

## IMPROVING REPUTATION OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM - FKIP, BATANGHARI UNIVERSITY THROUGH ACCREDITATION

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**Abstract:** *This paper discusses the importance of accreditation in an effort to support increasing the reputation of an English Language Education Study Program, at the University of Batanghari, which is the determination of the quality standards and assessment of an educational institution (higher education) by parties outside of an independent institution. At the opening of the College Institution Accreditation academic manuscript book, it was explained that accreditation is a comprehensive evaluation and assessment process of the college's commitment to the quality and capacity of implementing Tridarma tertiary institutions, to determine the feasibility of programs and education units. Evaluation and assessment in the framework of institutional accreditation is carried out by an assessor team consisting of experts who understand the nature of university management. Accreditation is an important asset to determine the position of a higher education institution or study program at the level of management competition with higher education institutions and other study programs and is a benchmark for institutions using higher education programs to ensure that graduates are feasible because they are produced from well guarded. Accreditation is very necessary for a standard measure of the quality of education in a tertiary education institution, where each university must be able to improve the quality and competitiveness of its graduates and can guarantee about the teaching and learning process at the university, and as a reference for providing information about the preparation of a college in carrying out the activities of the teaching and learning process according to the standardization provided by the government (the Ministry of National Education) in the process of globalization of education for global competitiveness in the future.*

**Keywords:** *Reputation of English Language Education Study Program, Accreditation*

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## Introduction

The assumptions that have developed so far in higher education are that people who need tertiary institutions, because imaging has so far considered entering a university, requires a variety of requirements that can only be met by selected people. However, the mindset has now changed and the opposite is true, namely higher education that requires people to be able to obtain prospective students because of the growing number of state universities (PTN) or private universities (PTS). This condition makes every college compete to create a good image of educational institutions to its stakeholders. Many factors are carried out to be able to attract new students, not only through promotion, excellent service provided, supporting facilities and infrastructure, but also aspects of accreditation owned by a university.

In connection with the assumption that currently "college is the one that needs society", the last few years the phenomenon that occurred in PTS is the existence of fluctuations in the number of new students. The decline in the number of prospective new student interest in PTS, one of which is PTN from year to year continues to open many new departments or study programs. If seen for a long period of time will pose a risk or impact on the institution's finances and teaching and learning costs. Besides that, another challenge for PTS is related to the addition of higher education accreditation criteria from sixty-nine components to one hundred and fifty-five components (Siti Khotimah, 2011).

As one of the Private Universities in Jambi Province, BATANGHARI UNIVERSITY which was established in 1985, the Teaching and Education Faculty is the oldest faculty. Although it has been a PTS for 30 years, it was only in 2016 that the English language study program obtained B accreditation, including a long time span to obtain accreditation improvements. Especially with increasing competition among universities, making each university have a challenge to form a positive image for people who want to continue their tertiary education. A college that has a positive image will have a better opportunity to attract students from all corners of the country.

Imaging can be defined as a systematic process carried out by an institution or organization to create a brand image that is beneficial and maintains the brand's reputation through interaction with internal and external stakeholders (Chang et al., 2015). According to Nugroho (2013: 110), image is the total perception of an object, which is formed by processing information from various sources at all times. Then Keller (1998) mentions that the image of an institution is not bound to only one particular product, but also integrates the attributes and benefits of the company's general products, relationships with people, social values and programs and the company's credibility. When linked to universities, higher education imagery also includes intangible elements that are not directly related to the product (accreditation), such as social responsibility, employee relations and company trust. Imagery has a very important meaning for a college where the image will shape people's perceptions differently before making a decision to choose a college. Differences in perception are possible because each individual has experience, understanding, and ways to capture different information. Considering the increasing competition between universities, every university is required to continue to have a positive image and one way to make it happen is by increasing accreditation.

In the academic realm, accreditation (Ressler & Abratt, 2009; Wedlin, 2006) is an important aspect and has become a major concern for decision makers. Every university is encouraged to be able to compete globally in attracting the attention of stakeholders (H. Aula & Tienari,

2011). The importance of accreditation significantly arises for requests for evaluation of academic institutions where management of higher education has been improved and user-oriented (Engwall, 2007). Wedlin (2006) states that global ranking or accreditation has become an important quality assessment for universities. Even so, the accreditation ranking has also been criticized because it is assessed using criteria that are pleasing to universities that are already on the ranking list (Policano, 2007; Morgeson & Nahrgang, 2008). Accreditation offers another perspective to consider building reputation at the college level. Through higher education accreditation will have the capital to compete both nationally and internationally.

