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## **Preparation and implementation of quality assurance system based on accreditation of study programs in higher education**

**(Multi Case Study at the University of Tadulako at Palu, University of Sintuwu Maroso at Poso, STIE Panca Bhakti at Palu)**

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### **Abstract:**

This is a qualitative approach with the design of multi-case study using constant comparative method of analysis. This study was aimed at describing (1) preparation and implementation of quality assurance system of accreditation in higher education; (2) efforts to maintain and improve the predicate of accreditation in higher education; and (3) the impact of the quality assurance system of accreditation in higher education. This research was conducted in three universities in Poso and Palu, Central Sulawesi, Indonesia, which were English Department at the Faculty of Education and Teacher Training, Tadulako University, Management Department of the Faculty of Economics, Sintuwu University, and Panca Bhakti Higher School of Economics. The data was collected by documents, observations and interviews. The results of this study were: *first*, The process of quality assurance system of accreditation was conducted by: (1) preparing the accreditation process covering forming Time Task Force accreditation, disseminating sustainable, training preparation of the accreditation forms, composing manuscripts accreditation and the accreditation forms sent to the National Accreditation Board of Higher Education (BAN-PT), (2) applying the BAN-PT accreditation standards, according to the seven's BAN-PT standards accreditation, (3) doing visitation, the study program with the preparation and implementation of accreditation visitation. *Second*, The efforts to maintain and improve the predicate of accreditation in higher education were: (1) coming to quality institutional leaders. (2) changing the mindset of the implementation of accreditation. (3) establishing Internal Quality Assurance System (SPMI) study, and (4) maintaining the accreditation performance standards using BAN-PT criteria. *Third*, the impact of the quality assurance system turned out to be: (1) image enhancement of the departments, better instructional document, and enhanced customer services, (2) full learning participation, better the learning process, and credible assessments. (3) better cultural values of the academia, better leadership, and better commitment to service improvement.

### **Keywords:**

quality assurance, accreditation, courses, higher education

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## **1.INTRODUCTION**

Higher education is one important pillar that is expected to bring changes in the improvement of human resources for the people of Indonesia in the face of global competition. Meanwhile, globalization is also experienced by the college, one of the manifestations of globalization of higher education is the development of higher education market without borders (borderless higher education market). As stated by Efendi (2007) that limitation of funds experienced by developing countries, an increasing demand for higher education quality, as well as advances in information technology are three factors driving the growth of a "borderless" market in higher education, thus the need for the development of higher education quality. For the realization of high-quality education, the need for quality assurance in higher education. Quality assurance is the demands of society as a customer, because the customer is the main component that should be attentioned (Sonhadji, 1999), meanwhile, refers more to the definition of the quality of consumer rather than the producer (Mantja, 1999).

Accreditation is essentially an instrument that is used to provide quality assurance to the public (shareholders) and to those who need to the college (stakeholders) (Ghafur, 2010). Accreditation as if a testament to the strength ratings, as well as the legitimacy of the university in society. According Abimayu (2012) that is said to be the power, because they contain levels of assessment such as "A" shall mean all the procedures, tasks and activities getting assessment study program has been very nice. The value of "B" has a lower grade, the value "C" has even lower. This phenomenon is interesting and considered important to be used as research, especially on the courses that are on private colleges that became the object of this study, namely: Program Study of Management in the University Sintuwu Maroso and Program Study of Management at the STIE Panca Bhakti, which is different than Program Study English Education at the University Tadulako as public universities, as objects in this study.

## **2.METHOD**

This research is located on two private universities and state universities in Palu city and Poso city in the Central Sulawesi province n of Indonesia, namely: (1) The study program in English Education FKIP Tadulako, (2) Study Program Management Faculty of Economics, University Sintuwu Maroso, and (3) Management Studies STIE Panca Bhakti. The research approach used in this study was a qualitative approach with multiple case study design. The research data in the form of descriptive data obtained through interviews, document studies, and observations. While the data analysis using the constant comparative method. Using two data analysis, namely data analysis in the case and cross-case analysis of the data. Data obtained from the study program documents, observations and interviews were analyzed by comparing, differentiating, and cross-checked findings of this study with a literature review (Miles and Huberman, 1994; Creswell and Clark, 2007; Maxwell, 1996, 2005; Yin, 1993. 1994).

