



Importance of International Accreditation for Global Recognition for Higher Education

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Abstract

Education is a gateway to improving a country's human resource quality. It must be managed to achieve that target including higher education. A well-managed higher education can contribute to national development. Higher education should not be afraid of international accreditation or certification, because it can build their and students' reputations. This research aims to explain the importance of international recognition in higher education institutions. This research was conducted by studying literature about external quality assurance related to increasing international recognition in higher education. The advantages of international accreditation are to improve competitiveness. Higher education needs to prepare their institution for international accreditation to get international recognition, improve motivation to create a quality culture, establish the institution or study program, improve competitiveness, and measure organizational performance. International accreditation also being part of the institutional responsibility toward the stakeholder. International accreditation in higher education is a long target for most Indonesian higher education.

Keywords: accreditation, recognition. higher education, international

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Introduction

The development of the era in the 21st century is a form of external change that must be faced by higher education institutions (Meyer & Norman, 2020); (Compagnucci & Spigarelli, 2020). Globalization is the main trend at the time, making the flow of information, money, and even human resources in a nation seem seamless. A nation must equip its human resources through higher education with global competitiveness so that graduates can be accepted in the national and international labor market. The flow of human resources will ultimately affect the flow of prospective

students who will study at a higher education institution (Dwivedi et al., 2023). One of the other demands of the times is the improvement of the quality of higher education institutions (Coman et al., 2020); (Kamalov et al., 2023). In the context of higher education, globalization can take the form of freedom to enter and operate foreign universities (Tight, 2022); (E. & Yildiz, 2012). Prospective students will choose quality higher education and equip them with competencies that have competitiveness. Higher education is facing increasing pressure for change to better meet the needs of modern society (Valtonen et al., 2021); (Gkrimpizi et al., 2023).

In the context of Indonesian higher education, one of the closest challenges is the ASEAN Economic Community (AEC). One of the points of agreement in the MEA is the free flow of labor between ASEAN member countries. With the AEC, graduates from higher education institutions in ASEAN can work in Indonesia. Therefore, universities in Indonesia should better prepare their graduates so that they have global competitiveness.

Indonesia's education system must meet the demand for high-quality graduates who desire the knowledge and skills needed to meet Indonesia's challenges in the future. Indonesian students have talent and want to be involved in superior learning (Kurniati & Fathiyah, 2021). Indonesia must prepare higher education to meet these demands by improving the quality of education.

International recognition is an important thing for higher education, including Indonesian higher education institutions. International recognition became a sign that higher education institutions can produce global-quality students. This research aims to explain the importance of accreditation for global recognition in higher education institutions.

Methodology

Research methods used in this research are literacy study methods from various sources. The literacy study method is research in which data collection techniques are carried out by reading various literature related to information and relevance to the research topic (Ndukwe & Daniel, 2020); (Harrison & Deans, 2021); (Tomaszewski et al., 2020). The literature used in this research is in the form of both international and national journals and policies related to quality management systems, quality assurance in higher education, international accreditation, and external quality assurance. From all the sources collected, the researcher then synthesized them. Synthesis is the process of integrating the results of analysis from articles based on the similarities and differences of each article to make conclusions based on the similarities and differences of the articles collected.

Results and Discussion

Accreditation is still a major aspect in educational institutions, especially higher education, especially foreign or international accreditation (Ülker, 2023); (Romanowski, 2022); (Öztabak, 2022). The development of an increasingly advanced era and also globalization requires tertiary institutions to have the best accreditation in each of their study programs (Mohamed Hashim et al., 2022). Accreditation, especially international, will be able to provide an overview of the quality of the institution or study program at a university.

International accreditation is realized to be important for the good of the institution or study program, so many universities apply for international accreditation. In Flanders, accreditation needs to be carried out by considering several reasons including 1) a form of accountability to stakeholders, 2) a form of recognition from the government / private sector that gives a 'label', so

as to be able to obtain international funding, 3) it is beneficial to ensure the health of organizations from a quality level to higher education (Carolus, 2013). According to Morshidi (2010: 465), in developing countries the focus on the development of higher education is on a) expansion of higher education, b) segmentation of higher education in response to different demands for higher education by offering programs, c) increasing flexibility, d) orientation towards quality and e) standardization. Standardization is closely related to quality assurance.