### **Literature Review and Discussion**

Higher education is an education unit that organizes higher education. In accordance with Law Number 12 of 2012 concerning Higher Education, the implementation of higher education has the first goal, so that the development of the potential of students to become faithful and fearful people to God Almighty and noble, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation. Secondly, the production of graduates who master the branches of science and / or technology to fulfill national interests and increase the competitiveness of the nation. Third, the production of science and technology through research that takes into account and applies the value of humanities so that it is beneficial to the progress of the nation, as well as the progress of civilization and human welfare. And the fourth is to make community service based on reasoning and research work useful in advancing the general welfare and educating the life of the nation.

The achievement of the goals of higher education is supported by the existence of the department or study program. Departments / study programs are academic implementing elements that carry out professional education and if they fulfill the requirements, they can carry out academic education in undergraduate programs and / or postgraduate programs, in part or in one branch of science, technology and / or art. To maintain the quality, each study program must carry out accreditation or reaccreditation continuously. Accreditation is a form of evaluation (evaluation) of the quality and feasibility of a tertiary institution or study program conducted by an independent organization or body outside of a tertiary institution. Other forms of external quality assessment are assessments relating to accountability, granting of licenses, granting licenses by certain entities. There is also data collection by government agencies for specific purposes, and surveys to determine the ranking of universities.

Accreditation is a process and result. As a process, accreditation is an attempt by BAN-PT to assess and determine the quality status of study programs in higher education based on established quality standards. As a result, accreditation is the status of the quality of higher education announced to the public, which in turn will also have an impact on the image of higher education in the view of the community. In building an image, a brand as an aspect of image building cannot be built in a day, but in the form of strategic designs that have been invested and built over many years (B-Schools as Brands, 2007). Many institutions try to have a brand that is different from the others and has become an increasing interest in the image of a school or certain educational program, because they are trying to face competition for national and international improvements (Harsha & Shah, 2011; McKibben, 2005). Mathew Joseph (2014) in his paper also revealed that research is related to the image of educational institutions so that it is known that the initiative while branding builds awareness

and shapes the image of the university, one of the determinants is the person who interacts during campus visits friends / family, and advertisements that continue to be played and play an important role in disseminating information about colleges / universities to prospective students. Previous research related to university image separates the concept of marketing controlled by marketing factors and non-marketing factors; for example, it was found that non-marketing factors such as parents and friends were more influential than the marketing factors of campus visits and information about a particular department (Donnellan, 2002). Thus, relating to the image concept in accordance with the title of this paper, the objectives and benefits of the UNBARI PBI-FKIP accreditation as one of the determinants of university image are as follows:

- a) Providing assurance that accredited study programs meet the quality standards set by BAN-PT, so as to provide protection for the community from the implementation of study programs that do not meet the standards.
- b) Encourage study programs / colleges to continuously improve and maintain high quality.
- c) Accreditation results can be used as consideration in credit transfers, proposed assistance and fund allocation, as well as obtaining recognition from interested agencies or agencies.

The quality of the study program is the totality of the conditions and characteristics of the input, process and product or service of the study program as measured by a number of standards as a benchmark for assessment to determine and reflect the quality of higher education institutions. Quality assessment in the framework of study program accreditation must be based on a complete and clear standard as a benchmark for the assessment, and also requires an operational explanation of the procedures and steps taken, so that the assessment can be carried out systematically and systematically.

The formulation of study program forms is proposed to improve and maintain continuity in the management of higher education in this case is the English Language Education Study Program, FKIP, Batanghari University related to (1) vision, mission, goals and objectives, and achievement strategies; (2) governance, leadership, management systems and quality assurance; (3) students and graduates; (4) human resources; (5) curriculum, learning, and academic atmosphere; (6) financing, facilities and infrastructure, and information systems; and (7) research, service / community service, and cooperation. The accreditation standard of the English Language Study Program, FKIP, Batanghari University covers the commitment of study programs to provide excellent service and educational effectiveness consisting of seven standards in realizing a positive image in society.

Referring to the results of the evaluation of accreditation data form of English Language Study Program, FKIP, Batanghari University in 2016 (Hasfera et. Al., 2018), the analysis description using the SWOT approach of each standard can be seen from the description below.