## **3.FINDINGS**

This research resulted in several findings. *First*, the preparation and implementation of quality assurance system of accreditation process conducted by: (1) preparing the implementation of the accreditation process, comprising: forming Time Task Force accreditation, dissemination sustainable, training preparation of the accreditation forms, drafting the accreditation, and accreditation forms sent to BAN-PT; (2) implementing accreditation standards BAN-PT, according to the seven's standards accreditation BAN-PT; and (3) execution of visitation, courses with the preparation and implementation of accreditation visitation.

*Second*, efforts to maintain and improve the predicate of accreditation in higher education, in the form of: (1) commitment to quality institutional leaders. (2) change the mind set of the implementation of accreditation; (3) build the Internal Quality Assurance System study programs; and (4) maintain performance standards accreditation courses according BAN-PT.

*Third*, the impact after the implementation of quality assurance system of accreditation in higher education, including the following: (1) the impact on the course of study consisting of: image enhancement courses, better documentation, and enhanced customer service; (2) the impact on the academic field that consists of: no time is empty, the better the learning process, assessment of students increasingly clear, and the assessment of students to lecturers; and (3) the impact on the quality culture consists of: the impact associated with the values contained in the program of study, related to leadership, and commitment to service improvement.

#### **4.RESULT AND DISCUSSIONS**

##### ***4.1 Preparation and Implementation of the Quality Assurance System Study Program Accreditation in Higher Education***

###### **a.Get Started Implementation Accreditation**

Implementation of accreditation as a quality assurance program of study in higher education must be prepared through a plan. It is, in line with the statement Handoko (2003) that, in the planning of the organization should be active, dynamic, sustainable, and creative, so management will not only react to the environment, but rather be an active participant. Preparations made by the study program in implementing the accreditation as quality assurance, consisting of: (1) Forming a team Preparation Study Program Accreditation. To arrange accreditation forms, self-evaluation and all the provisions that must be met by the study program in the framework of the implementation of the accreditation, then to three courses form a team. This is similar to Yukl (2005) that, the team usually refers to a small task group where members have the same goals, roles are interdependent and complementary skills. Meanwhile, according to Robbins (2006), the working group is a group in which individuals produce a level of performance that is greater than the sum of the individual inputs; (2) Sustainable Socialization. Along with the implementation of the accreditation preparation, socialization process is carried out by a team implementing joint accreditation department head. The process of socialization is addressed to all faculty and students that there is a common understanding on the implementation of quality assurance with the accreditation system. The socialization process is done either before or after the designated accreditation accredited programs. This is consistent with the view Gibson (in Sutrisno; 2013) that socialization as an activity undertaken by an organization to integrate the goals of the organization and the individual. In this sense there are two interests or goals, namely the interests of the individual and the organization.

###### **b.Conducting Preparation Training Study Program Accreditation**

Training preparation study program accreditation forms by involving external instructor, conducted by the University Sintuwu Maroso follow time throughout the accreditation task force existing courses at the faculty. While the English Language Study Program FKIP Tadulako and Management Program STIE Panca Bhakti give them the preparation and implementation of accreditation for the entire time study program accreditation task force and the entire faculty and students through socialization.

This is in line with Mathis (2002), that training is a process by which people reach a certain ability to help achieve the goals of the organization. Therefore, the process is tied to the various objectives of the organization, the training can be in perspective in a narrow or broad. Limited training to provide employees with specific knowledge and can be known and the skills used in their current job.

#### **c.Compile Script Accreditation**

Drafting accreditation form borang preparation and self evaluation report by the time of accreditation task force is basically the same, namely me-constructing accreditation script, by filling out a seven format standard accreditation sent by BAN-PT to the study program. Borang preparation team divided by the standard seven and the rest make up the self-evaluation. Furthermore, the meeting was evaluated by the entire team to know the work of team members and find out deficiencies that must be corrected. After subsequent improvement compiled into a report of study program accreditation forms, supplemented with supporting documents. Then ratified by the university to be sent to BAN-PT.

