



TrainIdQA

DIES-National
Multiplication Training
Indonesia

.....
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Fadhlan Muchlas Abrori



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FOREWORD

We, the two experts coming from the Philippines and Germany, enjoyed working with the two main coordinators of the National Multiplication Training (NMT) workshop in Indonesia. Iffi Fitriah of Universitas Borneo Tarakan and Sunday Noya of Universitas Ma Chung. Both of them were highly competent and active participants in the ASEAN Train-IQA Programme offered by the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK).

The National Multiplication Trainings (NMT) aims to strengthen DAAD alumni in their roles as multipliers in the field of higher education management and to promote the sustainability of the trainings. It is a competitive programme open to applicants from three continents and only the best applications are accepted.

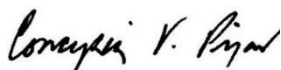
The proposal from Indonesia was one of five applications in Southeast Asia that had been accepted for implementation from 2019 to 2020. The title of the Proposal was "Strengthening the Role of IQA in Facing the New Paradigm of Accreditation in Indonesia". Indeed, the topic was very timely and relevant to institutions in Indonesia. The main objectives of the project are to deliver a comprehensive report about the existing conditions of QA implementation based on the BAN-PT criteria and to set up an IT-based user-friendly tool that can be used for filling out the forms and organizing data collection for accreditation, both on institutional and programme levels.

We are very proud that documentation of the individual projects of the participants, their successes, good practices and challenges, are recorded and published so that some other institutions can profit from it, even as we are still in the midst of the pandemic.

We wish all of you who participated in the project, as well as those who are reading this booklet, much success as you continue in the never-ending task of quality improvement.



Ina Grieb



Concepcion V. Pijano

PREFACE

This booklet is a documentation of our journey from the time we wrote the proposal to the implementation of the NMT Project in Indonesia. We call the NMT Project in Indonesia TrainIdQA: Training on Indonesia Quality Assurance. We decided to name it this way because two committee members are alumni of the TrainIdQA programme.

In this project, we succeeded in getting 26 participants from 18 Higher Education Institutions (HEIs) in Indonesia to increase and improve their capabilities as QA managers. The experience we got on this journey of conducting the training has been very meaningful, not only for us as the committee but also for the participants. We want to share the experience through this booklet.

With all the challenges and difficulties we faced due to the Covid-19 pandemic, the NMT Project in Indonesia was completed by October 2020. By December 2020, we had submitted all administrative and reporting processes.

We would like to express our heartfelt appreciation to National Multiplication Project-Dialogue on Innovative Higher Education Strategies (DIES) for the wonderful opportunity to implement this project and the Rector and Vice-Rectors of Universitas Borneo Tarakan and Universitas MaChung for their leadership and invaluable contributions towards making this project a reality.

We would like to express our deepest gratitude to those who have supported this project:

1. Ms. Concepcion Pijano and Ms. Ina Grieb, our experts from the Philipines and Germany;

2. Prof. Dr. drh. Aris Junaidi, Director of Learning and Students Affair, Ministry of Education and Culture;
3. Prof. T. Basarudin, Prof. Agus Setiabudi, Dr. Sugiyono; Executive Board of BAN PT;
4. Dr. Setyo Pertiwi, Dr. Illah Sailah, Prof. Aulia Siti Aisjah, Dr. Gentur Sutapa, and Ibu Kariyam, as external speakers who have shared their extensive knowledge and best practices.

I also want to express my sincere thanks to the training committee composed of Mr. Sunday Noya, Dr. Elly Jumiati, Dr. Adi Sutrisno, Dr. Paula Santi Rudati, and all the support staffs for their active involvement and cooperation every step of the way.

We also express our gratitude to all participants and leaders in their respective institution who have supported the implementation of the institutional change project. Hopefully this booklet can capture all the events that we have lived through and serve as a reference in the future.

Iffi Fitriah
TrainIdQA Committee Head
Universitas Borneo Tarakan

THE NMT PROJECT



Dialogue on Innovative Higher Education Strategies (DIES) has been offering dialogue seminars, conferences and trainings for higher education managers in developing countries for more than a decade. In order to strengthen higher education management in developing countries, DIES currently has more than 8,000 alumni who took part in its different activities.

National Multiplication Trainings (NMT) is a DIES programme which aims to strengthen DIES alumni in their roles as multipliers in higher education management and to promote the sustainability of the DIES training courses. DIES has been supporting the project since 2013. The NMT which was centrally coordinated by the Center for Quality Development (ZfQ) at the University of Potsdam in Germany in 2018, was successfully completed with ten alumni teams implementing trainings in Africa, Latin America and Southeast Asia with over 200 participants in total. For the NMT last cohort, eighteen alumni teams have been selected to implementing trainings for the years 2019 and 2020.

The outbreak of COVID-19 has brought tremendous challenges to the implementation of the national multiplication training courses. The NMT website has reported that the workshops planned between the middle of March and June 2020 had to be suspended. More than

twenty workshops in the target regions had been rescheduled and/or re-conceptualized. Due to the various lockdown measures, some of the alumni teams had to change the traditional face-to-face workshops to online implementation, which are especially challenging in some countries due to the lack of supportive infrastructure. However, the multiplication training in the alumni country has been implemented successfully amid COVID-19. Hence, NMT is continuing to support the training on higher education management in the target regions.

Source: <https://dies-nmt.org/>

**TrainIdQA: Training on Indonesian
Quality Assurance
National Multiplication Training in
Indonesia**

TrainIdQA: Training on Indonesian Quality Assurance National Multiplication Training in Indonesia



The Beginning of the Journey

The opportunity to carry out a multiplication training in Indonesia came when a call for proposals was announced in early April 2019. As ASEAN QA-TrainIdQA alumni, Dr. Iffi Fitriah from Universitas Borneo Tarakan and Sunday Noya from Universitas Ma Chung agreed to form a team and submit a proposal to DIES-NMT. Other committee members were Dr. Elly Jumiaty and Dr. Adi Sutrisno of Universitas Borneo Tarakan.

The formation of the team is based on some similarities between Universitas Borneo Tarakan and Universitas Ma Chung. Both universities have the same level of accreditation, which is B and almost the same size in terms of faculty and study programmes. Both universities not only share common problems but also have the same goal, which is moving towards a higher accreditation level. The committee felt tremendous benefits from their participation in the ASEAN QA-TrainIdQA Project, and they were eager to share their experiences with other QA managers in Indonesia.

Majority of QA managers in Indonesia have not received adequate training to be able to carry out their tasks well. Usually, their knowledge on QA is obtained through independent learning and benchmarking. The Ministry of Research, Technology and Higher Education and now the Ministry of Education and Culture has been implementing various

trainings for QA managers since 2013, but with a large number of Higher Education Institutions (HEIs) in Indonesia, only a few QA managers across the country have had the opportunity to undergo training.

Independent training is usually held in some established universities at a considerable cost. Meanwhile, QA managers were facing enormous challenges, especially with the new accreditation instrument from the national accreditation agency (BAN-PT) and the call for mandatory accreditation. There is a need for the QA manager to increase his/her capacity in managing the quality assurance system within the institution. Based on these existing challenges, the NMT Training Team wanted to build capacity among the institutions, both large and small, so that together they can forge ahead improving the quality of education in the country. The title of the proposed NMT Project is Strengthening the Role of IQA in Facing the New Paradigm of Accreditation in Indonesia.

In early June 2019, the team was informed that the proposal had been approved. Soon after, the team started preparing for the upcoming project. The first step was to finalize the training concept in the proposal and discuss these with the experts during the *Training of Trainers* which took place in Potsdam, Germany from September 1 – 5, 2019. The goal of the workshop was to strengthen the DIES alumni in their roles as



Figure 1. Training of Trainers DIES NMT

trainers and multipliers in the upcoming trainings scheduled within the NMT programme. The *Training of Trainers* workshop was attended by 31 participants from 17 countries in three continents, Africa, South America and Asia. As selected DIES alumni, Indonesia was represented by Iffi Fitriah from Universitas Borneo Tarakan and Sunday Noya from Universitas Ma Chung, Malang.

During the workshop, the participants were given didactic inputs as well as in-depth discussions were held among various experts in their specific fields and their peers. There were also some parallel sessions with participants from previous cohorts of NMT. The unique setting of parallel workshops with previous cohorts promoted an exciting exchange of knowledge and lessons learnt between the two cohorts. It also supported networking among alumni from different fields of knowledge and backgrounds.

Following the DIES training course methodology, each multiplication training project was composed of at least two interconnected workshops of 3 to 4 days, stretching over a period of four months starting from September 2019 at the earliest and ending in September 2020 at the latest. Each workshop should have at least 20 participants and last a minimum of three days each. However, the implementation schedule was later changed to December 2020 and the face-to-face workshop had to be transformed into an online workshop due to the Covid-19 Pandemic. The participants were expected to work on individual change projects between and after the workshops under the mentoring of the training committee.

The second step focused on the following:

- drafting the workshop programme;
- establishing participants' selection criteria,
- making the call for application;
- communicating with the invited speakers and prospective mentors

It was significant to note that when the committee informed the Ministry of Education and Culture and BAN-PT about the NMT Project, both institutions were very supportive and agreed to send speakers to the TrainIdQA workshops. Both institutions played an important role in the workshops which focused on the implementation of the higher education quality assurance system in Indonesia.

Since TrainIdQA was planned for 25 participants, with groups of 5 QA Managers, additional committee members who will also serve as mentors were needed. Some ASEAN QA-TrainIdQA alumni from both 2nd and 3rd Cohorts were contacted. Finally, Dr. Paula Santi Rudati, who is an alumna of the DIES International Dean Course programme and ASEAN QA-TrainIdQA 2nd Cohort, agreed to become an additional committee member. Meanwhile, other alumni from ASEAN-QA, Prof. Dr. Aulia Siti Aisjah (ASEAN QA-TrainIdQA 3rd Cohort) and Mrs. Kariyam (ASEAN QA-TrainIdQA 2nd Cohort) agreed to be speakers and share good practices.

We also established contact with Dr. Setyo Pertiwi and Dr. Illah Sailah who are alumni of the DIES-UNISTAFF programme and had the experience and expertise in connecting IQA and EQA systems and managing internal quality assurance systems in HEIs. Dr. Setyo Pertiwi

is a member of the IQA development team at the Ministry of Education and Culture while Dr. Illah Sailah was the former Director of Learning and Student Affairs at the Ministry of Education and Culture. It is significant to note that TrainIdQA did not only involve alumni from one DIES programme but also alumni from various programmes that have been implemented by DIES.

During the drafting of the programme, Ms. Chita Pijano and Ms. Ina Grieb were a great help in sharing their wisdom and experiences in QA matters and advising the committee in their tasks. Discussions held not only with all committee members but also with the experts make the TrainIdQA programme more focused.

Call for applications were sent out on 9 December 2019 and emailed to over 100 institutions across the country. Facebook, Whatsapp group, Instagram were also used as promotion media for the project. Application was submitted in electronic form to <http://bit.ly/TrainIdQA> and the deadline was set for 18 January 2020. The following documents had to be submitted by the applicant:

1. Completed Application Form, signed by the **applicant** and the **leadership level** (e.g. Rector or Vice-Rector)
2. Personal Motivation Letter and Draft of Project Proposal
3. Curriculum Vitae or Resume
4. A passport-sized photograph

By 19 January 2020, 40 applications had been received. In the selection process, priority was given to QA managers (university level) from HEIs with the institutional accreditation level either B or C. Consideration was also given to those who were from Kalimantan, Sulawesi, Bali,

Nusa Tenggara, Maluku and Papua. The candidate must have participated in at least one quality assurance training/workshop conducted either within their institution or outside. It was also imperative that the applicant submit project that will be implemented in 2020. Gender and age balance were also included in the selection process. At the end 26 participants were chosen coming from 18 HEIs across Indonesia; 12 males and 14 females. Their ages ranged from 28 to 60, but majority belong to 30 – 40 range. The participants are from the following institutions:

1. Universitas Borneo Tarakan, North Kalimantan
2. Universitas Kaltara, North Kalimantan
3. STIT Ibnu Rusyd Tanah Grogot, East Kalimantan
4. STMIK PPKIA Tarakanita Rahmawati, North Kalimantan
5. Politeknik Negeri Banjarmasin, South Kalimantan
6. Universitas Negeri Manado, North Sulawesi
7. Universitas Halu Oleo, South East Sulawesi
8. Universitas Sulawesi Barat, West Sulawesi
9. Universitas Ma Chung, Malang, East Java
10. University of Islam Malang, East Java
11. Universitas Dr. Soetomo, Surabaya, East Java
12. Universitas Nahdlatul Ulama Surabaya, East Java
13. Politeknik Negeri Banyuwangi, East Java
14. Tidar University, Magelang, Central Java
15. Universitas Pembangunan Jaya, Jakarta
16. Politeknik STIA LAN Jakarta, Jakarta
17. University of Majalengka, West Java
18. Politeknik Negeri Padang, West Sumatera

Workshop 1 TrainIdQA

The TrainIdQA-Workshop 1 was conducted on 9-12 March 2020 in Tarakan North Kalimantan. Prior to Workshop 1, an online session was held on 17-28 February 2020. General learning outcomes and specific learning outcomes are described below.

The General Outcomes.

The participants will be able to:

1. Evaluate the readiness of IQA systems towards meeting the new requirements for accreditation.
2. Identify tools and procedures needed for strengthening IQA system.
3. Plan and implement continuous improvement of IQA in the institution using information technology.
4. Enhance the relationship between QA strategies and HEI management.