- **Standard 1: SWOT Analysis Components of Vision, Mission, Objectives and Objectives and Achievement Strategies**

Strength (S)	Weakness (W)
1. Having a vision and mission formula that is in line with the vision and the mission and goals of the faculty and	1. Not all academic community activities are consistent with the mission formulated.
	2. Relatively large funds are needed to

university. 2. Formulation of realistic PB-PBI objectives to achieve the vision and mission. 3. The formulation of targets and achievement strategies have clear indicators.	reach the target. 3. The low value of accreditation results in the low interest of prospective new students.
<b>Opportunity (O)</b> 1. The need for educators in the field of English is relatively increasing. 2. English is used on an international scale so it provides great benefits for students in the future.	<b>Threat (T)</b> The number of PTN and PTS that hold the English Language Education Study Program in Jambi Province.

▪ **Standard 2: SWOT Analysis of Governance, Components, Management Systems, Quality Assurance, and Information Systems**

<b>Strength (S)</b> 1. The English Language Study Program has an effective and efficient governance structure. 2. Civil service governance The English Language Study Program runs democratically, by applying credible, transparent, accountable, responsible and fair principles. 3. Quality assurance program for English Language Study Program has been formed. 4. Has a network information management system (SIM) infrastructure that can be accessed by all academic communities	<b>Weakness (W)</b> 1. The authority of the Study Program is still centralized. 2. Alumni tracking (tracer study) is not optimal. 3. Prodi's financial management system is still centered on the foundation.
<b>Opportunity (O)</b> 1. Involvement of the Program structure 2. in the faculty and university structural meetings in providing opinions / views 3. Information network systems are wide open for program development. 4. Establishment of cooperation between quality assurance institutions and Quality	<b>Threat (T)</b> 1. Competition between Private Universities and State Universities 2. in provinces with better quality management. 3. The collaboration with various institutions is hampered 4. low accreditation.

Assurance Groups and Quality Assurance Units.	
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▪ **Standard 3: SWOT Analysis of Student Components and Graduates**

<p><b>Strength (S)</b></p> <ol style="list-style-type: none"> <li>1. Competency-based acceptance system (written test and interview) to get prospective students.</li> <li>2. 75 graduates work according to their fields.</li> <li>3. The average GPA of graduates increases (3.13)</li> <li>4. Availability of services for students</li> </ol>	<p><b>Weakness (W)</b></p> <ol style="list-style-type: none"> <li>1. Decreasing interest in prospective students because of the value of C accreditation</li> <li>2. There is no acceptance mechanism for prospective students for those who have special talents</li> <li>3. The low productivity of students in making student creativity proposals</li> <li>4. Communication and alumni association functions with institutions are not optimal</li> </ol>
<p><b>Opportunity (O)</b></p> <ol style="list-style-type: none"> <li>1. The need for English language teaching staff is still large.</li> <li>2. The number of national-scale activities to demonstrate the competence and creativity of students in the academic field.</li> <li>3. English is used on an international scale so graduates of the English Language Study Program have employment opportunities in Asean countries.</li> </ol>	<p><b>Threat (T)</b></p> <ol style="list-style-type: none"> <li>1. The number of rivals and PS graduates are the same in various PTs and PTS in terms of quantity and quality.</li> </ol>

▪ **Standard 4: SWOT Analysis of Human Resources**

<p><b>Strength (S)</b></p> <ol style="list-style-type: none"> <li>1. Lecturers of the English Education Study Program that are certified as educators are 55%.</li> <li>2. 90% of S2 qualified lecturers.</li> <li>3. The quality of the lecturers of the English Education Study Program is in accordance with the scientific field.</li> <li>4. The ratio of lecturers and students is appropriate.</li> </ol>	<p><b>Weakness (W)</b></p> <ol style="list-style-type: none"> <li>1. Lecturers with doctoral degrees are still low.</li> <li>2. Lecturer research is lacking.</li> <li>3. Do not have intellectual property rights.</li> <li>4. Lecturers have not won research grants.</li> <li>5. The number and quality of education personnel is still low</li> </ol>
<p><b>Opportunity (O)</b></p> <ol style="list-style-type: none"> <li>1. Funding is available for further study of lecturers and the implementation of community service.</li> <li>2. The high interest of prospective</li> </ol>	<p><b>Threat (T)</b></p> <ol style="list-style-type: none"> <li>1. Lecturer qualifications in fostering Similar study programs in state universities are relatively better</li> </ol>

lecturers to become PS lecturers. 3. Law no. 14 of 2005 teachers and lecturers and lecturer certification programs that can improve the motivation of lecturer performance.	
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▪ **Standard 5: SWOT Analysis Curriculum Components, Learning, and Academic Atmosphere**