#### **d.Accreditation Forms submit to BAN-PT**

All three courses studied did borang delivery of courses in accordance with the provisions of BAN-PT and third-commissioned study program accreditation forms drafting team members to hand-deliver the manuscript accreditation to BAN-PT in Jakarta.

#### **e.Adjust of BAN-PT Accreditation Standards**

All three courses were examined implement accreditation standards in accordance with the seven's standards accreditation BAN-PT, which consists of seven standards, such as: (1) Standard vision, mission, goals and objectives, as well as the achievement of the strategy; (2) Standard of governance, leadership, management systems and quality assurance; (3) Standard of students and graduates standards; (4) Sstandard of human resources; (5) Standard of ccurriculum, learning and academic atmosphere; (6) Standard of financing, infrastructure, and information systems; and (7) Standard of research and service/dedication to the community, and cooperation.

#### **f.Implementation of the Visitation**

In general, the activities undertaken by the three courses that are examined in the face of the implementation of the visitation by the assessor of BAN-PT are the same, preparing the form; (1) complete the physical evidence in accordance with a form that is sent to BAN-PT; (2) perform a consolidation meeting with faculty, students, and alumni stakeholders in preparation for the implementation of visitation; (3) preparing materials that will be presented; (4) prepare the room for the assessor; (5) prepare the team pick and procession.

Further activities undertaken by the study program at the time of visitation is; (1) The assessor picked up at the airport; (2) is then performed ceremony and reception; (3) prepare the necessary documents; (4) explain the content of forms that have been submitted to BAN-PT, as well as the supplementary information deemed necessary; (6) To facilitate assessors meetings with faculty, students, staff, alumni, the graduates and partners; (7) provides snacks, fruits and drinks to lunch to the assessors; (8) providing the necessary equipment, such as LCD, screens, printers, paper.

#### **4.2 Efforts to Maintain and Improve Predicate Prodi Accreditation in Higher Education**

Efforts to maintain and improve the predicate of accreditation in higher education includes four things, as follow:

**a. Quality Commitment Leadership from the Institute**

The commitment made by leaders of institutions on all three courses studied generally the same, namely because of their awareness of the importance of accreditation for the continuation of quality improvement organizations. Commitment quality of institutional leadership in English Education Study Program FKIP Tadulako built by the dean, department chairman and leader of the study program to socialize, make a commitment by meeting the quality standards demanded by BAN-PT in each of the agency's performance. Management Studies Program Faculty of Economics, University Sintuwu Maroso, quality commitment of the leadership established by the rector to socialize, make a commitment to meet the standards of quality by means of BAN-PT in each of the agency's performance, as well as inviting external instructors to conduct training accreditation of all courses. While in Management Studies Program STIE Panca Bhakti, quality commitment of institutional leadership built by the chairman of the agency, coordinator of the study program and the entire leadership of the institution, to socialize, and meet the standards of BAN-PT in each of the agency's performance.

This is similar to Crosby (1986) which says that a rare first essential in a quality program is the commitment of management. Suardi (2003) states that as a form of management responsibility is to establish a vision and mission as a strategic planning resource demanding, requiring top management's commitment to provide resources.

**b. Changing the Mindset of Implementation Accreditation Program**

In the implementation of accreditation in higher education there are several obstacles including masi there are some professors who misunderstand implementation of accreditation and among students there are still some who do not know the importance of accreditation for course development. To that end, efforts are needed to change the mindset of teachers and students of the activities of accreditation in higher education. Because according to Wahab (2011) If you change your mind set to experience difficulties at any college, then it can be imagined how difficult achieving quality culture. Subsequently According Wibowo (2008) that mind set is a state of mind that affects the way a person thinks, feels and acts in every situation.