Specific Learning Outcomes:

Online Session 1

The participants will be able to:

1. Apply theoretical concepts of quality and quality assurance on the basis of their experience and in the context of their HEI
2. Write a Project Action Plan (PAP) that relates to accreditation preparation and QA strategies in the context of their HEI.

Face-to-face Workshop 1

The participants will be able to:

1. Discern the new paradigm of IQA and EQA in Indonesia based on the latest developments and regulations.

2. Understand the relationship between IQA and EQA.
3. Assess important aspects of the new instrument of BAN-PT.
4. Interpret the rubric assessment.
5. Know how to strengthen their IQA system.
6. Know how to make a good Self Evaluation Report (SER).
7. Recognize the linkages between Information Management and IQA.
8. Improve the submitted Project Action Plan (PAP) through discussions with mentors and peers.

During the online sessions, the materials (ASEAN QA modules 1 and 4, PAP template and handout) were sent out to help the participants prepare for the workshop. During the online session, it was noted that the rigorous screening and selection process yielded a good mix of various types of institutions (e.g. university, polytechnic and institute). In spite of the differences, the participants found the common ground and resonated very well with the various topics of the workshop.

The invited speaker from the Ministry of Education and Culture and BAN-PT shared the latest policies and implications for HEIs in Indonesia and showed how these will impact on their change project. These enabled the participants to embrace the new paradigm of accreditation in the country.

At the end of the workshop, the participants' project action plans covered a variety of topics such as curriculum design, internal quality assurance information system, satisfaction survey and tracer study, and internal audit. There were 22 PAPs since participants who came from the same institution worked on one PAP. The participants were divided into 5 groups and a mentor was assigned to each group. The

mentor monitored the project by sending a reminder email every month until the next workshop. The participants are expected to report the progress of the project using a format that was sent by email. Consultation was also done via email or WhatsApp chat or video call.



Figure 2. TrainIdQA Programme Implementation

Some challenges were faced during Workshop I. The first challenge came when the funding from the NMT project was delayed because of problems which emanated from the bank in Indonesia and the administrative changes at the Ministry of Education and Culture. Fortunately, Universitas Borneo Tarakan advanced the money for the NMT projects.

Another challenge was when the expert from Europe, Ina Grieb could not come because of the corona virus outbreak. Her absence made the committee cancel the flight bookings and slightly change the workshop schedule. Fortunately, another expert, Ms. Chita Pijano, came from the Philippines. However due to the lockdown in Manila, she had to leave earlier than scheduled.

The conduct of Workshop 1 and the challenges we faced taught us some very important lessons. Our key takeaway from this experience is never to give up hope, try to be positive and work to meet the challenges.

When the online session started and we received the first draft of the PAP from the participants, the committee was downhearted. The participants seemed to have a shallow understanding of QA concepts and their own projects. However, as the workshop progressed, the participants rose up to the occasion. They were very receptive, highly motivated and participated actively during the workshops.

The assistance and cooperation provided by the NMT Project at the University of Potsdam was also very helpful. Without their support, Workshop 1 might have been put at risk. The good teamwork between the training committee and support staff was also another success factor in conducting Workshop 1. The workshop programme was presented in Table 1.

Table 1. TrainId QA Workshop 1 Programme

Monday, 9 March	
Time	Programme
	<i>Pick-up and check-in at hotel</i>
13.30	Registration
14.00	Welcome Addresses
	<i>The DIES NMT Indonesia Training Committee</i> <i>NMT Project-DIES Representative</i> <i>The Ministry of Education/BAN PT</i> <i>The Rector of Universitas Borneo Tarakan</i>
15.00	Group Photo
15.15	Coffee Break
15.45	Introduction to DIES NMT Workshops and Participants <i>Iffri Fitriah</i>
16.30	Project Action Plan and Role of the Projects in the Frame of the Workshops <i>Sunday Noya</i>
17.15 - 18.00	Project Group Work <i>All trainers</i>
19.00	Dinner at hotel
Tuesday, 10 March	
Time	Programme
8.00	The New Paradigm of IQA and EQA in Indonesia <i>Setyo Pertiwi (Tim Pengembang SPMI DIKTI)</i>
9.30	Coffee Break
10.00	How does IQA relate to EQA? <i>Setyo Pertiwi (Tim Pengembang SPMI DIKTI)</i>
11.00	"Unpack" the new instruments of BAN-PT <i>Sugiyono (BAN PT)</i>
12.30	Lunch Break
13.30	"Unpack" the new instruments of BAN-PT (continuation) <i>Sugiyono (BAN PT)</i>
15.45	Coffee Break
16.15-17.00	Group work on how to adapt to the new IQA and EQA paradigm - Linkage to the PAP
18.00	Dinner at hotel

Wednesday, 11 March	
Time	Programme
8.00	Synchronize your IQA and EQA! <i>Setyo Pertiwi (Tim Pengembang SPMI DIKTI)</i>
9.30	Coffee Break
10.00	Information Management at HEI <i>Iffi Fitriah and Sunday Noya</i>
10.45	Quality and Data Management Example from Universitas Borneo Tarakan and Politeknik Negeri Bandung <i>Elly Jumiati and Paula Santi Rudati</i>
11.30	Effective Reporting in QA: from an Internal and External Point of View <i>Concepcion Pijano and Iffi Fitriah</i>
12.15	Lunch Break
13.15-17.15	UBT Campus Visit and City Excursion
18.00	Dinner at hotel
19.00	Presentation of Projects by Participants
20.30	Road Ahead and Evaluation <i>The DIES NMT Indonesia Training Committee</i>
21.00	Farewell Ceremony
21.30	End of Workshop
Thursday, 12 March	
Time	Programme
8.00-12.00	Participants' own disposal <i>Check-out of the Hotel</i>

Workshop 2 TrainIdQA

The TrainIdQA workshop 2 was scheduled on 10-13 August 2020 at Universitas Ma Chung, Malang, East Java. The participants, project committees and experts come from various places in Indonesia and abroad. In general, they have to travel by plane, train or bus to Malang. With increasing cases of COVID-19 in Indonesia on June and July 2020, especially in East Java province, there is the risk of transmission during

the trip. In addition, there are health requirements that must be complied with such as having the results of a swab test or rapid test to be able to travel and be quarantined at their destination. In light of these circumstances, it was decided that Workshop 2 would be held online. The decision was made on June 2020 after discussions with the experts and project committee. Preparations for Workshop 2 started after the committee participated in a DIES-NMT sponsored event on How to Design Online Training.

A small survey of participants was also conducted to find out the readiness and needs of participants in taking online courses. Some results obtained from the survey can be seen on the Figure 3. In the survey, participants were asked regarding topics from Workshop 1 which they would like deepened or expanded in Workshop 2. The responses in the survey revealed that the participants wanted more consultations regarding the changes in their PAP brought about by the Covid-19 Pandemic and an explanation about changes regarding some regulations from BAN-PT. The survey also showed that only 16% of the projects have been implemented in the participants' institutions. Some of them have started on their projects but encountered delays due to coordination difficulties with other units in their university. From their explanation it can be concluded that all participants were still trying to complete their project in 2020.

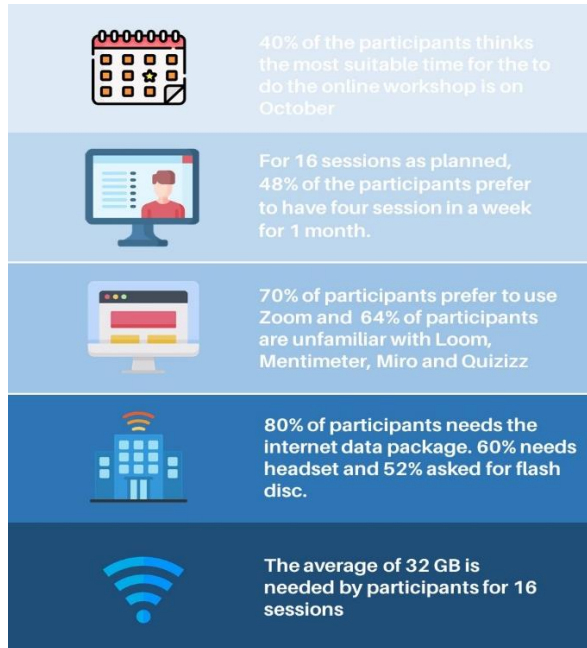


Figure 3. Need Identification Survey Results

Prior to Workshop 2, the committee conducted a pre-workshop meeting on September 3, 2020 to inform the participants about the time, methods and other details that must be prepared related to IT and other considerations. General learning outcomes and specific learning outcomes of Workshop 2 are described below.

General Learning Outcomes

The participants will be able to:

1. Evaluate the readiness of IQA systems towards meeting the new requirements for accreditation.
2. Identify tools and procedures needed for strengthening IQA system

3. Plan and implement continuous improvement of IQA in the institution using Information Technology
4. Enhance the relationship between QA strategies and HEI management.

Specific Learning Outcomes

The participants will be able to:

1. Find out how to prepare the self evaluation report based on the implementation of IQA
2. Apply new approaches in the IQA process
3. Build networks to improve external benchmarking and quality culture
4. Identify the needs of each HEI to be a more effective QA manager
5. Recognize the national policies for QA with regard to HEIs
6. Implement a project action plan that relates to accreditation preparation and QA strategies in the context of HEIs

Workshop 2 was conducted online in 16 sessions. The sessions were divided into 10 synchronous sessions and 6 asynchronous sessions. The asynchronous sessions were in between the synchronous sessions. The participants were required to do some tasks and prepare for the subsequent sessions. Each session is 1 hour 30 minutes. The online workshop started on Thursday, 1 October 2020. The last session was held on Thursday, 15 October 2020. Below is the workshop programme:

Table 2. TrainId QA Workshop 2 Programme

Time	Topic/Methods	Speaker/Trainer	Co-host
Session 1-2: Thursday, Oct 1 2020			
13.00-13.30	Opening Ceremony (Zoom class)	Project Committee	
13.30-14.00	Introduction to the Workshop (Zoom class)	Iffi Fitriah	Sunday Noya
14.00-15.00	PAP Group work and Mentoring (Zoom Breakout Rooms)	Project Committee	
15.00-15.30	Leg stretch... Coffee Break and preparation for sessions 2		
15.30-17.00	Ministry of Education and Culture policies on Higher Education Quality Assurance System (Zoom class, Q&A)	Aris Junaidi (Kemendikbud)-	Paula Santi Rudati
Session 3-4: Friday, Oct 2 2020			
13.30-15.00	Transformational QA Manager: How to inspire extraordinary performance in the new education paradigm era. (Zoom class, Q&A)	Illah Sailah (IPB University)	Iffi Fitriah
15.00-15.30	Leg stretch... Coffee Break and preparation for sessions 4		
15.30-17.00	QA as a Means of Developing the Institution (Zoom class and workgroup in Zoom breakout rooms)	Concepcion Pijano	Sunday Noya
Session 5-6-7 : Asynchronous sessions (1 week)			
5-6	PAP individual work and Mentoring (Whatsapp Group/ Google Classroom)	Project Committee	
7	Preparation for Sessions 8 dan 9 (Google forms and Video)	Project Committee	

Time	Topic/Methods	Speaker/Trainer	Co-host
Session 8-9 : Thursday, Oct 8 2020			
13.30-15.00	Tools, Procedures and Research approach in QA (Presentations and Group Work)	Iffi Fitriah	Elly Jumiaty
15.00-15.30	Leg stretch... Coffee Break and preparation for sessions 8		
15.30-17.00	Best Practice of QA for Online Learning (ITS). (Presentation &Q&A)	Aulia Siti Aisjah (ITS)	Sunday Noya
Session 10-11: Friday, Oct 9 2020			
13.30-15.00	Preparing Self Evaluation Report Based on the Implementation of IQA (Zoom class , Q&A)	JP Gentur Sutapa (UGM)	Paula Santi Rudati
15.00-15.30	Leg stretch... Coffee Break and preparation for sessions 10		
15.30-17.00	Developing and Sustaining Quality Culture (Panel Discussion)	Aulia Siti Aisjah (ITS) Kariyam (UII)	Sunday Noya
Session 12-13-14 : Asynchronous sessions (1 week)			
12-13	Video Recording (LOOM) about PAP	Project Committee	
14	Preparation for Sessions 15 and 16 (Google forms and Video)	Project Committee	
Session 15-16 : Thursday, Oct 15 2020			
13.30-15.00	Compilation of PAP Presentation	Sunday Noya	Iffi Fitriah
15.00-15.30	Leg stretch... Coffee Break and preparation for sessions 16		
15.30-16 30	Information about DIES Courses and Partnership (Zoom class, Q&A)	Ms.Xia Qin	Iffi Fitriah
16.30-17.00	Evaluation, Road Ahead and Closing	Iffi Fitriah	Sunday Noya

Workshop 2 was very memorable to the committee. Despite the anxieties brought about by Covid-19, which cast a dark cloud on the project, 24 of the 25 participants who attended Workshop 1 forged ahead and continued with Workshop 2. The project lost only one participant. There was no reason was given for dropping out of the programme because he did not respond when contacted via email, WhatsApp and telephone. Therefore, workshop 2 was attended by 24 participants from 17 HEIs across Indonesia: 11 males and 14 females. Their ages ranged from 28 to 60, but majority belong to 30 – 40 range.

