
DOI: <https://doi.org/10.53555/ephijer.v5i4.41>

APPLICATION OF THE NATIONAL HIGHER EDUCATION STANDARDS (NHES) FOR QUALITY IMPROVEMENT OF WORLD CLASS GRADUATES

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Abstract:-

The government has stipulated that the management of higher education must refer to the National Standards for Higher Education (NSHE). This is intended so that the quality of education can be guaranteed. Along with the era of globalization, the quality of graduates is also directed to the quality of world-class graduates. This research is intended to describe the application of the NSHE to improve the quality of world-class graduates. The research was conducted at the Faculty of Education, University of Bengkulu. The research method uses case studies with a "multi case study" approach. The research subjects consisted of leaders of faculty, departments, study programs, and units within the faculty. Data was collected by questionnaire techniques, interviews, observation, and documentation studies. The collected data was analyzed by quantitative and qualitative techniques. The results of the study show that NSHE has been applied by the faculty in accordance with their capacity. However, the application of the NSHE is not optimal. There are a number of NSHE items that have not been fully met. Even so, there is a positive contribution to improving the quality of world-class graduates. Suggestions to this institution, so that the implementation of NSHE can truly be fully implemented through the provision of various resources, so that they can compete and take part, both nationally and internationally.

Keywords:- NSHE, quality of world class graduates, Faculty of Education.

1. INTRODUCTION

Education is a necessity of life and basic human rights. As human rights, education must be held in high quality. Quality education is one of the indicators that is carried out in accordance with the applicable laws and regulations. In Indonesia guidelines for administering education have been regulated in Law No. 20 of 2003 concerning the National Education System. The law states that the implementation of education must meet the National Education Standards (NES). This SNP is intended to guarantee the implementation of high quality education.

The government has sought to pioneer and develop Minimum Service Standards (MSS). This MSS is then an input for NES development and has been stipulated in Government Regulation No. 19 of 2005 concerning NES. This Government Regulation was subsequently revised by the Government with Government Regulation No. 32 of 2013. Through the issuance of this government regulation, the implementation of education, both by the Ministry of Research, Technology and Higher Education, Ministry of Education and Culture, Ministry of Religion, other Ministries, private education foundations, and other agencies must be guided by NES.

The implementation of education at the University level has been made in the form of Government Regulation No. 49 of 2014 concerning the National Standards for Higher Education (NSHE). This regulation is an operational implementation of Law No. 12 of 2012 concerning Higher Education and Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education. NSHE is a standard unit as a minimum requirement in the implementation of higher education which includes: (1) National Standards of Education, (2) National Standards of Research, and (3) National Standards of Community Service.

In article 3 Government Regulation No. 49 of 2014 stated that NSHE aims to: (1) ensure the achievement of the goals of higher education that play a strategic role in educating the nation's life, advancing science and technology by applying the values of humanity and civilizing and empowering the sustainable Indonesian nation, (2) ensuring that learning in study programs, research, and community services organized by higher education institutions achieve quality in accordance with established criteria, (3) encourage higher education institutions to achieve the quality of learning, research and community service beyond the criteria established on an ongoing basis.

Universities/ Higher Education are required to apply NSHE. This was stated in article 3 paragraph 2 Government Regulation No. 49 of 2014 which explains that NSHE must be fulfilled by universities to realize national education goals. In addition to this, NSHE is used as the basis for granting universities establishment permits and permission to open study programs, as the basis for conducting learning based on study program curricula, as the basis for conducting research and community service, as the basis for developing and implementing an internal quality assurance system, and making the basis for criteria external quality assurance system. This NSHE must be evaluated and refined in a planned, directed and sustainable manner.

NSHE has a very strategic position for achieving national education goals. According to Nettles in Barton (2009) that national standards of education are urgently needed as a standard that ensures that education is not debated in achieving national goals and to ensure that there is no disparity in the quality of education between regions. In line with this, Burke and Marshall (2010) provide clarification that national standards function as state controls on the quality of education. This condition is also implied in the SNPT which aims to ensure the achievement of educational goals, ensure learning, research and community service really goes according to the standards set. Similarly, the NES is intended for school organizers, namely to guarantee and control the quality of education (Government Regulation, No. 32 of 2013).