For the three programs of study that examined changes the mind set of the faculty, students and administrative staff regarding the implementation of the accreditation. The difference, English Language Study Program FKIP Tadulako and Management Program STIE Panca Bhakti change the mind set of faculty, administrative staff and students with a way to socialize and provide motivation. While the Management Studies Program Faculty of Economics, University Sintuwu Maroso, in addition to the program and to give an understanding of the importance of accreditation, also provide training on the preparation and implementation of accreditation.

**c. Building the Internal Quality Assurance System Program Study**

Quality assurance organization that can design, implement and control the quality itself, has several models. Determination of the organizational model of quality assurance is highly dependent on the size, structure, resources, vision, mission, history and leadership of the college itself (Directorate General of Higher Education, 2003).

In line with these opinions, the three courses studied in building the Internal Quality Assurance System, an integrated study program with higher education quality assurance

agency. In English Language Study Program FKIP Tadulako quality assurance is based on the guidelines of academic faculty. The study program monitoring and evaluation of the performance of the academic personnel, the results are reported to the department head, dean and Quality Assurance Agency Tadulako. While in Management Studies Program Faculty of Economics, University Sintuwu Maroso, joint faculty courses form the internal quality evaluation team consisted of two lecturers as a team of faculty quality assurance unit, but also as a member of the central team of university quality assurance. While in Management Studies Program STIE Panca Bhakti, Quality Assurance Team STIE Panca Bhakti which directly implement coordinated with the program of study. Quality Assurance teams perform Internal Quality Audit includes four quality assurance instrument consists of; academic policies, SOP academic, academic quality standards and feedback, then become inputs for institutional improvement of policies and implementation of academic activities.

#### **d.Maintaining performance Accreditation Program Standards Compliance BAN-PT**

Mahsun (2006) states that, performance is an overview of the level of achievement of the implementation of an activity/program/policy in achieving goals, objectives, mission and vision of the organization as stated in the strategic planning of an organization. Without any goals or targets, the performance of a person or organization may not be known because there is no criterion. In line with the opinion of the three programs of study that examined generally the same in maintaining their performance accreditation standards BAN-PT, which is to realize the vision and mission in all academic and non-academic, by improving the quality of human resources, complementary facilities and infrastructure, build an atmosphere good academic, and produce graduates that can occupy a strategic position.

#### ***4.3Impact After Implementation of the External Quality Assurance System with Program Study Accreditation System in the Higher Education***

The impact of the implementation of an external quality assurance system of accreditation in higher education includes three things:

##### **a.The Impact to the Program Study**

Implementation of the study program accreditation as a form of quality assurance in higher education have an impact on the course as an institution in faculties and colleges, these impacts consist of: a) improving the image of the study program; b) documentation of the better; and c) an increase in services.

*First*, performance achievement of the program study. This statement is in line with the opinion of Wijatno (2009) which states that the imaging college/company needs to do in order to survive and develop into an institution. After carrying out accreditation and declared by BAN-PT has been accredited with B rating, an impact on improving the image of the three courses studied. Armstrong & Kotler (2003) states that the image of the college/company is the image of individuals or groups in looking at the organisation. Relate with the statement, Prodi's image enhancement English Education FKIP Tadulako seen from their sense of pride, optimism and self-confidence of the lecturers for more advanced and developed collaborates with international publishers and intensified the international journal writing. Students are increasingly confident that more and more enthusiastic about learning and doing extra activities on campus, while the greater trust of the community is evidenced by the increase in student enrollment counts.

While the image of Management Studies Program Faculty of Economics, University Sintuwu Maroso and Management Program STIE Panca Bhakti have similar looks of

pride and confidence in the faculty and students, which are shown in the spirit of the faculty in implementing the learning activities, mentoring to students and community service activities as well as research. While a student, look vibrant in following the teaching and learning peroses very confident following extra-campus activities. This condition is in accordance with the explanation Kuncoro (2008) which states that, the image of a university is a factor in improving the competitiveness and is one of the key elements of intangible resources that will be the source of creation of conditions for a sustainable competitive advantage of a company.