Workshop 2 is very special for the committee. The biggest challenge in conducting Workshop 2 was the uncertain situation due to the Covid-19 which has overshadowed the training since the preparation of workshop 1. Actually, It was a fortune that Workshop 1 was completed just before the pandemic affected the world. Given these constraints, the challenges on conducting Workshop 2 are:

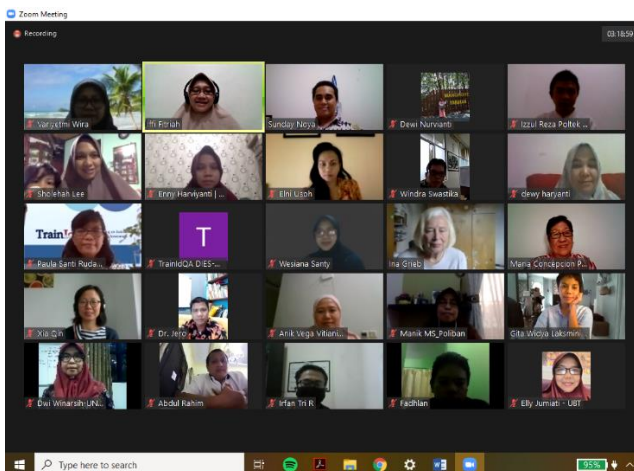
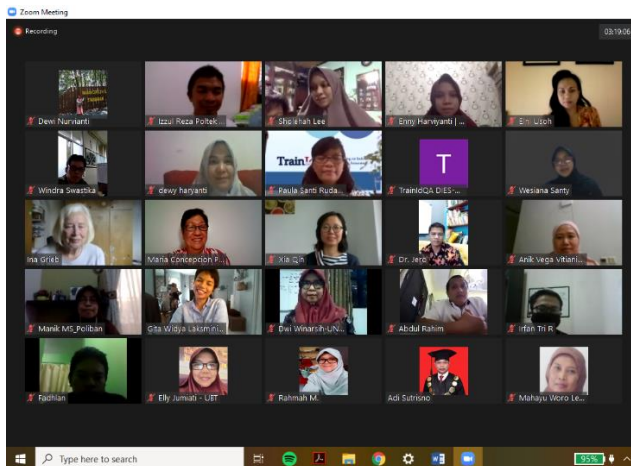
1. Financial management. The change in the provisions for the use of funds during Workshop 1 and Workshop 2 made it difficult for the committee to know what was allowed or not allowed. The unsatisfactory response from the NMT project was also quite burdensome for us when managing finances.
2. Difficulty in fulfilling the promises given to participants. The differences in learning mode in workshop 1 and 2 made the participants compare the two workshops. However, the committee tried the best way to communicate and explain the situation to participants. They agreed on any changes before workshop 2 begun.

3. Overcoming technical problems during online workshops. This is the first time for the committee to conduct an intensive online workshop. Even though various back-up plans in case of technical problems or stagnation during the workshop were provided, minor problem still happened.

Even though this training was planned as a blended learning mode, it was never thought to be carried out completely online. The Covid-19 Pandemic forced the committee to hold workshop II completely online. Some good practices drawn from organizing this workshop are:

1. Organizing an online workshop is not as easy as imagined. In-depth thinking is needed, especially in the planning stage. Various aspects such as arranging the flow of topics, how to overcome participant boredom, the ability to use technology and time efficiency are important to consider.
2. When planning online workshops, the committee participated in various online workshops to prepare themselves for carrying out the project. Various good ideas were obtained during those workshops and were applied for workshop 2. Online workshops require high creativity so that participants are actively involved.
3. The committee must focus on the learning outcomes. Find out what was the objectives must be achieved from this need a sharp analysis and the courage to leave things behind that are not priorities.
4. Participants are elements that need to be taken seriously. Because online workshops are held when most of the participants are working from home, they also have to keep doing their regular work at the same time. During the online workshop, some reminders about what activities they should do in synchronous and asynchronous sessions had to be sent.

5. Since the committee are located in many different places in Indonesia, regular and intense communication was very important. Constant use of WhatsApp, email and zoom meetings were the key ingredients to success.
6. Operators who can handle technical and IT issues are important actors during the online workshop.
7. The advice and input from the experts really helped the success of the workshop.



Institutional Change Projects of the Participants

Institutional Change Projects of the Participants

One of the important outcomes of this training is the implementation of an institutional change project. The Project Action Plan (PAP) template and matrix are used in this training as a tool that helps participants plan, implement and oversee the implementation of their projects. The PAP template matrix and handouts were sent out as materials prior to Workshop I. The PAP template and were used in this training because of several benefits, including:

1. Participants can describe their project activities in detail.
2. Participants and Mentors can assess the scope of the project according to the allocation of time and resources.
3. Participants and mentors can assess whether the sequence of activities is correct or something is missing.

The participants had been asked to fill in the PAP template prior to Workshop 1. Therefore, at the time of workshop I, a revision of the PAP could be made. Revisions were made through group discussions and one-on- one intensive discussions with mentors. In general, after the explanation of the PAP at the beginning of the workshop, the participants had grasped the idea of how to write a good PAP. Some challenges in writing the PAP were identified as follows:

1. In the beginning, most participants cannot differentiate between a project and a routine activity.
2. The scope of the project is too broad
3. The PAP templates filled in by participants are too general. for example: when filling in who is involved, the team at the university is written without details of what unit is involved, etc.

After Workshop 1 ended, communication with the mentor was carried out via email and WhatsApp group. Some of the participants even had private communication with their mentors to discuss sensitive matters such as lack of financial support, difficulty in coordination, and so on.

The discussion was held again during the 2nd Pre-workshop on September 3, 2020. At that time, it had been seen which projects were completed, were in process or were impossible to be implemented. The discussion continued during the asynchronous session at Workshop 2. Intense communication was carried out to determine obstacles, challenges and lessons learned from project implementation.

At the end of Workshop 2, there were a total of 21 PAPs because some participants coming from the same institution worked together on one PAP. All projects are based on the institutional requirements for accreditation, so that in the short term, project implementation can be seen in the internal quality assurance implementation cycle. In the long term, all projects implemented are expected to increase the level of accreditation of their study programme or institution.

The committee are proud to report that as of October 2020, 43% of the projects have been completed while 47% are ongoing and will be finished by November and December 2020 or a total of 90% project implementation. Ten percent of the projects have lagged behind but are considered work in progress because there were some changes in scope, budget and timeline of the projects. Almost all participants emphasized that they would use the PAP as a tool in developing various projects at their institutions in the future.

There were some challenges faced by the participants during the implementation of their projects in their respective institutions.

1. Workshop 1 were completed just before Covid-19 was declared a worldwide pandemic. By the time the participants returned to their respective institutions, almost all institutions had been closed and implemented work and study from home. By working from home, participants generally had difficulties in coordinating with upper management or coordinating with other units within the university. Due to coordination difficulties, participants had to make changes in the time frame for project implementation. Some projects were delayed by 2-3 months.
2. Due to the Covid-19 pandemic, several institutions had changed the priority of using their financial and human resources. For example, in the IQA IT system development project, resources in the institution are prioritized for online learning so that project implementation is delayed or even diverted for the next year.
3. Due to changes in policies regarding accreditation in Indonesia some projects have to be changed and adjusted to the policies set by the institution.

Meanwhile, some of the success factors of project implementation were also noticed are as follows:

1. Having a good understanding of PAP gave participants confidence in convincing upper management to implement the project.
2. The strong will and creativity of the participants to carry out their projects, regardless of the many obstacles was admirable. The discussion with their respective mentors gave the participants courage and strength to broaden their perspectives and continue their projects despite great odds.

3. The ability of the participants to compromise and to adapt to the existing conditions in their respective institutions was significant. Although the scope and time of implementation had to be adjusted in some projects, participants were generally optimistic that their project could be fully implemented next year.

The next section in this booklet will explain each project carried out by the participants. The entire project will be described based on the time frame, objectives, outcomes and benefits to the institution.

Scientific Articles Writing Guidelines for Student



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Objectives	1. To prepare guidelines of writing article for student 2. To disseminate the guideline by conducting a workshop		
Time Frame	June 2020—November 2020		
Central Responsible Body	Dean of Agriculture Faculty Universitas Borneo Tarakan	Project-Team	1. Vice Dean of Agriculture Faculty 2. Head of Departments in Agriculture Faculty

			3. Journal. Editor 4. Lecturer of research methodology
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Activities	1. Preparation of article writing guidelines for student - team formation of guideline - look for references for guidelines - Write the guidelines draft - discuss the guidelines with high level management in faculty - revise the guidelines draft 2. Workshop - design the workshop - conduct the workshop for student to disseminate the guideline - evaluation and improvement
Outcomes	Students produce scientific articles that are suitable for publication in recognized scientific journals
Influence on the institution	One of the BAN-PT accreditation assessments is the number of scientific articles published by students. In order to improve students' abilities in writing scientific articles, it is necessary to have a guideline on how to write a good scientific articles for students in Faculty of Agriculture, Universitas

	Borneo Tarakan. The guidelines also contains some tips for getting into well-known journal publications.
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Guidelines for Stakeholder Satisfaction Analysis and Evaluation



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Alfin Hidayat S.T., M.T. is the head of the quality assurance center at Banyuwangi State Polytechnic (Poliwangi). He is a lecturer in the field of Electrical Engineering / Control System Engineering. He obtained his Bachelor degree from Institute Teknologi Sepuluh Nopember in 2012, and Master degree from the same university in 2013. He has been serving in QA office since 2016 and has accompanied 6 of 7 study programmes at Poliwangi to get B accreditation rating in 2019.

Objectives	To provide guidelines for stakeholder satisfaction surveys including standard operation procedures in conducting survey, analysing and evaluating the results.		
Time Frame	March 2020—October 2020		
Central Responsible Body	Director of Politeknik Negeri Banyuwangi	Project-Team	Taskforce Team for Institutional Accreditation in Criteria 2

Activities	1. Developing stakeholders' satisfaction questioner and make it into Google form 2. Validating the questioner 3. Writing Standard Operational Procedure and Guideline book for analysis and evaluation 4. Evaluation guidelines implementation
Outcomes	Implementation of Stakeholder Satisfaction Surveys every semester/year
Influence on the institution	In 2020, the focus of the quality assurance center's activities will be the accreditation of institutions that are in the preparation stage and will be submitted at the end of 2020 with the preparation of an accreditation taskforce team under the coordination of the head of the quality assurance center. One of the BAN-PT accreditation assessments is the results of stakeholders (students, lecturers, staffs, users, alumnus) satisfaction. It is important to have a guideline on how to conduct the survey, analysing and evaluating the activities in Politeknik Banyuwangi.

Implementation of Internal Quality Assurance System on Academic System Services Based on Internet of Things (IoT)



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Anik Vega Vitianingsih obtained her S.Kom degree from Computer Science University Dr. Soetomo in 2004 and her Master of Engineering degree in Multimedia Smart Network from Institut Teknologi Sepuluh Nopember Surabaya in 2011. She has joined the QA office in Universitas Dr. Soetomo Surabaya since 2015.

Objectives	1. To implement the practice of IoT-based Internal Quality Assurance (QA) System on academic system services monitoring 2. To produce an integrated educational system service with IoT-based technology (institutions, faculties, Programme of Study, and all departments) under Dr. Soetomo University QA Centre's auspices. 3. To make an activity report based on BAN-PT criteria with IoT-based technology in the implementation of QA on academic system services in Dr. Soetomo University.
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	4. To enable Dr. Soetomo University Rector as the leader to monitor QA implementation through the IoT application		
Time Frame	April 2020—February 2021		
Central Responsible Body	The Rector of Universitas Dr. Soetomo	Project-Team	1. The QA Centre of 2. The appointed QA personnel in Faculty and Programme level. 3. The appointed personnel from faculties, study programmes, Bureaus and Support Units that are responsible for data collection. 4. The IT department 5. Students organization
Activities	1. Systems Planning through a feasibility study 2. Systems Analysis and Design 3. Implement the system integration design from the previous stages, conduct a programme trial, and making a documentation system of developing an integrated approach based on IoT 4. Systems Maintenance		

Outcomes	Implementation of IoT-based Internal Quality Assurance (QA) System on academic system services monitoring
Influence on the institution	This project is important in improving the quality of academic services in Universitas Dr.Soetomo

Measurement of Satisfaction: Survey on Lecturers, Students, Staffs and Partners



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Dewi Nurvianti, S.H., M.H is a lecturer in the field of International law. She teaches International treaty law, International crimes, Human rights, and International law of the sea. She obtained her S.H degree from Universitas Tadulako, Palu-Indonesia in 2009, and M.H degree from Universitas Gadjah Mada Yogyakarta-Indonesia in 2013. She has actively assisted in the internal quality assurance system at UBT by becoming a member of the team for institution and study programme accreditation, internal auditors. Her main duty is compiling and providing various documents required in quality assurance.



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assurance system at UBT by becoming a member of the quality assurance task force in the level study programme and internal auditor.

Objectives	1. To develop a valid and reliable instrument that measure stakeholder's satisfaction 2. To develop a web-based instrument that measure stakeholder's satisfaction		
Time Frame	April 2020—October 2020		
Central Responsible Body	The Rector of UBT (c.q. Vice Rector of Academic Affairs)	Project-Team	1. Taskforce in the Institute for Educational Development and QA 2. IT Team
Activities	1. To analyze variables in the accreditation instrument 2. To develop statements based on variables 3. To do pilot test of the instruments at Universitas Borneo Tarakan. 4. To evaluate the validity and reliability of the instrument. 5. To transform the form into web-based instrument		
Outcomes	Conducting stakeholder satisfaction surveys using valid and reliable instruments on a regular basis every year		

Influence on the institution	The measurement of the satisfaction of internal and external stakeholders at the Universitas Borneo Tarakan has been carried out separately by each faculty or study programme. This project is carried out so the University has standardized instruments for all faculties.
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Soft Skill Training Guidelines for Trainers



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Dewy Haryanti is one of the lecturers in the Department of Nursing, Faculty of Health Science Universitas Borneo Tarakan. Her expertise is Surgical Medical Nursing. She obtained her profession degree (S.Kep,Ns) degree from Hasanudin University Makassar in 2004, and her master degree (M.Kep) and specialization Sp.Kep.MB in 2013 and 2014 from the University of Indonesia Jakarta. Dewi Haryanti is also an internal auditor in Universitas Borneo Tarakan.