How important NES is to ensure the quality of education implementation, Government Regulation No. 49 of 2014 concerning NSHE also must be applied to all universities in Indonesia. Likewise, the Fakultas Keguruan dan Ilmu Pendidikan (FKIP) (Faculty of Teacher Training and Education), University of Bengkulu (UNIB), is also required to guide and implement NSHE. Since the government regulation was socialized, FKIP UNIB has a commitment to implement NSHE in the "tri dharma" field of universities (education, research, and social service). Since August 2014, the UNIB leadership starting from the Rector, Dean, Chair of the Department and Chair of the Study Program agreed to implement NSHE. Various efforts were made starting from the socialization, training and workshop on the implementation of NSHE. FKIP UNIB has a vision of "Becoming a World Class Education Personnel Education Institution in 2025" (FKIP UNIB, 2012). This vision is a translation of UNIB's vision of "Becoming a World Class University in 2025". This vision, although too utopian, provides practical implications for the preparation of world class graduates. Thus, in this last year FKIP UNIB was preoccupied with two agendas at the same time, namely one side must implement NSHE and on the other hand it must realize world class graduates.

The agenda has so far not been formally evaluated. The evaluation is needed to give a clear picture so which FKIP UNIB has implemented NSHE successfully and its graduates are world class? Evaluative studies within an institution are needed to improve and or improve service performance to the public (Bandur, 2009 and Sasongko, 2011). As a benchmarking the application of NES at various school levels has long been applied, but until now it has not fully met national standards. The results of the Sasongko (2009) study show that schools and madrasah (School of Islam) of various levels of education in Bengkulu province have not been able to meet the NES. At the elementary school level, many have not yet fulfilled the NES of 59%, Yuniior High Schools is 38%, and Senior High Schools is 34%. In 2015 it was re-evaluated which showed that at the elementary schools level that had not fulfilled the NES of 35%, Yuniior High Schools was 31%, and Senior High Schools was 34% (Sasongko and Sahono, 2015). Likewise, in 2017 - 2018 the implementation of NES has increased significantly, but the standard cannot be fully implemented (Sasongko, 2018). The results of the study also provide conclusions that schools that have implemented national standards can improve school quality (the value of school accreditation).

Based on the background above, this research formulates the problem, namely: "Is the implementation of NSHE able to produce world-class graduates in the FKIP UNIB (Faculty of Education, Universitas Bengkulu)?" These problems are elaborated into specific formulations, namely: (1) to which application of the national standard of higher education in the Faculty of Education? (2) To which application of the national standard of research in the Faculty of Education? In the Faculty of Education? (4) Has the application of NSHE been able to produce world-class graduates?

This study aims to obtain an empirical picture of the implementation of NSHE and its impact in producing world class graduates in the Faculty of Education, Universitas Bengkulu. This research provides benefits for the FKIP UNIB institution, as a "feed back" to improve and improve the quality of NSHE implementation, produce world class graduates, and provide guarantees to the public about the implementation of quality education.

2. Method

This study uses a case study method with a "multi case studies" approach (Burn, 2009). The research was carried out by: (1) preparing various questions about the application of NSHE which included the implementation of standards of education, research, and community service as well as world class graduates, (2) conducting deepening and analysis of study units through interviews, observation, documentation studies, (3) interpreting and validating data through checks, triangulation, peer debriefing, negative case analysis, and audit trail to avoid biased subjectivity, (4) conducting inductive analysis and constructing meaningfulness (explanation building analysis).

The population and research samples are oriented towards studying the research subjects. The subjects of this study consisted of the Dean, Deputy Dean, Chair of the Department, Chair of the Study Program, Head of Divisions, Head of Subdivisions, and several alumni of the S1 (undergraduate/ Sarjana degree) and S2 (Master's degree) programs in the FKIP UNIB. The selection of subjects was carried out by purposive and snow ball sampling techniques (subject aims and snowballs). The number of research subjects was as follows: Dean of 1 person, Deputy Dean of 3 person, Chair of Department of 3 person, Chair of Study Program 19 person, Head of Division 1 person, Head of Sub Division 3 person, and several alumni undergraduate programs (20 person) and S2 (Master) 20 person. The number was chosen which was truly able to provide precise information about the application of national standards.