Confidence in the larger study program also comes stakeholders ie the people so choose three courses studied as an institution to continue their studies. Besides government agencies and private sector is a response to help in the implementation of academic and non-academic, scholarships for students and lecturers who will continue their education in the Master and Doctorate degree, as well as the provision of grants for faculty research. As noted by Larkin (in Suta, 2005) that the image or reputation of a company name reflects bonafitas in the view of the institution or entity having interests in the company.

*Second*, documentation of the program study is more better. Changes are very visible on all three courses studied are getting better documentation. In English Language Study Program FKIP Tadulako and Management Program STIE Panca Bhakti data and the document has been trimmed both existing dikomputer in a file and in the form of files included in special cabinets and lockers and arranged so that easy to find. Already there is awareness of the importance of documenting the data and files for the benefit of students, faculty and for the preparation of the accreditation forms on the next accreditation activities. While the Management Studies Program Faculty of Economics, University Sintuwu Maroso besides spruce and curb the document in the form of a computer file and print out the form in lockers or cabinets that have been provided, as well as systems utilizing Local Area Network (LAN) connected to the host computer at the university.

*Third*, service improvement program. In general, all three courses studied seeks to improve its service to students by providing counseling services to students such as academic advising, counseling college grounds and guidance thesis, supporting the interests and talents of students, development of soft skills, seek scholarships for underprivileged students, as well as the improvement of services in the lecture. English Language Study Program FKIP Tadulako in addition, also improve learning facilities and complementary media, while for lecturers met the needs of infrastructure and instructional media needed, and ease to develop their potential through training and services for the management of promotions. Program Management Studies University Sintuwu Maroso improve academic services such as; learning process more orderly use of GPP and SAP in teaching, learning methods increasingly Pariatif and attractive, as well as medium or media that is used by lecturers according to the standard. Administrative services by developing software applications Management Information System Administration and Academic (SIMAK) include databases and information consists of three main aspects, namely; administration of academic, administrative resources, and student administration and alumni. While the Management Studies Program STIE Panca Bhakti, in addition to improving services to students in the learning process is also highly supportive of the development of interests and talents of students.

**b. The impact on the academic field**

The study's findings related to the impact of the implementation of the accreditation of the academic field, comprising: (1) there are no empty hours; (2) the better the learning process; (3) assessment of students increasingly clear; and (4) the assessment of students to lecturers.

*First*, no time is empty. The presence of lecturers in the lecture is important because it involves the study of the amount of material that must be completed in one semester and the level of mastery of the study. Mahmud (2012). In line with the statement, the three courses that study did not find an empty hours in each of the learning process, this is due to the three courses studied form a team or team teaching subjects pengampu numbered two to three lecturers who alternately enter teaching. In English Language Study Program FKIP Tadulako and Management Studies Program Faculty of Economics, University Sintuwu Maroso, if the lecture is absent shall inform the chairman of the study program so that it can be replaced with lecturers in teaching time. While the Management Study Program STIE Panca Bhakti, in addition to the lecturer who was unable to report himself, chairman courses also contact the lecturer who was unable to because the lecturer constantly monitored by the chairman of the joint study program quality assurance agencies through attendance and teacher's log sheet.

*Second*, learning process more better. According to Sanusi Uwes (in Mahmud, 2012) that the quality of teaching can be seen from the service: teaching attendance, syllabus information and SAP, use of teaching aids, classroom dynamics, evaluation and assignment of lecturers. This is consistent with the learning process after the implementation of the accreditation of the three courses studied, namely development occurs, the better. In the study program in English Education FKIP Tadulako learning undertaken by lecturers demanding activity of the students so that the discussion method is often used, the learning process using instructional media such as infocus, so that students do not get bored and quick to understand, materials learning materials actual assignment using the internet, and practice approach is often done. The study program of Management, Faculty of Economics, University Sintuwu Maroso, perform learning by using learning media more complete, lecturer use teaching methods are varied and fun as well as prioritizing keaktifan students, faculty master the subject matter, the material identified more actual and not boring, as well as lecturers trying to look pleasant in teaching. While in Program Management Study STIE Panca Bhakti material submitted by the lecturer in accordance with GBPP and SAP and approved by a team of pengampu course, the methods used by lecturers is also very Pariatif and requires students to be active and critical thinking, media used varies so it is not boring, latest teaching materials, teaching faculty how fun and there are contractual college lecturers and students.