Objectives	To provide a standardized guidelines in conducting soft skills training in Universitas Borneo Tarakan		
Time Frame	April 2020—August 2020		
Central Responsible Body	The Rector of UBT (c.q. Vice Rector of Planning, Cooperation, and Student Affairs)	Project -Team	1. Head of the Center for Career Development and Entrepreneurship 2. Student Affairs Unit

Activities	1. Identification of required soft skills training 2. Identification of soft skills training content 3. Identification of stages of soft skill training 4. Identification of soft skills training trainers 5. Writing soft skills training guidelines 6. Piloting the use of soft skills training guidelines
Outcomes	The availability of standardized soft skill training for final year students
Influence on the institution	The demand to produce graduates who have not only hard skills but also soft skills requires universities to have additional training for final year students. The training provided must be adjusted to the latest developments desired by the user, therefore a standard soft skill training is needed. It is expected that when students graduate they will be more prepared and confident when they graduate and apply for jobs.

IT-Based Monitoring and Evaluation of Learning Process: Improving Quality Assurance Capacity to Support Higher Education Accreditation



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Objectives	To set up an IT-based instrument to monitor learning process that can be used to fill in the necessary forms for accreditation in the level of university (institution), faculties and departments		
Time Frame	April 2020—October 2020		
Central Responsible Body	Coordinator of Quality Assurance in Tidar University	Project-Team	1. Coordinator of Quality Assurance in Tidar University

			2. The team from the information system center. 3. The appointed QA personnel from Faculty and Programme level. 4. The appointed personnel from Support Units that will be responsible for data collection
Activities	1. Set up an IT-based Monitoring of Learning Process that can be used to control and evaluate the implementation of QA standard and procedures 2. Implementation of the IT-based Monitoring of Learning Process		
Outcomes	Report of monitoring and evaluation from the IT based instrument that can be used for evaluating the implementation of learning process standards.		
Influence on the institution	The completed instrument is very useful for the university. The report can be used by management to make an appropriate policy in order to enhance the learning process and finally accreditation level of university (institution), faculties and departments.		

Digitalisation of IAPS 4.0 Documents



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Elni Jeini Usuh is an Internal Auditor of Quality Assurance Office. She involves in internal audit of study programme and university level. She is a senior lecturer at Universitas Negeri Manado who also work as Secretary of International Office. She has been active in research area of leadership and education management in higher education. Her current research involves study of higher education strategic planning, performance measurement, strategic planning development for world-class university and internationalisation of higher education. She obtained her Bachelor's degree from Universitas Negeri Manado, Indonesia. Her Master's degree in Leadership and Management in Education (Honours) in 2008 and PhD in Education in 2015 from The University of Newcastle, Australia.

Objectives	1. To integrate internal quality assurance in digital system 2. To create data home base for quality assurance for accreditation preparation 3. To create accreditation simulation in every study programme
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Time Frame	This project is planned to start in March 2020. But with the Covid-19 pandemic, the implementation of the PAP plan has been postponed and will be implemented in 2021.		
Central Responsible Body	The Rector of Universitas Negeri Manado	Project-Team	1. Quality Assurance Board 2. Quality Assurance Task Force Unit 3. Head of departments and study programmes
Activities	1. Data requirements assesment 2. Design Digital System 3. Collecting Data for Data Home base 4. try out the system in the study programme 5. Input data into the system 6. Accreditation simulation in all study programmes		
Outcomes	An integrated internal quality assurance documents in a digital system as a database for accreditation preparation in Universitas Negeri Manado.		
Influence on the institution	Once the system is implemented, preparation for the accreditation process will become easier. Universities and study programmes can also simulate accreditation results and correct any deficiencies.		

**Implementation of IQA Management PPEPP
(Determination, Implementation, Evaluation, Control,
Improvement) in the Internal Quality Audit
at Kaltara University**



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Currently Sholehah, M.T is a lecturer in the Department of Architecture, with a concentration in Science of Environment Architecture and Architectural Preservation. After graduate from Department of Architecture, Islamic University of Indonesia, Yogyakarta, she continued her study in the Department of Architecture, Universitas Brawijaya with specialization in Environment Architecture in 2012-2014.

Objectives	To determine the level of compliance of faculty with the Standard Operational Procedures and Quality Standard made by the university.		
Time Frame	March 2020—August 2020		
Central Responsible Body	The Rector of Kaltara University	Project-Team	1. The team from Institute for Educational Development and Quality Assurance 2. QA personnel in the faculty and programme level.
Activities	1. Create a form for conducting an Internal Quality Audit 2. Coordination with the Auditor Team 3. Implementation of Internal Audit Activities in Five Faculties at Kaltara University 4. Audit Report Writing 5. Audit Report Analysis 6. Presentation of audit results to university and faculty leaders		
Outcomes	Improvement in internal quality audits activities which are carried out routinely every year.		
Influence on the institution	This project is the implementation of the third cycle of the IQA PPEPP management at Kaltara University. There are several changes to the implementation of the audit carried out based on		

	the material obtained when participating in TrainIdQA. The result shows an increased level of compliance compared to the previous cycle.
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Radar Graphic Measurement: Developing The System to Analyse The Study Programmes' Weaknesses Based on 9 Criteria from BAN-PT.



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Objectives	1. To develop a radar graphic measurement based on 9 criteria 2. To analyse the accreditation criteria through radar graphic mapping. 3. To disseminate the result of measurement
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Time Frame	March 2020—November 2020		
Central Responsible Body	The Head of Institute for Educational Development and Quality Assurance, University of Borneo Tarakan	Project-Team	1. The Team From Institute for Educational Development and Quality Assurance 2. The IT Team.
Activities	1. Developing a radar graphic system: Designing, System Trial and Revision 2. Analysing the accreditation criteria: Input data and Analyse data 3. Disseminating the result: Follow up and Re-analyse data		
Outcomes	Improvement in feature of the IQA IT system at UBT		
Influence on the institution	This project is an addition to the existing features of the IQA IT system at UBT. The scoring feature in the form of visual radar makes it easier for decision makers to find out the strenght and weaknesses of the study programme based on the 9 BAN-PT criteria.		

Remote Audit: Revising Standard Operating Procedures and Forms.



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Gita is a lecturer in Department of Psychology Universitas Pembangunan Jaya. She obtained her S.Psi from University of Indonesia (1994-1999), M.A. in Understanding and Securing Human Rights from School of Advanced Studies University of London (2002-2003) supported by Chevening Award scholarship and M.Psi., Psikolog from University of Indonesia (2008-2010). She has been in various management position in UPJ before appointed as Head of Quality Assurance Department Universitas Pembangunan Jaya in 2019.

Objectives	1. to revise existing Audit SOP and Form to accommodate Remote Audit in adherence to Covid-19 Protocol 2. to solidify continuous improvement in adherence to Covid-19 Protocol		
Time Frame	October 2020—November 2020		
Central Responsible Body	IQA (Internal Quality Assurance) Unit	Project-Team	1. Head of IQA Unit

			2. Staff of IQA Unit
Activities	1. Remote Audit related resources is studied, analysed and consolidated 2. Adherence to audit-related issues in new accreditation standards is established 3. Revision points on the existing Audit SOPs and Forms are studied, analysed and identified 4. Remote audit-related infrastructure is identified, analysed and mapped 5. Remote audit-related infrastructure is prepared and tested 6. Remote Audit SOP and Forms are drafted and ready for public examination		
Outcomes	The implementation of internal quality audits uses the revised Standard Operating Procedures (SOP) and the Internal Quality Audit Form. Changes in SOP include the process of migrating from face-to-face formats to online formats.		
Influence on the institution	The Covid -19 pandemic has forced institutions to adjust various health procedures. The Internal Quality Audit process which is part of the PDCA cycle must be carried out every year. With this project, the PDCA cycle will be able to run as usual		

	but still pay attention to health protocols. The output of this project will continue to be used in the future if this year's implementation is proven to be effective.
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Internal Quality Management Information System



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focus of research currently includes Cryptography, Data Security and Decision Support Systems.

Objectives	To develop an internal quality management information system		
Time Frame	March 2020—November 2020		
Central Responsible Body	Director of STMIK PPKIA Tarakanita Rahmawati.	Project-Team	Task force formed by the Institute for Internal Quality Assurance
Activities	1. Analyzing system requirement 2. Designing the system, System Trial and Revision 3. Implement the system for IQA including internal audit		
Outcomes	An information system that support the IQA management		
Influence on the institution	The implementation of Internal Quality Management can be more organized and manageable with minimum staff.		

The Forming of Accreditation Data Portal of Polytechnics STIA LAN Jakarta



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Objectives	1. To form a single data portal for the institution. 2. To make a database for accreditation preparation. 3. To converge all of data in the institution, especially related to the accreditation.		
Time Frame	February 2020—October 2020		
Central Responsible Body	Quality Assurance Center of	Project-Team	1. Quality Assurance Center of Polytechnics STIA LAN Jakarta,

	Polytechnics STIA LAN Jakarta		2. Vice Director for Academic Affairs, 3. IT Team 4. Academics Team
Activities	1. Preparing the Accreditation Portal Data Architecture a. Preliminary meetings b. Identifying the data types and needs c. Benchmarking the Accreditation Data Portal d. Concepting the portal data architecture e. Preliminary meetings 2. Building the Accreditation Portal Data a. Contacting the system provider. b. Building same perception of the portal data. c. Portal data building. d. Progress report meeting to collect feedback from the Polytechnic party. e. Handover of the portal data system. 3. Dissemination and Implementation of the Accreditation Data Portal a. Dissemination of the portal data system. b. The implementation of the portal data system. c. Feedback to comprehend the gap in portal data system weekness.		
Outcomes	A single data portal as a database for accreditation preparation in Polytechnics STIA LAN Jakarta.		

Influence on the institution	Problems in data management for accreditation can be resolved with this portal. Accreditation preparation is well planned
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Promoting Lecturer's Citation



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Objectives	To promote the use of the system provided by the ministry of education and culture for lecturer publications		
Time Frame	February 2020—December 2020		
Central Responsible Body	(n.a)	Project-Team	(n.a)
Activities	The PAP was not completed but the participant reported that the project has been implemented in 2020		
Outcomes	Number of lecturers' publication citation		
Influence on the institution	The number of cited lecturer scientific articles is one of the assessments in the accreditation of BAN-PT. To increase the number of citations, lecturers need to enter all publications into the system		

	provided by the Ministry of Education. This project is carried out to promote the use of this system to Lecturers at Majalengka University.
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Review and Adjustment of Higher Education Curriculum at Universitas Borneo Tarakan



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Dr. Jero Budi Darmayasa graduated in Mathematics Education from Universitas Pendidikan Ganesha. His master degree is from Yogyakarta State University, and doctorate degree from Universitas Pendidikan Indonesia in the same field. Aside from being a lecturer in the Mathematics Education Department Faculty of Teacher Training and Education, he has joined LP3M UBT since January 2019.

Objectives	To conduct reviews and curriculum adjustments in study programme to be in line with the independent learning campus policy		
Time Frame	July 2020—December 2020		
Central Responsible Body	Vice Rector for Academic Affairs Universitas Borneo Tarakan	Project-Team	1. Task force formed by Institute for Educational Development and Quality Assurance

			2. Head of study programs 3. Experts from Universitas Udayana (Detaser)
Activities	1. The task force discusses the guidebook for independent learning policy from the ministry of education and culture with the head of the study programme to get a complete understanding of the policy. 2. The study programme reviews the existing curriculum and identifies subjects that can be used as the implementation of the independent learning policy 3. The study programme presents a curriculum draft in accordance with the independent learning policy 4. The experts gives feedback for the curriculum.		
Outcomes	Draft of Independent Learning Curriculum in 18 study programme		
Influence on the institution	The latest curriculum guideline from the Ministry of Education and Culture which contain independent learning policy requires Universitas Borneo Tarakan to review the curriculum of study programmes. Adjustments will be made to the curriculum to fulfill student rights to study outside the study programme for 3 semesters.		

Manual for Completing the Study Programme Self-Evaluation Information System



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Mahayu Woro Lestari is She is a lecturer at Department of Agro Technology, Agriculture Faculty, and an expert in drought stress, biofarmaca, plant propagation, and horticulture science. She obtained her bachelor degree from Agriculture Faculty University of Islam Malang in 1987, her M.P. from Plant Science, Brawijaya University in 2010, and Dr. from Plant Science, Brawijaya University in 2014. She has been the Head of the Quality Assurance, University of Islam Malang since 2015. Before she holds the position, she was a Coordinator of Development of QA (2011– 2015).

