Toward the Development of

“Teacher Education Quality Assurance & Accreditation Model” (TEQAM) in Indonesia

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HE ACCREDITATION IN INDONESIA
1) Implementing the QA system is such a mandatory task of every educational institution, formal and non-formal alike.

2) The quality is aimed to achieve the equal to or above the NSE.

3) The QA system shall be implemented through: step-by-step basis, systematic, and a well planned program provided with the clearly pre-determined targets and time frames.
DEFINING THE HE QUALITY

HE Act No. 12 Year 2012 (Art. 51)

(1) The quality of a TEI shall be shown by its capability for generating its graduates who are actively able to develop their own potentials, and to create knowledge, science, and technology useful and meaningful for their own society, state, and nation.

(2) The quality of education is a TEI that enables for achieving equal to or above the National Standard of Education (Standard referenced assessment)

(2) The government runs the higher education QA system to achieve a high education quality.
## Number of HE Students

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Population aged 19-24</td>
<td>24,901,100</td>
</tr>
<tr>
<td>Total HE Students</td>
<td>5,001,191</td>
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<tr>
<td>Public Univ Students</td>
<td>937,510</td>
</tr>
<tr>
<td>Private Univ Students</td>
<td>3,550,089</td>
</tr>
<tr>
<td>Departemental Univ</td>
<td>51,539</td>
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<tr>
<td>Islamic Univ</td>
<td>462,053</td>
</tr>
<tr>
<td><strong>Gross Enrollment</strong></td>
<td><strong>20.08%</strong></td>
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HE System
Problems and Constraints

• Immature system
• Wide variety in stage of development of institutions and programs
• Wide variety of quality within programs in different institutions
• Wide variety of quality between programs within institutions
Accreditation Problems & Constraints

- Huge number of programs
- Limited number of experts
- Limited number of reviewers
- Limited funding
PROBLEMS IN HARMONIZATION OF SELF EVAL, AND QA DATA

1. Data spread out over several units and levels
2. Different data codification and stratification in each unit and HEI
3. Different content and format between Self Eval, NAB, and HE–QA data
4. Limited use of data in planning of HEI
5. Underutilization of existing units for data collection
6. Underutilization of Self Evaluation data for planning in HEI
Ministry of Education Strategic Plan

Vision

A Smart and Competitive Indonesia

Mission

Establish an education system that could develop a smart and competitive Indonesia which is just, qualified, and relevant with the needs of the local and global community

Strategic Policy

- Equity and Extension of Access
- Quality, Relevance, and Competitiveness
- Governance and Accountability
Targets of the DGHE

2005 – 2010
Capacity building and modernization

2010 – 2015
Services Improvement

2015 – 2020
Regional Competitiveness

2020 – 2025
International Competitiveness
Overview of HE Quality Assurance

Other standards (above the National Education Standard)

8 Minimum Standard (NED)

Internally Driven (HELTS)

Compulsory

T.Frame

1. Community services
2. Information Systems
3. Alliances & Cooperations
4. Student affairs
5. Academic atmosphere
6. Financial resources
7. Others (Inst. based)

A Smart and Competitive Indonesia

1. Content
2. Process
3. Graduate Competence
4. Academic staff
5. Infrastructure
6. Operations
7. Financial
8. Academic Appraisal

HE Quality Assurance

T.Frame

2015
2020
2025
THE EXISTING QA SYSTEM
Existing System of HE Accreditation

1. National Board of HE Accreditation
2. IQF
3. Internal QA Unit
4. University “Borang”
5. Department/Programs’ Borang
6. Schools/Faculty’s “Borang”
7. Nat’l. Education Standard Agency
ACCREDITATION PROCESS

1. Develop “Borang” that consists of University’s, Faculty’s and Department’s accreditation papers
2. Submit Borang to the National Board of HE Accreditation
3. Desk Evaluation from 2 assessors (department level) and 5 assessors (university level)
4. Visitation by the designated assessors, only for those which are considered accredited at “B” or higher level
5. Assessors’ Report to the Board
6. Discussion among board members to decide the level of accreditation level.
7. The Decisions are announced through the web.
LESSON LEAFNED FROM AAF PROGRAM.....?
Framework of Teacher Education Quality Assurance and Accreditation Model (TEQAM, 2014)

Source: Aitsl “Standards and Procedures” (2011)
Framework for Development of TE Quality Assurance and Accreditation Model (TEQAM)
CONCEPTUALIZATION STAGE: Develop Standards and Procedures

TE PROGRAM STANDARDS
1. Program Outcome
2. Program Development
3. Program Entrance
4. Program Structure and Content (Primary, Secondary, non-traditional)
5. School Partnership
6. Program Delivery and resourcing
7. Program, Information and Evaluation

GRADUATE TEACHER STANDARDS
1. Know 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. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleges, parents/carers, and the community

Aitkens (2014) “Accreditation of Initial TE in Australia: Standards and Procedures”

ACCREDITATION PROCESSES
1. Application for Accreditation and Re-accreditation
2. TEQA Institution Determine Program Eligibility and Convene Accreditation Panel
3. Panel assesses program, application and prepare draft accreditation report
4. Institution reviews draft accreditation report and provide response
5. Panel complete accreditation report, taking into account institutional response
6. Accreditation decision, Publish Decision and Accreditation Status

KKNI (IQF)
HE-Standards

Professiona Standards for School Teacher

Flinders University
inspiring achievement
Develop Internal Mechanism of Teacher Education Quality Assurance (TEQAM)

Association of Teachers and TEI

TEI Standards

Management & Instruction (Quality Measures)

Secondary Data Sources

National TE Database

Submission

Institution and Programs

Feedback for Improvement

Data Analysis and QA Applications

Internal TE Database

Transactional Online Data System

Self Evaluation Peer Evaluation

Association of Teachers and TEI

Secondary Data Sources
ROADMAP: Developing the TEQAM Indonesia

**First Year**
- Mapping of Teacher Colleges Throughout Indonesia
  - Building Theoretical Perspectives
  - Prim/2nd-ary Data Analysis
  - Data Processing & Analysis

**Second Year**
- Model Dev. (FGD, Dephi Technique)
  - Conceptual Modelling
  - Trial & Improvement
  - Empirical Test Model

**Third Year**
- Trial Stages (Limited to Large Scale Testing)
  - Validation Stages

**State of the Art of Indonesia’s Teacher Colleges**
- (National Journal Publication)

**International Journal Publication on Indonesian TEQAM**

**TEQAM Prototype for a Sustainable Quality Improvement Model of Teacher Colleges**
Thank you.....
Cam’ o’n!.........
Oarkun.........
Terima kasih .....