*Third*, assessment of student more clearly. The service is no less important teaching given by lecturers is an evaluation at the end of each lecture, mid-term and end of the semester. As well as the evaluation of the tasks given in the form of papers or in the form of a report by segerah providing value with accompanying notes form shortages tasks have been done sesegerah possible (Mahmud, 2012). In line with these opinions, the impact of accreditation in all three study programs studied were generally similar in terms of assessment of students, namely the assessment of students increasingly clear. English Education Study Program FKIP Tadulako coordination between faculty time teaching in assessing students, and standardize the assessment system and assessment of the weight of the task, then the test results described lecturers to students. Study Program Management Faculty of Economics, University Sintuwu Maroso establish the assessment system

includes weighting, components assessed, the length of time of assessment, and media notifications. Each task is checked lecturers returned to the students and their values, for test scores mit and final test within two weeks of its value can be seen on the notice board. While the Management Study Program STIE Panca Bhakti, each lecturer to explain to student assessment standards used and lays out the elements that must be met student assessment, in setting the assessment of student learning outcomes lecturers make a summary of the assessment results and returns the results of student learning that has been assessed.

*Fourth*, the student assessment against lecturer. Customer satisfaction is a condition in which the fulfillment of the needs, desires and expectations of performance, services and facilities are owned (Mahmud, 2012). While the customer is a person who demanded we meet a certain quality standard, and because it will affect the performance of our (Sugiyanti, 2000). Therefore, every person as actors who carry out activities in accordance with its function should be assessed performance (Sutrisno, 2013). The opinion in accordance with the assessment of faculty performance by students as a result of the implementation of accreditation in the two programs studied were courses Sintuwu Maroso University Management and Program Management Studies STIE Panca Bhakti. On the Management Studies Program Faculty of Economics, University Sintuwu Maroso and STIE Panca Bhakti, have in common where students assess the presence, the learning process conducted by lecturers, the teaching skills of lecturers, the method used, the media used, and teaching materials are in accordance with GBPP and SAP , Assessment done by the students of the faculty is the faculty performance assessment by the Quality Assurance Agency Faculty.

### **c. The Impact on Quality Culture**

Quality culture is a system of organizational values resulted in an environment that is conducive to the formation and continuous quality improvement. The quality culture consists of philosophies, beliefs, attitudes, norms, values, traditions, procedures and expectations to improve the quality (Goetsch and Davis, 1994). The impact of the implementation of the accreditation of the quality culture, consisting of: a) relating to the values contained in the program of study; b) relating to leadership; and c) commitment to improving services.

*First*, with regard to the values of an existing program studies. The impact of the implementation of the accreditation of the quality culture with regard to the values on all three courses studied is partly the values contained in the vision and mission of the study program. This is as mentioned by Sallis (2003) that develop a culture of quality is to implement the vision, a clear commitment to improving the quality, the ability to communicate the quality message, the meeting of the needs of customers, guarantees customer voice and criticism are heard and acted upon, staff development, and cultural fault.

The values that grow on English Education Study Program FKIP Tadulako of value to the institute's pride, a feeling of pride is in all components of the course are growing after the accredited programs B. In addition, the value of self-confidence in all components in the program studies. Other values are the values of concern for the progress of the institutions and values of togetherness, it is seen from the spirit of lecturers to develop themselves by attending various trainings, seminars and continuing education to the doctorate degree,

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many are doing research, writing articles nationally and internationally, writing, and make the seminar.