Objectives	1. Provide guidelines for filling in the self-evaluation information system for the head of the study programme 2. Provide guidance to the study programme to determine their current condition 3. Provide instructions to the head of the study programme to compile activities programme based on the self-evaluation results.
Time Frame	March 2020—August 2020

Central Responsible Body	Rector University of Islam Malang	Project- Team	1. Head of Quality Assurance Office 2. Quality Assurance office member 3. Representative from study programmes
Activities	1. Creating a manual for filling in the self-evaluation information system. 2. The trial for filling out the self-evaluation information system is based on the established manual. 3. Ratification of the self-evaluation information system manual by the Rector. 4. Socialization of manual for filling in self-evaluation information systems to study programmes 5. Implementation of self-evaluation information system filling. 6. Evaluate the results of filling in the self-evaluation information system.		
Outcomes	Study programmes can fill in the self-evaluation information system every year so that the implementation of IQA and accreditation ratings can be increased		

Influence on the institution	This project is designed to facilitate the study Programme in conducting self-evaluation every year. The self evaluation information system has been provided by the Ministry of Research, Technology and Higher Education (prior to the change of ministry). Unfortunately, this information system does not provide a detailed manual. Many study programmes have difficulties in filling this system. Therefore this project is made so that each study programme in Universitas Islam Malang can easily fill in the self-evaluation, analyze weaknesses and make improvements in the future.
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Assistance in the Formulation of Study Programme Curriculum Schemes: The Context of Adopting Independent Learning-Campus Policy



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Manik Mutiara Sadewa obtained her bachelor degree from Universitas Lambung Mangkurat majoring in Accounting in 1997 and her Master degree from University of South Australia in 2008.

Objectives	To produce a free learning curriculum scheme for all study programmes in Politeknik Banjarmasin.		
Time Frame	April 2020—August 2020		
Central Responsible Body	Director of Politeknik Banjarmasin	Project-Team	- Curriculum Assistance Team at institution level - Policy adoption preparation technical team (Pusat P3MP)

Activities	1. Forming a Curriculum Assistance Team and a technical team for the preparation of the KMMB policy adoption 2. Conduct an initial survey of study programme readiness 3. Identify the various policies and instruments needed in the process of adopting and implementing the new curriculum 4. Providing assistance to the Leadership in formulating the necessary instruments which will be discussed at the Academic Senate level 5. Disseminate leadership policies to be applied to the study programme curriculum scheme 6. Provide feedback on the programme curriculum scheme through expert sources
Outcomes	The curriculum scheme provides information on the number of credits, the distribution of subject groups and their distribution (general, institutional, study programmes), the apprenticeship and non-apprentice off-campus learning model) to be implemented. The scheme is generated after all stages of the curriculum review are carried out by the study programme.
Influence on the institution	The Independent-Learning Campus Policy launched by the Ministry of Education and Culture needs to be implemented at the Banjarmasin Polytechnic level. This policy requires study

	programmes to review the curriculum. With this project, the Polytechnic takes the first steps in the obligation to implement the policy.
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User Satisfaction Questionnaire



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Rahmawati, S.Si., M.Si graduated from Universitas Negeri Makassar in 2008. Her master degree is from Universitas Hasanudin in 2005.

Objectives	To develop a User Satisfaction Questionnaire that is adapted to the AIPS 4.0 instrument		
Time Frame	April 2020—October 2020		
Central Responsible Body	(n.a)	Project-Team	(n.a)
Activities	The PAP was not completed but the participant reported that the project has been implemented in 2020		
Outcomes	The users' satisfaction survey that is done every year.		
Influence on the institution	The results of a routine satisfaction survey is one of the assessments in the accreditation of BAN-PT.		

	This project is carried out to provide the instrument and guidance on how to interpret the results.
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Portable One Stop Data Terminal (POSdT)



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Dr. Saefuddin, S.Pd., M.Si. is a lecturer at Department of Chemistry Education, Teacher and Training Education Faculty, Universitas Halu Oleo (UHO) Kendari since 2000. He obtained his S.Pd. from UHO in 1996, Magister of Science from ITB Bandung in 2000 and Dr. from Hasanuddin University Makassar 2011. He also attended pre-magister education at ITB Bandung (1997-1998) and attended the Sandwich Programme at Griffith University Brisbane Australia (2008).

Objectives	Creating an IT-based application containing 46 LKPS tables in IAPS 4.0		
Time Frame	March 2020—December 2020		
Central Responsible Body	Rector Universitas Halu Oleo	Project-Team	1. Teams at the level of study programmes, faculties, institutes and units 2. The team from the Center for Information and Communication Technology

			3. Team from the Information System Development Institute 4. Team from the Institute for Development and Quality Assurance of Education
Activities	1. Creating an IT-based application that contains 46 LKPS tables: - Development - Testing - Deployment - Monitoring 2. Train the administrators at each unit level (study programmes, faculties, institutions, and universities) 3. Application implementation - Input data - Collecting		
Outcomes	An IT-based application that contains 46 LKPS tables in IAPS 4.0.		
Influence on the institution	This application will be very helpful in collecting, processing and distributing data on Tridharma Perguruan Tinggi activities from lecturers, employees, students and alumni at Universitas Halu Oleo.		

Development of Data Applications to Support Accreditation of Study Programmes and Institution.



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Variyetmi Wira is the lecturer of Business Administration Department of PNP. She completed her undergraduate programme in management in 2004, and her Management Master Programme in 2010, which were both in Andalas University. She has been involved in QA activity in PNP since 2008. She has participated in various trainings and activities to improve her competency in Quality assurance and accreditation. She is the member of QA Development Team in the Directorate of General of Learning and Student Affair.

Objectives	1. Design an IT-based applications 2. Develop applications as needed 3. Collecting data according to study programme accreditation needs		
Time Frame	February 2020—November 2020		
Central Responsible Body	Quality Assurance Office	Project-Team	1. Head and members of QA Office 2. Technical-Computer

			Implementation Unit 3. Quality Control Group in Department
Activities	1. Preparation of activities - Form a team - The initial meeting understands the application requirements data 2. Application development - Designing applications - Preparation of system manuals (system manual / blue print and user manual) - The unit involved discussion of available data 3. Testing the applications - Admin training - Initial data input 4. Evaluate the application and revise the application as needed 5. Data collection to support study programme accreditation 6. Final report		
Outcomes	A data application that support the preparation of accreditation of study programmes and institution.		
Influence on the institution	The accreditation process requires preparation that needs to be assisted by an application to		

	store data in each study programme. Availability of appropriate data will facilitate writing instruments and improve internal and external quality assurance activities.
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UNUSA One Gate System



**Wesiana Heris Santy, S.Kep.Ns.,
M.Kep**

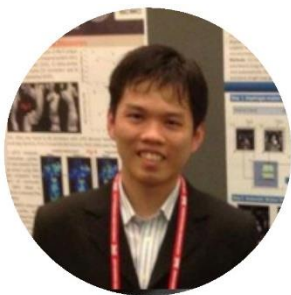
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Wesi is the Head of Quality Assurance in Nahdlatul Ulama University of Surabaya. She is also a lecturer in nursing programme. She obtained both her S.Kep.Ns and M.Kep in Universitas Airlangga.

Objectives	1. to identify data management in UNUSA 2. to coordinate and discuss data management with university leadership and IT 3. to implement a data management blue print		
Time Frame	September 2019—August 2020		
Central Responsible Body	Rector of UNUSA	Project-Team	1. IQA Office Team 2. IT Team 3. PIC in each unit in the university
Activities	1. Coordination with leaders, IT and IQA teams related to data management arrangements 2. Internal IQA office coordination related to the University document structuring system		

	3. Further coordination of IT and IQA office team related to the outline of university management documents 4. Coordination with all units related to the blueprint for structuring university management documents and its documentation system 5. Collection of all unit documents by PIC units at the university. 6. IT designs a blue print in information systems 7. Coordination between IQA team with IT related to monitoring the implementation of the blue print. 8. IQA office supervises the unit at the University to submit all documents according to the agreed blueprint. 9. Outreach results to all stakeholders at the University.
Outcomes	More efficient and effective performance.
Influence on the institution	This project simplify the process of data collecting based on request of external institution such as Ministry of Education and Culture, etc.

Preparation of Self-Assessment Report (SAR) for the "Independent Campus" Policy at Universitas Ma Chung



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Windra Swastika is the head of Quality Assurance at Universitas Ma Chung, Malang. He is also a lecturer at Informatics Programme since 2007. He obtained his Bachelor of Informatics from the STIKI Malang, his Magister of Electrical Engineering from Universitas Brawijaya in 2008, and Ph.D. from Chiba University, Japan in 2010.



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He is an assistant lecturer in Management and Industrial Engineering Study Programme. He has been involved in internal quality assurance since 2015. He is responsible for carrying out the internal quality evaluation.

Objectives	1. To get an overview of the quality of the implementation process of the Merdeka Campus at Universitas Ma Chung 2. To get reporting and feedback for study programmes in the continuous improvement process of implementing learning 3. To raise awareness, supervision in order to improve education services		
Time Frame	October 2020—April 2021		
Central Responsible Body	Rector of Universitas Ma Chung	Project-Team	1. Quality Assurance Office 2. Dean and Head of Study Programme 3. Quality Assurance Unit at faculty level 4. Personnel from other related units
Activities	1. Literature study on guidelines and policies "Independent Campus" 2. Self-evaluation data collection of accreditation achievements and the concept of "independent learning" 3. Writing evaluation reports and drafts of quality objectives 4. Preparation of draft policies related to the implementation of independent learning at Universitas Ma Chung.		

	5. Submission of draft policies to the university senate 6. Preparation of guidelines for the implementation of independent study at Universitas Ma Chung 7. Development of self-evaluation instruments - Self-Evaluation Report (SAR) for the implementation of independent learning. 8. Socialization and training on filling SAR for study programmes and faculties
Outcomes	Self-evaluation reports to measure the readiness of programme study and the university in implementing this policy
Influence on the institution	“Independent Campus” policy is the latest policy from the Ministry of Education and Culture Indonesia. This policy gives students the right to study outside their study programme for 3 semesters. It is necessary to compile a self-evaluation report that is used to measure the readiness of the university in implementing this policy.

Reflections on the DIES National Multiplication Training (NMT) Programme in Indonesia

Training of Trainers: A Glimpse on the Preparatory Activities to Design and Manage the NMT Programme

Sunday Noya
Universitas Ma Chung

The journey of implementing the DIES National Multiplication Training Programme in the scheme of Training for Quality Assurance in Indonesia (TrainIdQA) 2020, started in 2017. At that time, six of us, quality managers from six universities in Indonesia, were given the opportunity to take part in the Quality Assurance training conducted by the Germany Academic Exchange Service (DAAD) and Potsdam University. We belonged to the Third Batch of Training on Internal Quality Assurance (TrainIQA) together with higher education quality managers from other countries in ASEAN.

When the programme ended, we did not only get new knowledges and experiences but also received privileges as DAAD alumni. As DAAD alumni, we could access funding from DAAD. This fund can be spent to conceptualize, design, plan, and manage a capacity development programme in the country. Funding is on a competitive basis which means we have to submit proposals and compete with a number of applicants before being selected and eligible for funding support.

In 2018, an opportunity opened up to multiply the knowledge we got during the TrainIQA Programme and share it with quality managers from higher education institutions (HEIs) in Indonesia. Therefore, we, Sunday Noya from Universitas Ma Chung Malang, Dr. Iffi Fitriah, Dr. Elly Jumati, and Dr. Adi Sutrisno from the University of Borneo Tarakan,

came up with the idea to replicate the TrainIQA Programme for quality managers from outside Java Island and/or HEIs that still have B and C accreditation status. There are four accreditation status in Indonesia at that time, namely, A = Excellent, B = Very Good, C = Good, and D- not-accredited. Training on Indonesian Quality Assurance (TrainIdQA) is part of the Dialogue on Innovative Higher Education Strategies - National Multiplication Training (DIES - NMT) programme which had been developed by DAAD.

Our proposal on “Strengthening the Role of IQA in Facing the New Paradigm of Accreditation in Indonesia” was then approved for funding and it commenced in 2020. The TrainIdQA programme was then opened for application on a competitive basis. Invitations were distributed to all HEIs that had not yet reached level A accreditation. By the end of the registration process, approximately 50 quality assurance practitioners from all over Indonesia had applied. Based on the criteria previously set, 26 participants from 17 HEIs were selected to participate in this training programme.

As originally planned, the programme was to be implemented in two workshop phases. The first workshop was set for March 2020 in Tarakan City with the University of Borneo Tarakan as host, while the second workshop was scheduled for August 2020 in Malang City with Universitas Ma Chung as host. The first workshop was successfully held at Swissbell Hotel Tarakan, but the August 2020 workshop had to be rescheduled due to the outbreak of the Covid-19 pandemic. The face-to-face workshop was then transformed into a series of online sessions.

Workshop I was held for four days from 9 to 12 March 2020 with two main speakers from BAN-PT, Dr. Setyo Pertiwi and Dr. Sugiyono. The topics focused on the new paradigm of accreditation and quality assurance in Indonesia. At the onset of Workshop I, BAN-PT had just introduced a new concept regarding accreditation for higher education in Indonesia. This concept was launched in 2019 together with the various evaluation instruments. This development in the educational landscape was mentioned in the assessment of needs of the QA managers. A discussion of the materials such as accreditation and the Internal Quality Assurance System (SPMI) played an important role in Workshop I. In addition, QA materials such as Quality Data and Information System Management and Project Action Plan (PAP) were also taken up in Workshop I. During the workshop, participants also received valuable insights from the experiences shared by Dr. Paula Rudati and Dr. Ely Jumiati on data and quality management system in their respective institutions, Bandung State Polytechnic and University of Borneo Tarakan.