Data collection is done by interview, observation, and documentation study techniques. The instrument for data collection is developed with strict procedures to answer the problem statement. Interviews were conducted in depth on the application of national standards. Similarly, observations and documentation studies were conducted to look at physical evidence of the application of national standards at this institution. The data obtained can be in the form of quantitative data and qualitative data about the description of the application of national standards.

Data analysis was carried out quantitatively and qualitatively. Quantitative data in the form of NSHE implementation were analyzed by descriptive statistics (percentage /% and weighted mean score / π). This data is in the form of an overview of the application of national standards on a scale of 0 - 100. Then this data is analyzed by the general trend average. The qualitative data in the form of descriptions or extensive information about the application of national standards are analyzed inductively. Technical analysis with explanation building analysis (Burn, 2009). The two data analyzes are used to complement each other, so as to be able to provide a real picture and meaning.

3. Results and Discussion

3.1. Result

The Faculty of Education, Bengkulu University (FKIP UNIB) is committed to implementing government policies in the education sector. Especially the implementation of National Education Standards (NES), especially the provisions contained in Law No. 20 of 2003 Chapter IX concerning NES has been attempted to be implemented. Likewise with other provisions, such as curriculum, educators and education personnel, facilities and infrastructure, funding, management of education, evaluation, accreditation, and certification have also been tried to be implemented to the fullest. Besides this, the faculty has also implemented Government Regulation (GR) No. 19 of 2005 concerning NES and its revision GR No. 32 of 2013.

The FKIP UNIB has also implemented GR No. 49 of 2014 concerning NSHE. Although this regulation is still relatively new, it has also been attempted to be implemented. Various efforts to implement it through socialization, through coordination meetings, implementation workshops, seminars, including in the Business and Budget Plans of the Faculty to obtain funding and realization, and evaluation support, as well as procurement of goods to meet NSHE.

The results of the implementation of NSHE in the FKIP UNIB have so far been attempted to be implemented to the fullest. But the results can only be fulfilled at 73.58% and include good categories. NSHE which covers the standards of education, research, and community service has all been implemented, but not yet one hundred percent is fulfilled as required by the NSHE. There are still a number of minimum requirements for each NSHE item that cannot be met in total.

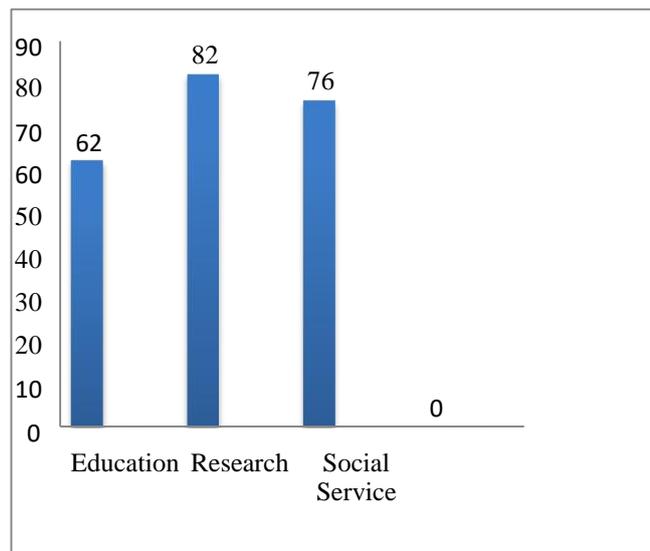


Figure 1. Percentage of NSHE Implementation in the FKIP UNIB

The Faculty of Education has made every effort so that NSHE is applied optimally and is able to produce quality class graduates. Various efforts have been made to produce quality worldclass graduates. The efforts carried out are oriented towards strengthening the capacity of students who are in line with educational standards in ASEAN countries and other countries (America, Japan and Australia). Improving international standard curriculum, attending lectures and activities to foreign countries, participating in various international competitions, bringing foreign lecturers to teach guiding and testing theses and theses, etc .; have been done. The results of world class graduates have not been maximized. Only a small percentage (9%) have been able to demonstrate international achievements. The indicators include obtaining a TOEFL score above 500, obtaining a champion at the international level (minimum ASEAN), gaining college experience abroad, and writing scientific papers in international journals and / or being presented in international forums.