<b>Strength (S)</b> 1. The curriculum of the English Language Study Program has referred to the IQF. 2. Suitability between the curriculum and the objectives of the English Language Education Study Program is relatively high. 3. There is an effort to do 4. curriculum review every 2 to 5 years. 5. Information technology-based learning technology (e-learning) has been developed. 6. Lecture room that is comfortable with air conditioning and equipped with LCD.	<b>W Weakness (W)</b> 1. The percentage of lecturers who use information technology is not optimal. 2. Feedback from graduates and graduates is not well mapped. 3. Lecture monitoring and curriculum are not optimal.
<b>Opportunity (O)</b> 1. Autonomy rights are given to formulate the chosen curriculum by the Ministry of Research and Technology. 2. Management Information Systems experienced a significant development	<b>Threat (T)</b> 1. Study Programs in State Universities / Private Universities have implemented many modern learning systems, supported by adequate infrastructure.

Based on the results of the discussion above, it can be concluded that:

- First, accreditation describes the quality of higher education in all aspects rather than the cumulative achievement index (GPA) of graduates. Because the GPA of graduates is determined internally; while accreditation is carried out by external institutions with comprehensive criteria. Therefore, the status of the study program accreditation is seen as more objective than the GPA which is seen as an internal claim only. Thus, every study program including English Language Education, FKIP, Batanghari University needs to seek accreditation status in accordance with the demands of legality and public accountability.
- Secondly, with the documents available, basically each study program can independently assess and calculate the accreditation score before the accreditation process is officially submitted to BAN-PT. With these assessments and calculations, there can be found strengths and weaknesses or

shortcomings of study programs, so that the main problems or strategic issues faced by the study program can be further examined. By taking into account the opportunities or opportunities and challenges that exist, the PBI-FKIP UNBARI can then formulate various alternatives to solve these problems, by designing programs and enhancing activities that include established accreditation standards.

- Third, these standards are used as references by assessors to assess the existence of study programs, including qualitative and quantitative values. Value A (Very Good, Score 4 with a score of 361-400), Value B (Good, Score 3 with a score of 301-360), Value C (Enough, Score 2 with a value of 200-300). If the study program is under 200, the study program is not entitled to obtain accreditation. This is what is attempted by English Language Education, FKIP, Batanghari University, so that its accreditation has a score in the 301-400 range, which is always increased every period.

It is clear that accreditation for Study Programs in this case is PBI-FKIP UNBARI is a form of evaluation (evaluation) of the quality and feasibility of higher education institutions or study programs that have been carried out by independent organizations or agencies outside of universities. In accordance with Prasetyo's opinion (2014), support for this was focused on the representation of quality accreditation in education. The higher the accreditation of PBI-FKIP UNBARI, the better the image of PBI-FKIP UNBARI in the community, the higher the community's decision to choose PBI-FKIP UNBARI as the goal of continuing higher education. This is supported by Robbins's (2007) statement that reputation is important because it deals with good names which will certainly affect one's views or perceptions. It can be concluded that the university's reputation is a very important determinant of the interest of prospective students in choosing higher education especially in the PBI-FKIP UNBARI. Hemsley-Brown (2016) in his writing mentions. That research conducted by Yuan, Liu, Yen, and Luo, concerning the Extension of Higher Education Brands, which explores the concept of brand identity and image from the perspective of brand extension. By focusing on the relationship between the parent university's brand identity and the expanded international brand image, it is explained that developing a university's 'identity image' reveals how consumers identify and transfer perceptions of university brand identity including the underlying causes of reciprocal transfer of perceptions from extension to parent brands. The results revealed that congruence perceptions (functional, symbolic, and self-image) and the legitimacy of brand extension (regulative legitimacy, brand extension authenticity, desired values to audiences, and adaptation culture) were the main factors that influenced the link of an image university.

## **Conclusion**

Based on the previous description and the results of the evaluation of accreditation form data of the English Language Education Study Program, FKIP, Batanghari University in 2016, it can be concluded that accreditation of the English Language Education Study Program, FKIP, Batanghari University influences the community's decision in choosing the English Language Education Program, FKIP, Batanghari University as a continuation of higher education. Accreditation relates to the reputation of the English Language Study Program, FKIP, Batanghari University which later also affects the decision of prospective students to choose the English Language Education Program, FKIP, Batanghari University. As a reference for the next research related to the improvement of the image of the English Language Education Study Program, FKIP, Batanghari University through accreditation can



be added other variables that influence the decision of prospective students to choose the English Language Education Program, FKIP, Batanghari University as a factor of socioeconomic background family, length of education, and so on. In addition, it can also use additional methods, namely direct interviews with the community or stakeholders so that information and answers can be obtained directly with sincerity and seriousness so that the data and information obtained are increasingly valid.

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