The materials in Workshop II were also designed to respond to the needs of the participants. This time, because of the conditions brought about by the pandemic, the participants were eager to learn the quality assurance method for online learning. The participants also expected materials on how to make an SPMI-based Self-Evaluation Report. Both materials were delivered by Prof. Aulia Siti Aisjah from the Sepuluh Nopember Institute of Technology (ITS), and Dr. J. P. Gentur Sutapa from Gajah Mada University (UGM).

To broaden the participants' insights regarding the Higher Education Quality Assurance Policies at the National Level, a session was delivered by the Director of Learning and Student Affairs of the

Ministry of Education and Culture of Indonesia, Prof. Aris Junaidi. Participants also presented their PAPs and discussed the topic on "Instruments, Procedures, and Research in Quality Assurance". A talk was delivered by Dr. Illah Sailah on the important role of QA managers. Participants also learned from the experiences of two institutions, the Sepuluh Nopember Institute of Technology (ITS) and the Islamic University of Indonesia (UII) on how they built their culture of quality. This session was delivered by Prof. Aulia Siti Aisjah and Mrs. Kariyam, Quality Assurance Directors of ITS and UII respectively.

Prior to programme implementation, we, as the organizer and trainers, had the opportunity to take part in the Training of Trainers (ToT). ToT is a training programme directed towards would-be trainers so they can effectively deliver the workshops in a lively and engaging manner.

Since Dr. Iffi Fitriah and I, as the organizers of the NMT DIES programme, had already completed the TrainIQA programme, the ToT aimed to equip us with the skills on planning and managing the training as well as the methods and techniques for delivering workshops and materials in an interesting and appropriate manner. This activity was held from 2 to 5 September 2019 in Potsdam, Germany.

This training was facilitated by many professional trainers including: Dr. Birgit Barden-Laufer from Leibniz University, Mr. Marcel Faaß from Potsdam University, Dr. Jutta Fedrowitz from the CHE Center, Ms. Ina Grieb from Oldenburg University, Dr. Juan Guzman from Justus-Liebig University, Dr. Jude Kimengsi from Dresden Technische University, Mr. Frank Niedermeier from Potsdam University, Prof. Duu Sheng Ong from Multimedia University Malaysia, Ms. Concepcion Pijano from

International Quality Group, Ms. Xia Qin from Potsdam University, Dr. Solvieg Randhahn from Duisburg-Essen University, Dr. Oliver Vettori from Vienna University of Economics and Business, Ms. Claudia Wendt from Leipzig University, Mr. Marc Wilde from DAAD, and Dr. Tatas Brotosudarmo from Universitas Ma Chung.



Source: dies-nmt.org

Figure 1. Participants of DIES NMT ToT

In general, there were two big topics presented during the ToT, the topic on organizing the training programme and the topic on how to deliver training materials. In the first topic, the trainers provided materials related to training programme design; use of a Project Action Plan (PAP) to plan a training programme; and utilized instruments on how to evaluate a training programme.

The second topic revolved on the details of the learning and working environment in a training programme; the methods and tools used when providing training materials; work and group dynamics; how to manage and motivate groups; communication techniques; and how to initiate reflection and feedback from participants.

During the ToT programme, activities such as group discussions, presentations, peer consultations, sharing of training management experiences by previous participants, poster sessions, and games to refresh the atmosphere were also included. All of these activities were carried out for four days and involved 31 participants from various countries around the world who would later act as organizers and trainers for the DIES NMT programme in their respective countries.



Source: dies-nmt.org

Figure 2. Training of Trainers DIES NMT

Apart from the ToT which was held in September 2019, we also had the opportunity to take part in an online training since many DIES NMT organizers in various countries decided to change the method of implementing the programme, which was originally planned to be carried out onsite became online. This was due to the outbreak of the Covid 19 pandemic in almost all host countries. In this training, participants who were organizers and trainers of the DIES NMT programme in various countries received material on how to conceptualize and run online training programmes.

This training was delivered by Ms. Magda Barnard and Ms. Miné de Klerk, two online learning experts from Stellenbosch University, South Africa. This training was delivered in three online meetings, on 4, 11, and 18 June 2020. Each meeting discussed the topic of planning online training programmes, facilitating online training programmes, and closing online training programmes respectively.

At each stage participants gained the skills to conceptualize and manage online training programmes, from inviting participants to running and evaluating the online training. Participants were also trained to use methods and techniques to deliver online training both synchronously and non-synchronously while using online learning support facilities and applications that motivate participants to stay involved in all training activities. The online learning application introduced including Teams, Zoom, Google Classroom, Mindmap, Loom, YoTeach, Kialo, Mentimeter, Kahoot, Socrative, Google Drive, and various other facilities that online trainers can use to increase participant engagement.

The knowledge and skills gained from the two ToTs above have been very useful and can be applied in the implementation of our DIES NMT programme. However, not everything that we implemented went according to our expectations.

In terms of applying the training methods and techniques that we have learned previously, we should have been able to apply them to their full potential during the TrainIdQA programme, if only we were the sole trainers. However, the very large scope of activities as well as the identification of the needs of the participants who asked for materials related to the latest developments in quality assurance in Indonesia,

led to our decision to involve other trainers on a national scale who were in charge of quality assurance in the country. A new paradigm in quality assurance in higher education was being introduced, marked by changes in the accreditation system and evaluation instruments.

This development required that we involve other trainers to take part in the Training Programme; hence the methods and techniques of delivering training materials had to be changed. The distance from the coaches' domicile coupled with their very tight schedule, did not provide an opportunity for us to equalize perceptions about the training methods and techniques that we had initially prepared. The methods and techniques for delivering training materials were left entirely to each trainer.

Meanwhile, in terms of programme management, the main obstacles we faced had not been foreseen at all. The extraordinary disaster of the Covid 19 pandemic tore apart the planning of time, schedule, form of training, even some training topics. The initial plan for the second part of the workshop that we originally planned in face-to-face form in August 2020 in Malang, was postponed to October 2020 and the workshop was done online. Several aspects that we learned during the ToT could not be implemented perfectly.

Nevertheless, the knowledge, skills and experience we got during our preparatory trainings of trainers equipped us with the ability and confidence to conceptualize, plan, adapt and execute a training programme as well as become trainers in the various sessions. This proved very beneficial to our own personal development.

That is a glimpse of our journey towards designing, planning and organizing the DIES National Multiplication Training Programme,

TrainIdQA 2020. These reflections focus on the training we received as a training programme organizer as well as a trainer. As trainers, we need to keep honing and practicing the knowledge and skills that had been imparted to us. Capability building is a necessity for someone who devotes himself to building the capabilities of others. Building yourself before starting to build others is a coach's wise path.

Malang, Medio Oktober 2020.

Internal Quality Audit Goes Remote: Because Rome Was Not Built in a Day

Gita Widya Laksmi Soerjoatmodjo
Universitas Pembangunan Jaya

A. Project Background

Why did I choose this project? My reason was straight-forward: the virus made me do this. Covid-19 pandemic required physical distance. Since March 2020, Universitas Pembangunan Jaya (UPJ) and all universities in Indonesia made the sudden leaps onto online realms. Digital savvy lecturers became Youtubers in a snap - releasing a series of teaching materials to social media platforms and cultivating a number of followers. On the other side of the coin were struggling professors.

No choice, we had to transform – this included quality assurance. In the national level, we witnessed how National Accreditation Agency for Higher Education since June 2020 jumped into online settings with their Online Assessment.

In terms of accreditation, specifically on urgency, it was safe to say that UPJ was doing just fine. In terms of quality documents, UPJ was well-equipped. All ten study programmes raised to grade B in 2017-2019 and in 2018 UPJ managed to obtain grade B for university-level accreditation. Since January 2020, Minister Nadiem Makarim introduced 'auto-accreditation' policies which could be utilized to extend its grade B. Moreover, last September 2020 UPJ celebrated its 9th anniversary with sweet surprise – securing its 92nd national rank in

Top 100 Best Universities in the country. In terms of quality, UPJ had shown promising progress.

So should I, as Internal Quality Assurance, sit quietly? This current situation actually positioned internal quality assurance in a much more crucial stance. According to Minister Nadiem Makarim, when necessary, complaints from the general public might be used to instigate immediate field assessment from the assessors – which could be considered as the perfect scenario of a never-ending nightmare of chaos. Also, new accreditation paradigm with its nine standards put more emphasis on Internal Quality Assurance – and this would bring types of challenges UPJ has never dealt before.

I remembered testimonies from my fellow internal quality assurance ‘warriors’ who survived virtual mode of assessment: having to digitize thousands of document pages to be uploaded into repository accessible for the assessors. To me, they did the near-impossible endeavor that I myself could imagine carrying out – building Rome in a day. Tapping into Game of Thrones universe, ‘winter is coming’ – and internal quality assurance had to brace through. Online transformation into online realms had been carried out, as in 2019/2020 Academic Year, the end-of-semester Monitoring and Evaluation ritual had been modified virtually, and hence internal quality audit was next in line.

Remote audit project aimed to transform internal quality audit from face to face into virtual mode by revising existing Standard Operating Procedures (SOP) and Forms. My background as a psychologist came into play in considering human factors underlying this project.

Main features were that internal quality assurance could still be maintained in accordance to health protocols. References used were inter alia best practices from Universitas Borneo Tarakan (UBT) that successfully utilize data science into internal quality assurance.

B. Project Description

In a glance, Remote Audit project aimed at revising existing quality documents regarding internal quality audit to be in compliance with Covid-19 protocols. Stakeholders impacted by this project were the overall university – comprising of 10 Departments, 2 Faculties and 18 Units, including Internal Quality Assurance.

The stages were as follow. First, Internal Quality Assurance conducted an analysis on a number of resources required to carry out Remote Audit project including identifying points to be revised in Standard Operating Procedures, Forms as well as other relevant documents – this served as the first milestone upon which follow-up stages would be consolidated.

Next was identifying necessary infrastructure inter alia cloud repository and LPMU webpages. This discussion involved Information Communication Technology (ICT) as well as data warehouse vendors as external partners. Technical and human behavior factors were jotted down, including familiarity with the tools, supports required, and other administrative means such as rector decrees, team set-up to include departments and units in various organizational levels, recruitment of additional personnel were considered.

This project was scheduled for 2 (two) months: October-November 2020. Expected outputs were revised quality audit Standard Operating Procedures and Forms to be completed by the end of November 2020.

At the moment, two Internal Quality Assurance personnel served as its key resources. TrainIdQA played an instrumental role in strengthening the planning stage of this project through its expert resources, systematic Project Action Plan (PAP) and mentoring – providing much needed supports in terms of guidance, assistance, best practices, lessons learned as well as camaraderie.

C. Project Implementation

In the beginning of October 2020 as this chapter was developed, this project had started. The current phase was to modify existing forms into online files to facilitate collaborative works amongst internal auditors as they carried out their online assessment. Other technical details were to integrate this with ongoing ICT data warehouse project. Data collected in internal quality audit process was expected to be one of many data points used for accreditation portals both in the department and university levels.

Key challenges were limited personnel assigned to this project – one head, which was myself, and one staff. I also took the role as lecturer in Department of Psychology as well as Secretary to the University Academic Senate. This multiple role equipped me with unique vantage points, yet it also came with its impediments.

In total, UPJ had a total of 36 quality standards, resulting in 36 online files as well as 36 internal audit files – all with multiple tabs and sheets.

I myself was responsible in handling these files, as my team mate focuses on similar type of work on Key Performance Indicators/Annual Budget. This project was one of many balls juggled – five online courses, a number of students working on their internship reports and undergraduate thesis, external parties to be liaised in Merdeka Belajar programme and so on and so forth.

In the beginning, I talked about my fascination with my fellow “warriors” who ‘build Rome in a day’ – and as I spent all night awake staring at these files in the wee hours in the morning, I realized that I, too, built my Rome in a day.

Challenges came not only from technical aspects, the very substance of quality audit needed to be supported by internal auditors – all had their hands full with their own work loads.

As I pushed through the monotonous movement of copy-paste through different files, my mind ran through various psychological and political aspects of the upcoming quality audit. My psychology background alerted me to the possibilities of frontal resistance up to more subtle passive aggressive one, while trying to find ways to get buy-in from everybody.

I also think not only as Internal Quality Assurance team but also as a lecturer – a role that also obliged me to ensure that all quality evidence was made available when my Department was audited. Rome was not built in a day. It required time. It needed patience.

In this uphill journey, it was fun to spend it with my TrainIdQA fellows, alongside with technical and strategic viewpoints from experts and

mentors. This brought the realization that we – all of us quality assurance warriors - were in this together.

D. Lessons Learned

On a personal level, I learned that through my perseverance I built my Rome. All the necessary steps taken helped me take the time to visualize what might happen, to anticipate possible scenarios and to push for ways to make this as efficiently as possible. In hindsight, I built my empathy toward others – including those people who gave their blood, sweat and tears to building of the Roman empire in the past.

In the institutional level, remote audit would solidify meaningful changes on how quality standards and the overall cycle of plan-do-check-act were implemented in participatory and collaborative manners. Back in November 2019, we had conducted a two-day quality audit training including its simulations – it was an eye-opening experience. It could be envisaged that when the actual remote audit was implemented, this would create major transformation to the overall quality culture in the university.

E. Epilogue

Remote audit would provide us with mirror to see our own reflection in terms of quality, even in this pandemic – were we in accordance to our own standards or not? This was not the end result, as the main point was the never-ending Kaizen process.

As this chapter reached its end, as I needed to continue working on my online files, I too looked at myself in the mirror, of my own journey to

build my own version of Rome. Instead of looking at a majestic empire, I saw my own reflection – shabby hair, droopy eyes, gulping my cup of coffee, at midnight. Yet I understand that the pieces of bricks of the imaginary Rome I built tonight would mean a lot to the actual establishment of the building of quality culture.