The research results can be specifically described as below.

a. Application of National Education Standards

The application of the National Education Standards at the Faculty of Education, University of Bengkulu has not fulfilled it thoroughly. The fulfillment level is only 62% and is categorized as sufficient. The details are as follows: (1) graduate competency standards can be fulfilled by 60%, (2) learning content standards fulfilled 65%, (3) standard learning process fulfilled 60%, (4) standard learning assessment fulfilled 60%, (5) 60% of lecturer and education staff standards are met, (6) 40% of learning facilities and infrastructure standards are met, (7) 85% fulfilled learning management standards, and (8) 65% fulfilled learning funding. The eight standard items have been applied, but none of them can be met in full.

b. Application of National Research Standards

The National Standard of Research has been applied to the Faculty of Education to the fullest. The level of implementation has only reached 82.5% and is considered good. The details of the application are as follows: (1) the standard of research results can be met by 100%, (2) the research content standards can be met by 100%, (3) the standardized research process is 100%, (4) the research assessment standard is 100% , (5) researchers' standards are fulfilled by 65%, (6) standards for research facilities and infrastructure are met by 40%, (7) research management standards are fulfilled 70%, and (8) research funding and funding standards are fulfilled 85%. The application of results standards, research content, processes, and assessments can be fully fulfilled. However, on the standards of researchers, facilities and infrastructure, management, and funding have not been fully fulfilled.

c. Application of National Standards for Community Service

The National Standards for Community Service have been implemented in the University of Bengkulu's Faculty of Education. The level of fulfillment is 76.25% and is considered good.

The details are as follows: (1) 75% of the standard of community service is fulfilled, (2) 100% of the service content standard is fulfilled, (3) 75% of the service process standard, (4)

75% service evaluation standard, (5) implementing standard 75% dedication, (6) 75% fulfillment standards for facilities and infrastructure, (7) 85% service delivery standards, and (8) 50% funding and community service funding. Only the service content standards can be fulfilled one hundred percent. Other standards cannot be met in full.

d. Results of World Class Graduates

The FKIP UNIB has tried to make its graduates world class. Efforts made include: (1) student exchange with foreign universities, both among ASEAN countries and other countries in the world, (2) overseas student internships, (3) practice overseas studies, (4) encourage students to take part in various international-level competitions, (5) improve foreign language skills, (6) require students to pass the TOEFL, (6) collaborate with well-known foreign universities, (7) accept foreign students to study at the FKIP UNIB, (8) bring in foreign lecturers to teach, guide, and test theses and theses, (9) lecture exchange from foreign universities, (10) prepare international standard classes, (11) organize international events (seminars, workshops, muhibah, performing arts and sports), (12) sending lecturers for short courses, internships, and S3 (Ph.D/ Doctor) abroad, (13) providing motivation and incentives for lecturers and students who excel at the international

level (obtaining international championships, writing scientific articles in international journals indexed by Scopus), (14) collaborating on research and community service with foreign universities, and (15) preparing international-class school teachers.

The achievement of world class graduates has not been encouraging. Only a small percentage (9%) have been able to demonstrate international achievements. They have obtained a TOEFL score of over 500, won championships at the international level (minimum ASEAN), obtained college experience abroad, and wrote scientific papers in international journals and or were presented in international forums. Although achievement is relatively small, it has been able to show a positive contribution to the progress of the institution.