In the context of higher education in Indonesia, there are several reasons for institutions and study programs to carry out international accreditation. First, international accreditation is used to gain international recognition. Accreditation is an important part of education management. With international accreditation, the institution/study program will be taken into account on a national and international scale. In international accreditation, a study program or higher education institution directly obtains recognition in the form of an international 'label' regarding the quality of the implementation of a higher education institution or study program. This recognition will have a direct impact in the form of recognition at institutions or study programs internationally. This recognition will provide indirect benefits by obtaining international funding from accredited branding.

Second, the accreditation of both institutions and study programs will increase internal motivation to achieve a quality culture. International accreditation demands continuous improvement from institutions or study programs. International accreditation also emphasizes the importance of the internal role of higher education institutions in the process. Accreditation also aims to foster a culture of quality, and this will be very appropriate if it starts internally from the university (Carolus, 2013). The process of international accreditation is carried out is quite time-consuming from the preparation stage to obtaining accreditation, for example, AACSB takes 7 years. In preparing for international accreditation, all parties, especially internal tertiary institutions, need to work together in making improvements and improving quality to achieve predetermined standards. During this process, all parties seek to improve the system to improve the quality of this higher education institution. So it can be said that this accreditation is perceived as a catalyst in cultivating a quality culture in organizations, in this case, higher education both at the institutional or study program level.

Third, international accreditation is an effort of higher education institutions or study programs to maintain their existence. Amid the times and globalization where uncertainty and dynamic changes continue to occur, a higher education institution or study program must be able to demonstrate its existence. International accreditation will have an impact on higher education institutions and study programs and their existence is recognized by the world. This existence shows that higher education institutions or study programs have competitiveness so that graduates deserve to be reckoned with in the national and international labor market.

Fourth, international accreditation can be positioned as a form of investment for higher education institutions. International accreditation is not without cost, and often institutions or study programs spend large amounts of money on its implementation. However, this is equivalent to the impact obtained by higher education institutions or study programs that carry out international accreditation, at least in terms of quality and organizational health it will be better. International accreditation also uses a different system from the national accreditation carried out by BAN-PT so far which only takes a moment but is more towards assistance and observation of processes that truly ensure quality.

Fifth, international accreditation is also a form of higher education institution's step towards a World Class University. International accreditation is an absolute requirement that must be achieved by tertiary institutions to become a World Class University. WCU must be able to encourage students to compete in the global arena. With international accreditation, activities in

tertiary institutions are viewed from several aspects according to international standards, so that graduates will be considered by the international labor market. Not only that, with the determination to develop WCU, higher education institutions must also be able to organize international quality education to be able to attract international students. International accreditation is important to see the quality expected by the global world for implementation in higher education.

Sixth, international accreditation is used as an effort to increase competitiveness. With international accreditation, institutions or study programs in tertiary institutions prepare the human resources of a country by providing internationally competitive competency provisions. In higher education institutions, the aim of providing education also leads to the preparation of superior human resources to support the growth/development rate of a country. This is similar to what was expressed by (Ashida, 2023); (Allui & Sahni, 2016), who stated that higher education in general aims to build human resource capacity. Therefore, higher education needs to organize higher education with good quality so that graduates have competitive competence in their knowledge. Seventh, international accreditation is used as a benchmark for organizational health. Good organizational health is always assessed. The international accreditation process, which demands continuous improvement in the process and not only in the results will ensure the organization carries out regular evaluations. This routine evaluation is carried out to measure the achievement of the planned performance.

Eighth, international accreditation is a form of higher education accountability to stakeholders. International accreditation is also a form of quality assurance, where in general quality assurance, including accreditation, needs to be held to protect the interests of higher education stakeholders, who are not only funders but also students/graduates and the wider community as users of graduates.

In general, international accreditation is a form of effort that can be made by higher education to face global challenges. Accreditation is a type of quality assurance externally. With international accreditation, a higher education institution or study program is assessed and measured based on internationally enforced quality standards. This is in line with what was disclosed by (Mensah, 2019), regarding several things that universities can do in welcoming MEA, including (1) improving the quality of graduates; (2) reforming institutions; (3) balancing between growth and management quality; (4) increasing social responsibility and (5) implementing of quality assurance in higher education.

Conclusion

International accreditation is believed to increase competitiveness considering that the quality of organizing activities in tertiary institutions is recognized internationally. Based on the previous description, it can be concluded that several reasons why a higher education institution needs to carry out international accreditation are 1) to get international recognition that the implementation of higher education institutions is running well, 2) to increase internal motivation to foster a culture of quality, 3) efforts to maintain the existence of institutions or study program, 4) form of investment, 5) step towards World Class University, 6) increase in competitiveness, 7) measure of organizational health, and 8) form of accountability to stakeholders.

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