Lastly, I promise myself, that once this is done, once the pandemic is over, I put Rome in my bucket list. I am sure I would be able to treasure the ancient city from a different set of lenses I acquired through working on this remote audit project in this Train Id QA.

Assistance in Formulating Programme Curricula Schemes: Adoption of Independent Learning Campus Policy

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A. Project Background

As a Quality Assurance (QA) Unit of Politeknik Negeri Banjarmasin (Poliban), PPPMP has quality related plans that must be implemented. These plans are designed to improve the academic quality of Poliban that is striving toward the best vocational higher education institution as stated in Poliban's vision, which is to become a quality and superior vocational higher education institution in applied science. To achieve this vision, Poliban has set out its goals in three missions, one of which is to provide quality vocational education supported by a conducive academic atmosphere to improve the quality of human resources.

Assistance in the formulation of the programme curriculum scheme in the context of adopting The Independent Learning Campus Policy (Merdeka Belajar Kampus Merdeka_MBK) proclaimed by the Ministry of Education was selected based on the existing considerations in various curriculum revision activities in Poliban. It was part of the plans in 2020 and consisted of several activities. Since the Project Action Plan (PAP) was part of TrainidQA activities, taking part of curriculum revision to be formulated in the PAP was an exceptionally appropriate step.

Initially, this PAP was formulated for a major activity starting from the identification process or evaluation of the readiness of Poliban until later it was able to carry out the development of MBKM adopted curriculum for each programme. However, since Director of Poliban decided to implement the MBKM policy in 2020, this project finally leaped to the next stage, namely the formulation of the curriculum scheme. Therefore, the purpose of this PAP activity is to help all programmes to design MBKM adopted schemes. It describes how the programme adopts the student learning rights; the rights of the students to study outside the campus. Accordingly, the expected result from this activity is the curriculum scheme, not the curriculum document as a whole.

Based on the initial evaluation, most of the curricula for all programmes in Poliban are out of date. In fact, since 2012 there is educational policies which are The Higher Education Curricula (known as KPT), The Indonesian National Qualification Framework (known as KKNl), and The National Standard of Higher Education (known as SNDIKTI). Hence, this project was expected to ensure that in the future the programme curriculum is in accordance with the new dynamics; new policy; new needs, including the need to anticipate the disruption of The Industrial Revolution 4.0.

For Poliban, this project was very beneficial. It was the right time to ensure the study programme curriculum is in line with the needs of external changes and market needs. In addition, because these activities were carried out simultaneously under the coordination of PPPMP, it was expected that the products of these activities can be monitored, especially in terms of the formulation process to meet higher education curriculum standards stated in the Ministry of

Education and Culture Regulation No.3 of 2020 and to incorporate technological literacy into the curriculum during the 4.0 industrial revolution. There are also technical guidelines for implementing the independent learning campus policy, in this case the apprenticeship implementation programme.

B. Project Description

TrainIdQA introduced a very useful tool for planning activities i.e. Project Action Plan (PAP). It allows us to make plans for each activity and identify potential problems and opportunity in carrying out the activity in the future.

An activity will be easier to conduct if we already have a clear picture or description of the activity. First of all, the inputs to this activity must be identified. For the PAP implementation team, the inputs of this activity were included: (1) the results of the evaluation of the programme curriculum; (2) regulations and policies required; and (3) knowledge sharing from experts.

After identifying the input clearly, the project implementation stage process was then designed. This project was started from (1) forming a companion/assistance team and preparing for adoption; (2) conducting a preliminary survey of the readiness of the study programmes – using a special instrument; (3) identifying the various policies and instruments required in the curriculum adoption and implementation process; (4) formulating the necessary draft policy and instruments to be discussed at the academic senate level; (5) disseminating the policies to the programme curriculum scheme; and (6) providing feedback on the programme curriculum from experts.

After these stages were carried out, the output of the activities as expected in this project would be obtained. The six (6) stages were carried out within a period of five months, i.e. from April to August 2020. As mentioned before, the output was the programme MBKM curriculum scheme. Unfortunately, the feedback from expert stage has not been done as scheduled in PAP.

The resources needed in this project were team members; experts; related policies and rules; funding facilities for consumables, honorarium for the team and experts (those who involved in the preparation of the national curriculum policy).

C. Project Implementation

In the process of step by step activities, there were not significant obstacles in the implementation of this project. In fact, the concern was whether with the limited time available in terms of studying and identifying government policies - while the technical instructions are also late published - the scheme proposed from the study programme meets the needs, the capability of the programme and Poliban. Therefore; it was more about the quality of the output. In the meantime, a formulation audit on whether it has followed the rules or not has not been conducted. There was no evidence yet whether the output involved competent external parties. As previously mentioned, the way to overcome the quality issue was by involving experts to provide an evaluation regarding the adoption of learning rights recorded in the scheme by programmes. Feedback from the experts would add more objectivity for the project.

TrainIdQA provided subject about taking policies based on research. It described how to take certain policies and actions based on research.

In this PAP, the survey was conducted in order to have clear view of current condition for all programme. From the research, policies and actions could easily develop in order to ensure targeted goals achieved.

D. Lesson Learned

There are lessons that can be learned from this entire lesson-learn process in the perspective as a QA Manager:

1. Being a QA Manager is being someone who always has high morale and work ethic. If others lose their enthusiasm, QA Managers must not lose it. He is the one who can help restore the spirit of someone who has started to fade due to the onslaught of problems in the organization. Seeing a role like this, it is common if we then conclude that being a QA Manager requires a lot of energy. The role is extremely significant due to the immense responsibility it endures.
2. A QA Manager is not a single player. QA managers should have a group of people who are concerned about quality. There must be a strong and solid team - if necessary, there must be a quality advisory who helps by involving other quality experts to participate in building a quality assurance system. It allows all member exchange and discuss ideas. The problems faced can be discussed in the group before they are executed in accordance with the regulations and rules of the game.
3. Being a QA Manager is a no-quitting kind of term. QA manager helps the leader towards institution goals. QA managers help to ensure leaders' quality awareness. The QA manager works to be a sort of hand man. He is not a leader but someone who has a role

to lead other people, including the leader. Here, building good communication and dialogue with the leader is also crucial.

4. Being patient with changes is a must. Creating a quality assurance system takes time. In fact, it needs years of time, but make sure there are milestones per year. This has also been experienced by other QA Managers who were already involved in the world of quality assurance earlier - who are now settled. They can then manage existing resources together to help create the system.
5. When it comes to developing concepts, QA Managers do not create it alone. QA managers work together. Therefore, even though the QA manager has the ability to lead the leaders, he also needs the support of a group of people around him to back up, to be able to realize a good quality assurance system.
6. Project Plan Action (PAP) is a useful tool for the QA Manager because it provides a framework to complete a project efficiently.
7. Particularly for institutional development where the experience of people in quality assurance and in situations like today with rapidly developing technological advances, supports in the form of information technology is crucial. Support on the use of information technology is extraordinary. This is a vital element that helps parties in the work of the QA to be faster, more effective, efficient and reliable. For the institution, technology must be fully utilized. Information technology will greatly facilitate the work of those who are in QA as well as make it easier for other units to report their performance.

E. Conclusion

The impact of this project on the implementation of the quality assurance system in the institution can be seen from the quality of output produced such as the programme curriculum schemes. Since the process of formulating the schemes are based on the regulation and required standards, it is expected that the targeted programme curriculum as an upcoming output will fulfill the quality standards of higher education.

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Quality Assurance in Role Playing Game (RPG) Perspective

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A. Project Background

In my opinion, quality assurance in a higher education institution is like a Role Playing Game (RPG). To be able to level up, we need a lot of *experience points*. We can also strengthen our characters with weapons and armors to forge ourselves or buy from *Merchants*. To reach the highest level in RPG games, we need to do *grinding* or the process of strengthening a character by killing enemies repeatedly until we get used to it. The item combinations that we use will also help us a lot in leveling up.

Why do I think quality assurance is like an RPG game? It's simple; now let's imagine a study programme is a character we will play in a game. At the start of the game, we only have a basic job. Generally, the basic and initial job of a player is Novice. When a player reaches a certain level (usually level 20), players can upgrade the job to a more widely various first job. The first jobs offered can be a Knight who is an expert in close combat, an Archer who is an expert in long-range combat, or maybe a Medic who plays a lot in supporting other players. The more we raise our level with the advanced job we choose and reach level 40, we can upgrade the player job to a more powerful second job, and so on. Until finally, players can upgrade to third jobs at higher levels. The job leveling system can be seen in figure 1.

The job system in an RPG game is like an accreditation process. To get better grade, we need to meet the minimum requirements for accreditation. Let's simulate; a new study programme is a Novice job at the beginning of an RPG game. To carry out accreditation, it needs to meet the minimum requirements for accreditation. The minimum requirement for accreditation is like level 20 in an RPG game. When a study programme passes level 20, it will become a well-accredited study programme. Accredited status is good as if the study programme has chosen the first job. The study programme has started to explore the peculiarities of its way of life.

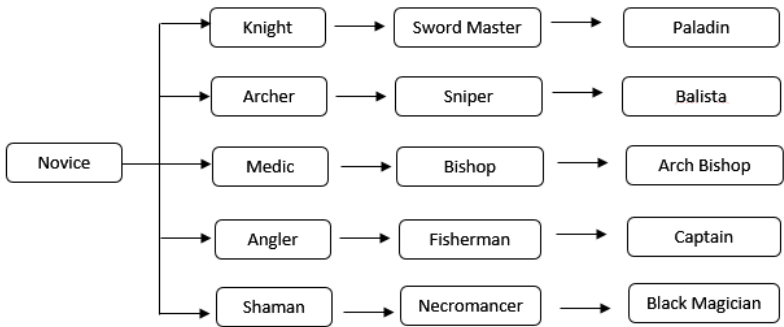


Fig 1. Job Leveling System in RPG Games

Furthermore, to achieve an outstanding accredited status, the study programme needs to reach level 40, where the accreditation status is outstanding as a second job. Of course, accreditation's ultimate goal is to end up in an outstanding status and lead to excellent accreditation status. Towards excellent accreditation is like reaching the last job in an RPG game, it takes more effort to reach level 40.

However, there is the most essential thing in RPG game, where the higher our level, the higher our status. Status in RPG games is divided

into several parts: *Strength*, *Vitality*, *Dexterity*, *Speed*, and *Lucky*. These parts determine unique characteristics of each character. In an RPG game, the status is presented in the form of radar graphics. As the game plays, the player can determine which level points to distribute to which parts. The comparison of status for level 3 and level 43 depicted in figure 2.

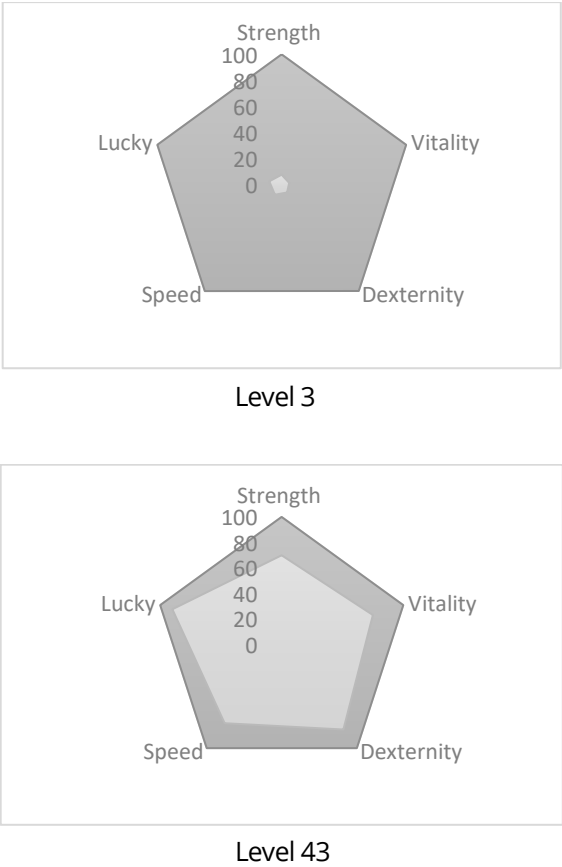


Fig 2. Comparison of the status at the initial level and the high level in RPG

We suppose that part of the status in an RPG game is the 9 criteria for the Higher Education Accreditation Instrument from BAN-PT. We can illustrate these parts in terms of 9 criteria in a radar graphic. From these 9 criteria, we can map the status of the study programme. From the study programme's level, it can be seen whether the programme is worthy enough to be a study programme with good, excellent, or excellent accreditation as shown in fig.3.

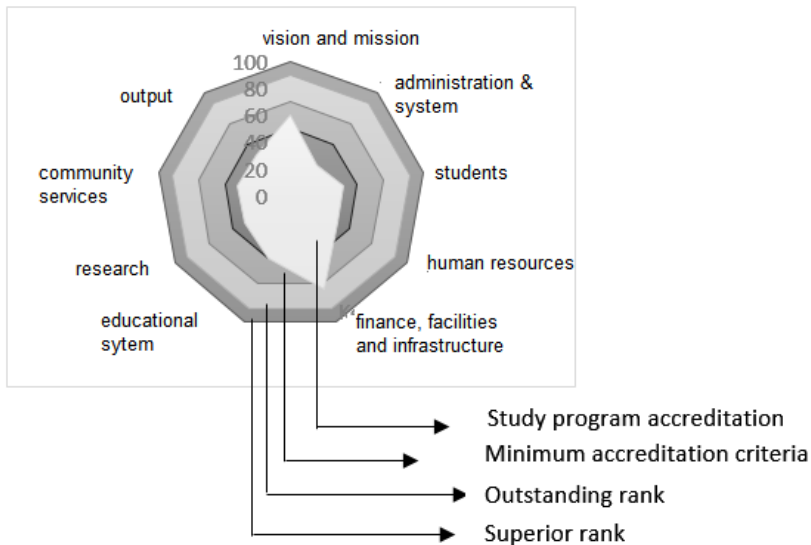


Fig 3. Illustration of depiction of the status of the study programme with a radar graphic.