3.2. Discussion

This study resulted in an illustration that NSHE had been applied in the Faculty of Education, University of Bengkulu. NSHE cannot be fully implemented. On education standards can be fulfilled by 62% (sufficient category), the research standard is fulfilled 82.5% (good category), and the community service standard is 76.25% (good category). The average implementation of the overall standard can be fulfilled at 73.58% (good category). This condition gives an indication that this institution has not been able to fulfill the NSHE in full one hundred percent.

Indeed, to fulfill the requirements as stipulated in GR No. 49 of 2014 is very burdensome for this faculty. In the National Education Standards which consist of standards: graduate competence, content of learning, learning process, assessment of learning, lecturers and education staff, learning facilities and infrastructure, management of learning, and financing of learning; cannot be fulfilled completely. Similarly, the National Research Standards consist of standards: results of research, content of research, research processes, and assessment of research, researchers, facilities and infrastructure of research, management of research, funding and research funding, some of which have been fully fulfilled. The National Standards for Community Service consist of standards: the results of community service, the content of service, the service process, the assessment of service, the service provider, the facilities and infrastructure of service, the management of services, funding and community service, most items have not been fully fulfilled.

The results as above are actually the same as the conditions for implementing NES in schools and madrasas. For example, the results of research by Sasongko (2009) and Sasongko and Sahono (2015) which illustrate that the implementation of SNP at various levels of schools and madrasas has not been fully fulfilled. The level of fulfillment on average is 67.11%, including enough. Another study from Zainudin (2008) which looked at the implementation of School-Based Management (SBM) was not yet fully able to implement this government policy in full. Similarly, the Bandur study (2009) which examined the policy of implementing SBM showed less positive results.

The full implementation of NSHE can have a positive effect on the quality of graduates. This was at least stated by Barton (2009) who gave an explanation that the application of a maximum national standard of education can contribute positively to the quality of education, including the quality of graduates. This gives the implication that the implementation of NSHE in the Faculty of Education which is not optimal, can negatively contribute to world class graduates. The results of the study which showed only 9% or a small portion of graduates had international caliber, could be as an effect of NSHE that could not be fulfilled one hundred percent. This condition is similar to the Sasongko study (2018) which results that the fulfillment of national education standards can affect the quality of educational institutions (schools / madrasah).

The demands of world-class graduates are indeed very heavy. For example Arshad (2015) and Salmi (2009) require that world class graduates must have a number of international achievements, such as obtaining international awards and many international scientific publications cited internationally. If the requirements are so heavy, then the condition of the graduates of the Faculty of Education is very small at the international level. Even so, the efforts of this faculty of education to fulfill the requirements as a world-class institution have shown a very significant increase.

Suggestions such as those given by Sasongko, Somantri, and Wachidi (2018) so that the leadership standards of educational institutions can be considered more, is a signal for leaders to be more pro-active in meeting national education standards. This condition is a necessity that cannot be negotiated.

4. Conclusions

This study concluded that NSHE had been applied maximally by the Faculty of Education, University of Bengkulu. However, the implementation of this NSHE cannot be fulfilled one hundred percent. This institution is only able to implement up to 73.58% and is classified as good. At educational standards can be fulfilled by 62% (sufficient), the standard of research is fulfilled 82.5% (good), and the standard of community service is 76.25% (good). There are still many items in the NSHE requirements that have not been fully fulfilled. However, it has shown a significant increase in the quality improvement of the institution. The impact of the implementation of NSHE is only able to contribute to world class graduates of 9% or only a small portion.

Suggestions to the leadership of the Faculty of Education, University of Bengkulu, and the Ministry of Research, Technology and Higher Education so that in the future it should be sought and extra assistance to fulfill NSHE as a whole. The policies, commitments and realization of the program are fully directed towards the fulfillment of NSHE. This is very urgent, so that the needs of this institution can be immediately fulfilled, so as to be able to compete and take part, both nationally and globally.

Acknowledgment

Thank you to the DRPM Kemenristek Dikti (Ministry of Research, Technology and Higher Education) who funded this research. Likewise for the LPPM Universitas Bengkulu (Research Institute, University of Bengkulu), and the FKIP

Universitas Bengkulu (Faculty of Teacher Training and Education, Bengkulu University) which has facilitated this research.

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