of Research Data

Aspects	Shape Data	Technical	Data Source/informant
Contact	Study Program Operational Permit, Accreditation Decree, Institutional Policy, Duties and Functions of the Study Program, climate & work culture of the Study Program, Work Study Program	Study of documents, observations, and deep interviews	Head of Study Program, Taskforce Team, Program study, Head of Quality Assurance Agency, dean, and related documents
Input	SPPR & SER Documents, Guidelines, Strategic Plan and Operational Plan document, Facilities, Standard Operating Procedures, Human Resources, Taskforce team, Accreditation Financing	idem	Idem
Process	Preparation, Implementation, and Post-Accreditation	idem	Dean, Head of the Study Program taskforce team, related documents
Product	Accreditation Results and Recommendations	Idem	Idem
Outcome	Improving the quality of services (Facilities, lecture process, guidance, leadership, and management of Program Stuin), Customer Satisfaction, Study Program Performance, Study Program Image, and campus	idem	Rector, Dean, Head of Quality Assurance Agency, Head of Study Program, lecturers, students

## Results and Discussion

CIPPO analysis can provide complete information related to the accreditation process and show the study program's readiness level, Study Program Management Unit (SPMU), and the University as the final person in charge. The data and information obtained during the study are summarized in the following description:

### Context aspects

Aspects of context consist of the Study Program Permit, Accreditation Decree, Climate and Working Culture, and accreditation evaluation needs. The opening permits are an aspect of legality, which is very important for students. The faculty makes it clear that the study program already has

an operating license and decree for putting it into action so that there is no confusion and no worries about legal problems in the future. In this case, leaders need to care about various aspects in the context of the organization to ensure that accreditation preparations are much more mature and can have an impact on optimal results. Leaders need to collaborate in the management of study programs to build a conducive work climate and culture that has an impact on the loyalty of the academic community. Context evaluation has the purpose of assessing the entire state of the organization, identifying weaknesses and strengths, diagnosing problems, finding solutions (Kurniawati 2021). As the results of the research (Espinoza and González 2013) state that the accreditation system applied in Chile to higher education institutions and undergraduate and postgraduate programs must be strengthened with the operating permit of the educational institution. The accreditation system of university teaching in Italy is influenced by degree programs, performance, characteristics of incoming students, and university accreditation evaluation findings (Andreani et al., 2020).

### Input Aspects

Inputs include: 1) 34 guidelines for the implementation of higher education functions related to academic activities, research, and community service; 2) 186 Standard Operating Procedures (SOPs); and 3) Taskforce team. 4) the faculty's strategic and operational planning documents; 5) Internal and external quality audit reports; 6) Finances. It is crucial to have documents like guidelines, standard operating procedures (SOPs), and reports on how the program is run. It shows how seriously and well the Higher Education tri-dharma is being put into place by following the flow and doing the proper management functions. An example, in this case, is the academic guidelines document; the document for study programs, students, and lecturers is essential information, one of which is a reference in the management of lecture activities. The general knowledge in the academic guideline includes the vision and mission of SPMU and Study Program, curriculum structure, lecture evaluation system, lecturer resources, and student code of ethics. In guiding the educational criteria, the LED and SPPR building teams must refer to these academic guidelines and equip them with SOPs or other related documents. The term "input" refers to all the resources required for the various stages of the education process. These resources include people, buildings, technology, and financing (Nguyen, Oliver, and Priddy, n.d.). Schwarz and D.F. Westerheijden (2014) state that the European higher education system is undergoing extensive reform. This reform, prompted by national developments, aims to create a similar design and ensure the quality of the European higher education system. The availability of comprehensive documents from the European university academic community will aid its implementation. Evaluate inputs to help determine which programs to use to make the required changes, looking for bottlenecks and potential available resources. Input evaluation serves to help clients avoid wasted innovation (Budi Bhakti, Tola, and Triana 2022).

### Aspects of the Process

The process aspects consist of the preparation and the implementation of accreditation. In preparation for accreditation, the Head of the Study Program conducts six important activities, namely 1) Tim Formation; 2) Preparing and compiling SER and SPPR for three years; 3) Creating hyperlinks for data and documents related to criteria; 4) Internal discussions related to SER and

SPPR; 5) Simulation 4 times accompanied by internal assessors; 6) Revision to matches, and 7) Effective conflict management. An example, in this case, is team building. The Head of the Study Program needs to select and determine the members on consideration of their ability and high commitment to accreditation. These two conditions determine the success of the accreditation process, the ability directly related to understanding and skills to describe accreditation criteria with a clear argument to the point and equipped with supporting data. Effective teams must be designed as efficiently as possible and given straightforward tasks.