In Study Program Management Faculty of Economics, University Sintuwu Maroso, values that grow in the form of confidence and pride in the institution realized by togetherness and keakrapan between lecturers with pengelolah courses, lecturers and administrative staff as well as students. In addition, concern for the advancement institutions value realized by the diversity of publications and dissemination about the courses through the Internet, including in the form of face book, web, and blogs that are all managed very actively by the study program, faculty and students. The values interpreneursip also growing, as seen from the students always work hard to resolve the problem, increasingly independent in carrying out the activities of academic and non-academic, have a passion to study issues related to entrepreneurship, and some have been involved in entrepreneurship activities.

While in Program Management Study STIE Panca Bhakti, values are growing is the value of trust and pride to the institution very visible since the study program successfully increased its accreditation predicate be accredited B. Value of concern for the progress of the institution also demonstrated by the seriousness faculty and students to carry out job well and try to excel. Other values that grows is the value of discipline and hard work, this value grows as an effort to increase the predicate accreditation. In addition, the values of competition for achievement among students, where students are more eager to take the classes and many students who excel in sports and the arts both locally and nationally.

*Second*, related to leadership. There are a number of similarities expressed by three experts of quality; Deming, Juran, and Crosby, one of which is the involvement and leadership of top management is very important and essential to creating a culture of commitment and quality (Tjiptono and Diana, 2003). In connection with this statement, the impact of the implementation of the accreditation of the quality culture related to leadership on all three courses studied generally have in common.

In English Language Study Program FKIP Tadulako, showing the head of the study program is very concerned about the students' academic activities, this concern relates to the lecture, infrastructure lectures and student relationships with lecturers, to relate to coaching and mentoring faculty to students. In addition, the chairman of the study program is very open and easy to communicate with anyone if encountered students so that all matters mahasiswa running smoothly. Chairman of the courses also give the example to the faculty and students in performing the task.

In the Program Management Studies University Sintuwu Maroso and STIE Panca Bhakti Palu have in common, show concern on the progress of the chairman of the study program courses in building partnerships with several government agencies and private companies. The partnership is made to support the students of management in implementing peraktek field, research and student internships and assistance activities. Moreover, it also builds commitment to realize the mission of the study program, which embodies the spirit interpreneur graduate and can speak English. To realize this commitment, made entrepreneurial training and internships in several companies, and convey to lecturers to communicate using English among lecturers, also with students and between students and students. In addition, the chairman of the study program cares for lecturers, and establish communication with the lecturers, as well as their attention to the development of quality

faculty by encouraging them to participate in training and continuing education to the master and doctorate degree.

*Third*, commitment to the service improvement. Crosby (1993) states that a fundamental first step in a quality program is a commitment. Meanwhile, according to Sallis (2003) that develop a culture of quality some of which is their clear commitment to improve the quality. In line with these opinions, the study examined three programs to build mutual commitment all components to enhance and improve the delivery of courses. The commitment embodied by fields or tasks of each component in the study program. Three study programs continuously improve services to students and faculty and students receive feedback and complaints on services received.

Our commitment to increase services to students in the academic field are complementary infrastructure lectures ranging from the room to the media, professors as teachers are required to Preparing teaching materials and conduct the lecture well. Services to students, study programs pay attention to their complaints related to lecturers who do not sign and means prasana learning less, schedule of courses, including mentoring by faculty trustee, supervising theses, support to those who follow the activities of extra-campus as well as helping them to get a scholarship in accordance with the existing provisions. While the administration is also manifested a commitment to the improvement of services to faculty, students, alumni and the community in the form of administrative services quickly and appropriately to the satisfaction of all parties concerned with the study program.