B. Project Description

The project implemented in Universitas Borneo Tarakan was entitled Radar Graphic Measurement: Developing The System to Analyze The Departments' Weaknesses Based on 9 Criteria from BAN-PT. This project basically facilitates the study programme to do "self-reflection" and see what is their lacking based on the criteria of the Higher Education Accreditation Instrument (AIPT) by BAN-PT.

Generally, there are 3 objectives of this project, namely:

- a. To develop a radar graphic rater based on 9 criteria from BAN-PT
- b. To analyze criteria based on radar graphic mapping
- c. To disseminate the results of measurements from the radar graphic.

The stages in the project activity consist of several stages, with the following details:

- a. Development of a graphic radar system, which later consists of several stages, namely design, system trial, and revision.
- b. Analyzing the accreditation criteria using a radar graphic developed, consisting of data input and data analysis.
- c. Dissemination of data analysis results.

Like developing an RPG game, my team and I position ourselves as the developer of the game. The game needs to be tested first by the game master, in this case is several selected study programmes. The number of bugs and errors needs to be fixed to produce an excellent final game product.

Radar graphic-based assessment products will be played by a wide range of study programmes at the Universitas Borneo Tarakan. How to play it? The study programme needs to input what has been achieved based on 9 criteria. The data input results from the study programme will show the initial status of the study programme. The initial status will show the extent of study programme achievement.. This will be useful for compiling a plan for how the study programme grinds to raise its level to a certain extent to achieve the minimum criteria for accreditation, or perhaps exceed the requirements for very good or excellent level

C. Project Implementation

A quote is quite intriguing by some game developers who are mostly delayed in launching their games.

It is better if the game launching is delayed than a game developed into a trash game

Anonymous game developer.

This quote contains a lot of meaning; when we want to get perfection, don't rush to do something. This happened to our team when planning to implement a project. The project's intention to be completed in August 2020. However, until October 2020 it has not been completed. The project is still in progress with the IT team. The problem actually happened purely because of the unfavorable conditions due to the COVID-19 pandemic. However, development continues. It is hoped that after the programme is finished, it can be continued with a trial and system revision.

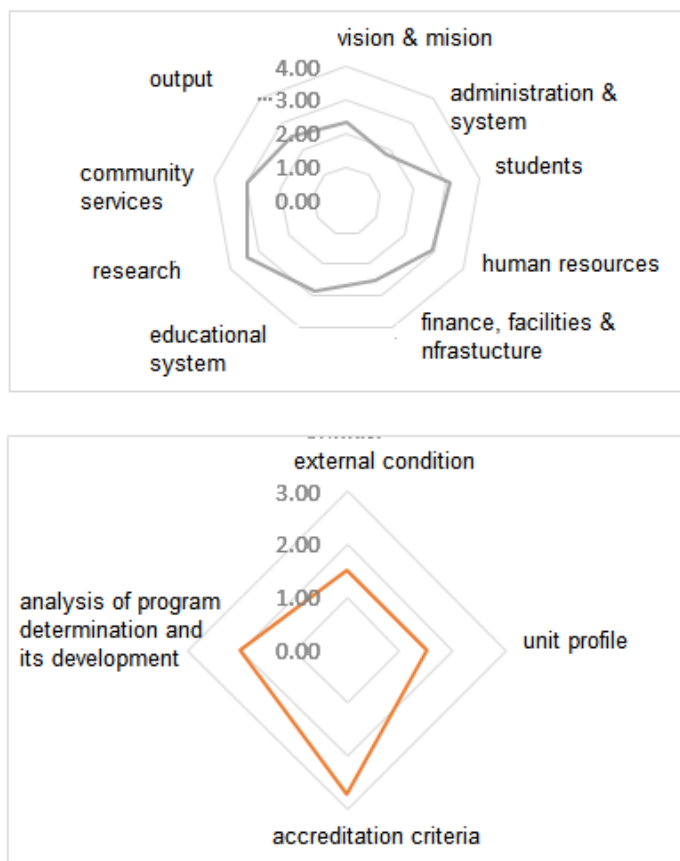


Fig 4. Example of Radar Graphic output from the Project

D. Lesson Learnt

I got many things from the implementation of this activity. One of the most important things that I got was that the study programme needed to put a lot of effort into increasing its accreditation level. Like a character in an RPG game, this character has Health Points (HP),

Magic Points (MP), Experience Points, and Status. Meanwhile, the characters themselves can be customized with weapons and armor.

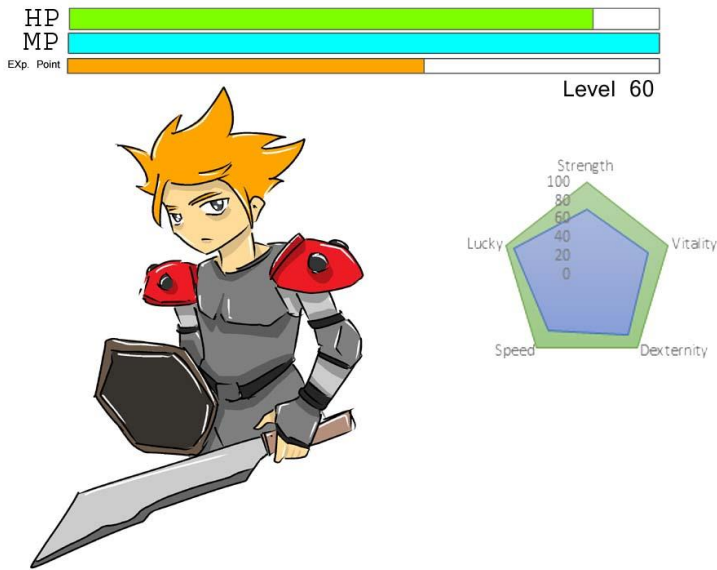


Fig 5. Character Description in RPG Games

HP indicates our physical condition in the game; if we are attacked by monsters, our HP will decrease. We can think of HP as an internal quality assurance unit and monsters as a problem. If we are not alert to face these monsters, our characters will die. This will also happen with the Internal Quality Assurance Unit. If the problem is not immediately "killed", it will reduce the study programmes's HP and impact the death of the study programme and eventually University's quality culture.

We can also use MP or magic points to eradicate monsters. Magic point is like the potential of a study programme. MP can bring out the "ultimate move" from the character to help eliminate monsters.

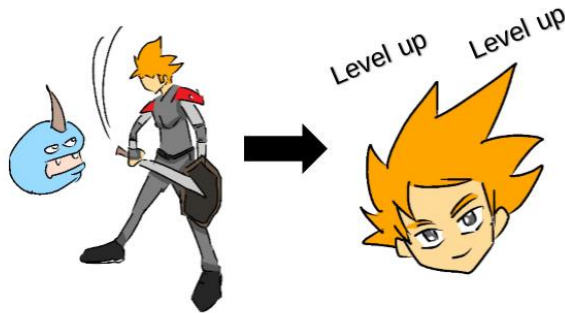


Fig 6. Monster Eradication and Level Up

We can also beat the monsters without draining our HP when we gain experience. This experience is like experience points in a game. The more experience points, the more the character's chance to level up.

Similar to characters in RPG games, monsters also have levels. Sometimes because the character's level is too low, characters need the help of weapons and armors to strengthen their status. Weapons and armor can also help protecting us against monster attacks. Weapons and armors are likened to the parties supporting the study programme. Although the study programme cannot solve problems, the support from other parties, inside or outside the study programme will help to eradicate the "monsters".

E. Conclusion

Our project had a straightforward goal. Although the big goals have been outlined in writing above, the project's original aim was to provide an overview of the study programme about its weaknesses. Knowing your own weaknesses is very necessary because later, the study programme will always improve regarding its weaknesses. The Indonesia's proverb says, *"the germs across the ocean are usually visible, but the elephant in the eyelids is not visible."* By implementing this project, we hope the study programmes are able to see the elephant.

In the future, the implementation of the project is expected to be able to help quality assurance units, and study programmes to collaborate to reflect on what has been done in study programmes and in the university level. This reflection is expected to increase the "status" of the study programme based on the 9 IAPS BAN-PT criteria.

Finally, a final quote from me:

To get the highest level of quality culture, we need to sacrifice and fight to harvest experience points from monsters that cause trouble - FadhLan

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Dr. Setyo Pertiwi is an associate professor in the field of Agricultural and Biosystem Engineering at IPB University, Indonesia. She teaches Agricultural System Engineering, Engineering Economics, and Agricultural Mechanization System and Management. She obtained her B.Sc. degree from IPB University in 1983, her M.Agr. degree from University of Tsukuba, Japan, in 1989, and then Ph.D. degree from the same university in 1992. In 2000 she joined the University Staff Development Programme (UNISTAFF) at the Institute for Socio-cultural Studies (ISOS), University of Kassel, Germany. She was also one of visiting scholars in Cornell International Institute for Food, Agriculture and Development (CIIFAD), Cornell University, USA, in 2010.

Besides teaching and research, Dr. Setyo Pertiwi has been engaged in several administrative/managerial works. She was the Head of Bureau of Academic Administration and Students Affairs at IPB University (2001-2004), Director of Directorate of Academic Administration and Quality Assurance at IPB University (2004-2008), Vice Rector of Academic and Student Affairs at Universitas Borneo Tarakan (2013-2016), member of Internal Quality Assurance System Development Team at Ministry of Research, Technology and Higher

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He is an assessor in National Accreditation Agency for Higher Education (BAN-PT) since 2006 and become the member of executive board in the period 2016-2021.



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Prof.Dr.drh. Aris Junaidi is a professor in the field of veterinary medicine Universitas Gadjah Mada. Previously to his position now, he was the Director General of Quality Assurance of Ministry of Research, Technology and Higher Education. Prof Aris is also an alumnus of DIES-International Dean Course.



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Dr. Illah Sailah has been engaged in several managerial works. She was the Director of Learning and Students Affairs in the Ministry of Education and Culture (2009-2014), Coordinator of LLDIKTI Region III

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Dr. JP Gentur Sutapa has various experience in managing Internal and external Quality Assurance. He was the former of Head of Quality Assurance in UGM. He is also an AUN and BAN-PT Assesor.



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Her research in instrumentation and control, especially in marine engineering. Since 2008 until now, her research has been in the field of instrumentation and control, especially applications in the maritime transportation. She became a member of consortium of warships with members from other fields of science. Currently her research is identification of IUU fishing and transshipment in Indonesia water using expert system.

And as a teacher in era education 4.0, she is conduct a research of *Modelling System of Acceptance & Behaviour in Mobile-Learning with Fuzzy logic System as tool, case study in East part of Indonesia*.



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Kariyam has held several management positions and task force at UII. She is an active member in Indonesian Statistics Higher Education Forum. She is also an alumna of 2nd cohort of ASEAN QA-TrainIQA (2014-2016). She is the Head of Quality Assurance Office at Universitas Islam Indonesia since 2014.

Expert Information



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Ms. Pijano has served as a consultant in the Asia-Pacific region and Africa in various capacity building projects of the World Bank, the Asian Development Bank, the DAAD, UNESCO and UNICEF. On the topic of accreditation and QA she has authored manuals and tools, conducted research and workshop, presented paper and advised governments. She was Executive Director of the Philippine Accrediting Association of schools, Colleges and Universities until April 2018. She earned her master's degree in Public Administration at Pace University in New York, USA.



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Ina Grieb studied political science at the Free University of Interior. Later she established and worked as Head of the Centre for Continuing Education at the University of Oldenburg. During the introduction of the Bologna Process, she was Vice President of The University and among other commitments, responsible for its implementation. Internationally she represented Germany in numerous activities like Counsel of Europe and UNESCO, etc.

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Dr. Iffi Fitriah is The Head of Institute for Education Development and Quality Assurance, Universitas Borneo Tarakan. She is lecturer in the field of Management, teaches statistics, Operation Management and Entrepreneurship. She obtained her B.Sc. degree from Universitas Padjadjaran in 1996, her M.T. degree from Bandung Institute of Technology, Indonesia in 1998, and then Ph.D. degree from Universiti Malaysia Sabah in 2007.

She has various experiences in Quality Assurance. She was certified as a trainer on IQA system by Ministry of Higher Technology, Research and Technology in 2018. She is also an alumna of ASEAN-QA Train-IQA 3rd cohort (2016-2018). As a DIES alumna, she participated in the SHARE "Peer Multiplier Training" (PMT) – Training-of-Trainers Seminar for experts in the field of Teaching and Learning in 2018. She presented a paper on Quality Assurance in the TrainIQa final Conference in Bangkok (2017) and ASEAN-QA Forum Conference in Hanoi (2019). She also served as a resource person in UM-Malang QA Workshop in 2018.

Her project proposal on "Strengthening the Role of IQA in Facing the New Paradigm of Accreditation in Indonesia" was accepted by DIES

National Multiplication Training Programme in 2019. She served as Team Leader and her team will conduct the project in Indonesia in 2020. To prepare for this Project, she attended the Training of Trainers o DIES Multiplication Training in Potsdam in September 2019.



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