In this case, the study program shows an excellent level of readiness on three essential aspects, namely: first, Technical Readiness, task force team, in this case, has tried its maximum to meet all technical readiness by making a Self-Evaluation Report (SER) and Study Program Performance Report (SPPR) to the max. The success of the study program accreditation is primarily determined by the team's ability to follow all stages of accreditation. At least, in this case, five activities have been carried out by the study program; namely, a. Forming a qualified team; b. They were collecting all documents related to accreditation criteria; c. They were filling out the Study Program Performance Report (SPPR) according to the needs of the data requested; d. Describing the Self-Evaluation Report (SER) according to the request of criteria/elements in full and integrated using precise language, to the point, and easy to understand; e. Review the process to ensure all requirements are met with quality descriptions and accurate data. Getting ready for accreditation has taken more than three years. In this case, three things need to be considered, namely careful planning, high consistency, and strong commitment from many different parties, as well as putting together quality data that meets the needs of each criterion. Second, a quality description of the Self-Evaluation Report (SER); Accreditation results are strongly influenced by the availability of information and data from the Study Program Performance Report (SPPR) described in LEDs and adequate supporting documents. The availability of useful information and data strongly influences accreditation results. The English Literature Study Program got an excellent score based on the NAAHE No. 2990/SK/NAAHE/Akred/S/V/2021 from May 18, 2021. The following table gives an overview of the quality of accredited study programs, see table 3.

Table 3. Results of Quality Analysis of Self-Evaluation Report (SER)

Elements / Criteria	Item / Number	Conformity of Data / Information against Criteria
<b>A. External Conditions</b>	(1 item, Number 1-2)	Fulfilled
<b>Study Program Management Unit Profile (SPMU)</b>	(1 item, Number 2)	Fulfilled
<b>C.1 Vision, Mission, Goals, and Strategies</b>	(3 items, Numbers 3-5)	Fulfilled
<b>C.2 Governance, Governance, and Cooperation</b>	(8 items, Numbers 6-13)	Fulfilled
<b>C.3 Students and Graduates</b>	(3 items, Numbers 14-16)	Fulfilled
<b>C.4. Human Resources</b>	(15 items, Numbers 17-31)	Fulfilled



C.5. Finance, Facilities, and Infrastructure	(6 items, Numbers 32-37)	Fulfilled
C.6. Education	(10 items, Numbers 38-47)	Fulfilled
C.7 Research	(2 items, Numbers 48-49)	Fulfilled
C.8 Service to the Community	(2 items, Numbers 50-51)	Fulfilled
C.9 The Output and Achievement of tri dharma (HE function)	(14 items, Numbers 52-65)	Fulfilled
D. Analysis and Determination of Development Programs	(4 items, Numbers 66-69)	Fulfilled

Based on the table 3, it can be understood that, in general, all elements of accreditation criteria have been clearly outlined following the provisions of NAAHE. All requirements are met, illustrating a clear management cycle starting from the planning, implementation, monitoring, evaluation, and improvement or development of all aspects and organizing the Higher Education functions. In this case, the Quality Assurance Agency emphasized that superior accreditation rank uses more stringent and complicated assessment indicators using the Study Program Accreditation instrument 4.0 by the Regulation of the Minister of Education and Culture Number 5 of 2020, which contains Accreditation of Study Programs and Universities. The Study Program Accreditation Instrument 4.0 provides superior status with specific considerations, namely the quality of lecturers, the absorption of graduates in the world of work, and the suitability of work with graduate profiles. The English Literature Study Program can meet the technical and substantive aspects of the accreditation criteria to obtain the highest ranking, namely Superior. The university's core values of integrative and connected, dedicated and innovative, inclusive, and always getting better motivate the acquisition of superior accreditation. The accreditation assessment process has three main concerns: the quality assurance system, accreditation of study programs, and scientific publications. The English Literature Study Program got the highest score of the three points after passing the nine criteria for Study Program Accreditation 4.0.

Superior accreditation is the result of hard work and good teamwork from the rector, the Quality Assurance Agency Chairman, the dean, the lecturer, students, alums, and all academic support staff in the administrative unit, library, Information Technology, and Database Center, Institute for Research and Community Service, Disability Service Center, admission, Language Development Center, Business Development Center, and Pratama Clinic. Implementation of Accreditation, including 1) preparing supporting facilities such as networks, computers, Liquid Crystal Display / LCD, and printers; 2) division of tasks and readiness of the team to quickly respond to assessor questions and requests during the Field Assessment process; 3) Providing additional data and documents as needed criteria; 4) Maintain team cohesiveness; and 5) quality learning that significant impact for student and alum. The quality of the team and the engagement of related parties significantly affect the accreditation results. The active attention of students in quality assurance is urgently needed by clarifying their roles and responsibilities (Isaeva et al. 2020).