## **5.CONCLUSION**

The results of this study are: *first*, the preparation and implementation of quality assurance system of accreditation in higher education, consisting of; (1) preparing the implementation of the accreditation process, namely; Time Task Force formed accreditation, continuous dissemination, training preparation of the accreditation forms, drafting the accreditation and the accreditation forms sent to BAN-PT; (2) applying the BAN-PT accreditation standards, implementing accreditation standards in accordance with the seven's standards accreditation BAN-PT, which consists of: (a) standard 1: Vision, mission, goals and objectives, as well as the achievement of the strategy; (b) standard 2: governance, leadership, management systems and quality assurance; (c) standard 3: students and graduates; (d) standard 4: human resources; (e) standard 5: curriculum, learning and academic atmosphere; (f) standards 6: financing, infrastructure, and information systems; and (g) standard 7: research and service/dedication to the community, and cooperation; (3) the implementation of the visitation, study programs by preparing the form, such as: (a) complete the physical evidence in accordance with a form that is sent to BAN-PT; (b) undertake consolidation meeting with faculty, students, stakeholders and alumni; (c) preparing materials that will be presented; (d) to prepare the room for the assessor; (e) to prepare the team penyempunan and procession, a place to stay during the implementation of accreditation assessors, as well as officers who will serve technical matters during the execution of visitation. Further activities undertaken by the study program in the course of visitation by the assessor of BAN-PT are: (1) the assessor picked up at the airport; (2) a team of assessors is accepted by the study program; (3) then performed the ceremony reception; (4) to prepare the necessary documents; (5) explain the content of forms that have been submitted to BAN-PT; (6) Facilitating the assessor meetings with faculty, students, staff, alumni, the graduates and their partners who are

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considered necessary; (7) to provide catering for events; (8) providing the necessary equipment, such as LCD, display, printer, and paper.

*Second*, efforts to maintain and improve the predicate of accreditation in higher education, such as: (1) The quality commitment of institutional leaders are built in a way to socialize, make a commitment of quality, and invite external instructors to conduct training accreditation for all courses; (2) change the mind set of the implementation of accredited study programs, by way of socialization and motivation and provide training; (3) build the Internal Quality Assurance System, the third program of study that examined the building Internal Quality Assurance System is integrated with higher education quality assurance agencies and in accordance with the readiness of the institution; (4) maintain performance appropriate accreditation standards BAN-PT, by doing several things, which is to realize the vision and mission in all academic and non-academic in the study program, by increasing kualitas human resources, complementary facilities and infrastructure, build academic atmosphere well, and produce graduates that can occupy a strategic position.

*Third*, the impact after the implementation of an external quality assurance system with accreditation of study programs in higher education, consisting of: (1) The impact on the course of study, such as: improving the image of the course, the better documentation, and enhanced customer service; (2) the impact on the academic field consists of; no clock is empty, the better the learning process, assessment of students increasingly clear, the assessment of students to lecturers; and (3) the impact on the culture of quality, such as; with regard to the values contained in the program of study, related to leadership, and commitment of senior-increase in services.

Based on these results, it is suggested to all parties, such as: (1) to Tadulako, Maroso Sintuwu University and STIE Panca Bhakti is expected to: (a) apply for accreditation as a quality assurance must begin by establishing internal quality assurance system; (b) make the implementation of accreditation as a continuous process; (c) the submission of accreditation, not just a fill accreditation document as required but prepare and implement a quality system program in the study program; (d) forming a working team constituent accreditation forms with highly competent members; (e) effective organizations that deal specifically quality assurance at the faculty level; (2) coordinator of private universities (Kopertis), to always keep an eye on the implementation of quality assurance system with accreditation in all universities in the region and provide guidance on the implementation of quality assurance system of accreditation to private colleges, in order to improve the health of the organization in an effective system with the main feature quality improvement; (3) National Accreditation Board of Higher Education (BAN-PT), is expected to: (a) know in depth the various issues into courses at universities, with regard to the implementation of quality assurance with the accreditation system, and provide help to resolve issues the -persoalan; (b) provide real support to all programs of study at the college, in the form of socialization and training in improving the quality of study programs at universities; (4) The Directorate General of Higher Education, as an institution builder universities across Indonesia are expected to: (a) provide tangible support in the form of college coaching to improve the health of the organization in an effective system with the main characteristic of quality improvement; (b) encourage the upgrading of universities so that in carrying out its activities the whole process more accountable; and (c) more active in disseminating the existing system of quality assurance in higher education in the form of a system of internal and external quality assurance.

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