The crucial thing in implementing online accreditation is the readiness of technology, such as solid networks and other supporting devices, so that technically it does not interfere with the interaction between assessors and assessors. On the other hand, the clear division of tasks and the team's readiness to provide answers to some questions that need to be confirmed and significantly assessed affect the accreditation results. Of course, in this case, the assessment must complete the description with precise supporting data and documents. Accreditation processes like this are also

carried out in Europe and the U.S. (Stensaker 2011), indicating that the role of accreditation in the U.S. and Europe may continue to change quickly in the future. If there were a more open market for quality assurance, it could change how accrediting agencies present themselves in this growing field. Institutions in Europe may also choose to specialize in a specific type of accreditation, just like institutions in the U.S. do (which currently tend to accredit institutions and study programs). External parties are also involved in the accreditation process in developed countries. Because the world cares about how well students can work, these outside parties are expected to be involved in institutional governance and quality assurance in higher education (Hou, A. Y. C., Hill, C., Justiniano, D., Lin, A. F. Y., & Tasi 2022). The main function of process evaluation is to provide feedback that can help the organization's staff execute the program according to plan, or modify plans that turn out to be bad. In turn, process evaluation is a vital source of information for interpreting product evaluation results (Kurniawati 2021).

### **Product Aspects**

The product aspect, in this case, is the acquisition of superior accreditation; the study program can meet nine accreditation criteria very well. This achievement shows that university leaders can manage the functions of universities very well. For students, learning excellence is their need, and students need quality learning to improve competencies according to the demands of the current world of work. The necessity to enhance the research programs of lecturers and students is one of the recommendations requiring the attention of the study program and faculty. The participation of students in lecturer research and the application of the results to enhance the lecture process is a crucial aspect of accreditation. Therefore faculty and study programs need to create programs and pay intensive attention. One of the most important aspects of a study program at a university is the quality of student-supported lecturer research (Sin, Tavares, and Amaral 2017; Duque 2021; Seyfried and Pohlenz 2018). Product evaluation aims to assess the success of the program in meeting needs. Assessments of the success of these programs or organizations are collected from the people involved individually or collectively, and then analyzed (Kurniawati 2021).

### **Outcome Aspects**

Improving the Quality of Higher Education Services in the form of essential decisions related to the following efforts: 1) applying for international accreditation for 20 study programs; 2) encouraging 20 study programs to obtain superior accreditation; 3) encouraging study programs to obtain a minimum of good accreditation; 4) Maintaining the quality of educational services; 5) stimulating awareness of the importance of quality and building a quality culture; 6) the emergence of an awareness of the importance of maintaining customer satisfaction; 7) Continuous improvement of the quality of the study program; 8) encourage the importance of the implementation of "MBKM (Merdeka Belajar Kampus Merdeka)" policy as an instrument of expansion of student competence. The findings will form a positive image of the university that accreditation impacts university quality and prestige (Pham 2018; Dattey, Westerheijden, and Hofman 2017).

Concerning International accreditation, International accreditation is now an important but controversial issue in global higher education. For example, in the case study of an English language study program at a university in Turkey that a foreign institution accredited, the results of this accreditation succeeded in encouraging changes in the organizational culture (Collins 2015). According to (Ulker and Bakioglu 2019), accreditation makes a more significant contribution during the initial accreditation process than re-accreditation. Accreditation can be an instrument of organizational development, new policy-making, contributing to quality assurance in higher education and can be applied as an evaluation tool to measure the academic indicators of an institution as well as a tool for self-introspection and institutional transformation (Liu 2016; Stensaker and Leiber 2015; Acevedo-De-los-Ríos and Rondinel-Oviedo 2021). Also, accreditation impacts what students learn and how well they do when they finish a program of study. The impact of accreditation as a result of the study in public universities in Italy have made many efforts to improve their quality to produce the best graduates or outcomes that meet community expectations so that they can face challenges and compete globally (Agasisti et al. 2019; Moscardini, Strachan, and Vlasova 2022).

## Conclusion

For accreditation with a superior ranking, four conditions must be met. The English Literature Study Program can complete all four requirements: 1) A minimum score of 3.5 for criterion 4 Human Resources, item number 18 qualifications of lecturer, value weight 0.99. Study program lecturers 8 out of 14 have a doctoral degree; this number has met the requirements to get a score above 3.5; 2) Minimum score of 3.5 for criterion 4 Human Resources, item number 19 Academic rank of lecturer, value weight 0.50. The study program has one professor and ten lecturers, with a score of 4; 3) Minimum score of 3.5 for item number 60 on waiting time for graduates to get their first job in 3 years, Criterion 9 HE Function (Tridharma) Outputs and Achievements, score weight 2.88. The average alumni gets a job in less than six months, following superior conditions; 4) Minimum score of 3.5 for item number 61 regarding the suitability of the graduate's field of work to get the first job in 3 years, Criterion 9 HE Function Outputs and Achievements, score weight 1.92. On average, alum work according to the graduate profile, namely as researchers in English, researchers in English literature, and Lingua entrepreneurship.

The description above shows the level of readiness of the study program team in facing the entire accreditation process to obtain a superior ranking. The results also illustrate the study program's quality and feasibility in organizing the functions of Higher education, the purpose of accreditation, and the mission of the higher education law No. 12 of 2012 Article 55, paragraphs 1-3. On the other hand, getting high rankings shows that the study programs and faculty work hard and are serious about providing high-quality educational services by improving different parts of the organization so customers get the best service. Leaders at all levels of the organization have sought to strengthen cooperation with external parties to ensure that graduates can be absorbed in the world of work quickly and according to graduate profiles. Related to accreditation should be well-prepared to ensure that the best accreditation results can provide quality education in response to global needs (Abelsa 2021). Thus, the knowledge and skills acquired by students must reflect and respond to the needs and expectations of individuals, countries, international populations, and workplace requirements. And it is also supported by research results (C. P. Akpan & C. R. Etor

2016) which obtain research results that the University leadership must fully support the implementation of higher Education in Nigeria so that they can get the best accreditation. Likewise to the effects of research (Dattey, Westerheijden, and Hofman 2014), which states that based on two cycles of accreditation assessment, this study assesses the differences in preparation for accreditation at public and private universities in Ghana. In this regard, all institutions are equally trying to prepare their accreditation systems to obtain the best accreditation scores for the two institutions.

The primary purpose of study program accreditation is to ensure that the study program services meet the minimum standards set by NAAHE and ensure the quality of educational services students will receive as the primary customer. The quality aspect of service is vital because it affects the formation of the quality of graduates and the absorption of the job market. The change in the accreditation standard policy from the original dominant in inputs and processes to dominant in outputs and outcomes significantly affects the ability of study programs and related units to meet these standards. This research illustrates the importance of the readiness of study programs in facing the latest version of NAAHE accreditation both at the preparatory, implementation, and post-accreditation stages.

The English Literature Study Program at Sunan Kalijaga State Islamic University Yogyakarta has done some essential things to get a high accreditation grade; they will be described in the form of specific and general conclusions. The following findings are: 1) The leaders are wholly focused on the accreditation process. Accreditation of The Study Program is used to correct deficiencies related to Higher Education services and their various outputs for customers; 2) The readiness of the Study Program and Team as an assessment is demonstrated at the pre-accreditation stage, the stage of accreditation implementation and post-accreditation stage; 3) Readiness at the pre-accreditation stage is evidenced by leadership commitment and consistency in the performance of management functions, effective leadership, solid team formation, collection of various types of Higher Education documents (strategic planning, operational planning, policies, and related guidelines); 4) the preparation of Self-Evaluation Reports and Study Program Performance Reports following indicators of nine criteria with various supporting data completeness; 5) Readiness at the accreditation implementation stage is evidenced by the team's solidity in responding to questions or assessor statements, the ability to meet all documents, speed in completing the required documents, and the availability of adequate I.T. facilities; 6) Readiness of the post-accreditation stage is shown in the form of commitment and consistency of the leadership to follow up the recommendations of assessors related to several things that are still considered less than optimal in the realization of NAAHE criteria.

While the general conclusion provides an overview that the overall study program Self-Evaluation Reports description substance is qualified to get the maximum score, all the requirements of a superior accreditation rating have been fulfilled. They have followed the pre-accreditation and visitation stages with careful preparation, including completeness of Study Program Performance Report data. The elements of CIPPO are fully fulfilled, showing that the team and leaders are working hard to run the organization. The Study Program still has problems in research and community service between lecturers and students, and the way students and lecturers work together to learn isn't as good as it could be. The academic rank of lecturers, mostly still called "lectors," also needs to be improved to meet the ideal Human Resources criteria. The

findings of this study compared with relevant research on accreditation in higher education is that with nine standards that a study program must meet, accreditation at universities in Indonesia will make universities in Indonesia advanced and superior at the international level.

The university has the responsibility to maintain superior accreditation achievements and improve the quality of educational services by 1) making plans for the development and coaching of lecturers to ensure the acceleration of academic promotion of lecturers; 2) creating a roadmap and providing an adequate budget related to research and service programs based on the substance of the course and its results to improve the process and content of lectures; and 3) being more active improving Career; 4) improving the quality of higher education functions and expanding international cooperation must pay attention to accreditation as a best practice. On the other hand, NAAHE requires intensive socialization of nine accrediting requirements for all higher education institutions. This work will indeed have a long-term impact on creating a quality culture. The achievement of superior accreditation emphasizes the need for effective leadership collaboration at all levels and its stakeholders to continuously and collectively improve the quality of higher education to realize the university's vision.

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