Analysis of Student Attitude in Choosing a Campus Based on International Accreditation

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Abstract: Industrial Revolution 4.0 provides a new impetus for the transformation and improvement of the quality of Higher Education. One of the efforts that can be made by Higher Education is an acknowledgment of the quality of management of Higher Education through an accreditation process both nationally and internationally. This study aims to analyze the decision of the FIP leadership in deciding the priority scale to improve the quality of FIP management based on International Accreditation. This research is a descriptive research. The sampling technique was proportional random sampling, with a sample of 50 respondents from a population of 1025 academics. Based on the value of academic attitude trust, a score of 3.12 was obtained, in the important category. Based on the academic attitude evaluation score, a score of 3.18 was obtained in the important category. There are four attributes in the very important category, namely clear and accurate academic calendar information (3.44), lecture contracts, RPS, assignments clearly conveyed (3.39), Information Services for Admission of New Students at the Faculty of Education Sciences are accurate and satisfactory (3.27), Examinations and announcements of New Student Admissions are clear and transparent (3.27).
Keywords: Academic Community, Internationalized Accreditation, FIBAA

1. Introduction
The Industrial Revolution 4.0 (IR 4.0) has provided a new impetus for the transformation and improvement of the quality of Higher Education. One of the efforts that can be made by Higher Education is an acknowledgment of the quality of management of Higher Education through an accreditation process both nationally and internationally.

One of the efforts that can be made to gain recognition for the quality of management of Higher Education is through an accreditation process both nationally and internationally. Recent research has shown that accreditation contributes more to practice and improvement of existing processes in institutions where they have been operating for 1–20 years than those where they have functioned for more than 41 years0.

The Government of the Republic of Indonesia realizes the importance of the quality of higher education and the need to develop a holistic quality assurance system to improve academic quality. One way to do this is to continuously improve the quality standards of education, research and services of tertiary institutions in Indonesia to international standards. Therefore quality improvement oriented towards the development of international standards is a must for universities in Indonesia. In 2020, the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 83/P/2020 concerning International Accreditation Institutions has been issued and can be used as a reference for institutions to apply for international recognition/accreditation. This acknowledgment or recognition is based on criteria that serve as benchmarks for the quality dimension and have been agreed upon at the national, regional and international levels. Quality in higher education is not a simple one-dimensional notion of educational quality [2].

Many institutions set certain accreditation value requirements for universities or study programs for their graduates when applying for work. The point of accreditation is recognition of the quality of the educational process which produces graduates whose qualifications and quality are guaranteed after undergoing a process that is recognized for its value with various criteria. If national accreditation with the highest qualifications has been obtained, the government also encourages the preparation of international accreditation whose aim is to gain recognition at a broader level both regionally and internationally. The acceleration of international accreditation by the government, in this case by the Directorate of Quality Assurance, Ditjen Belmawa, Kemenristekdikti, is driven by the low number of study programs that have received international recognition. Data from the Ministry of Research, Technology and Higher Education for June 2019 shows that out of 27,779 active study programs in Indonesia, only 395 study programs have won international recognition through obtaining international accreditation/certification. The objectives of international accreditation/certification are: (1) as a general guide and guideline for the development of PTs so that they are recognized internationally; (2) provides an overview of the requirements and processes for achieving international recognition; (3) as a guide for strategy and development of quality assurance related to international accreditation/certification, and (4) as an initial guide to achieving international recognition.

One of the tertiary institutions in Surabaya, State University of Surabaya (UNESA) cannot be separated

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from an integral part of the long journey of national education.State University of Surabaya (UNESA) is a state university in Surabaya, Indonesia, which was established on December 19, 1964. Currently UNESA has 7 faculties, one of which is the Faculty of Education. The Faculty of Education at UNESA currently manages 8 Study Programs, namely Teacher Education-Early Childhood Education, Special Education, Psychology, Counseling Guidance, Educational Management, Educational Technology, Out-of-School Education and Elementary School Teacher Education with eligible characteristics in the concept of international accreditation.

So that the UNESA Faculty of Education in 2022 will participate in FIBAA (Foundation For International Business Administration Accreditation) international accreditation. One aspect of the FIBAA accreditation criteria is a survey evaluating management processes at the faculty. So this research looks at the attitude of academics (lecturers, students, staff) towards the concept of international accreditation. This study examines a). Is there a significant difference in the results of the attitude of the academic community (lecturers, students, students) between expectations and reality statistically? b) What is the result of a comparison between expectations and actual satisfaction with the concept of international accreditation based on a survey of the academic community (lecturers, students, staff). c) What is the comparative analysis between expectations and actual satisfaction with the concept of international accreditation (a survey of the academic community (lecturers, students, staff).

The Minister of Research, Technology and Higher Education (Menristekdikti), Mohammad Nasir in one of his speeches, stated that universities must be able to answer increasingly complex social problems both in terms of type and substance[3]. It is believed that the more resources produced by the Higher Education, the more alternative solutions that can be provided to the community. This expectation presupposes that the quality of university graduates is high, the quality of high graduates has relevance to the qualifications of university graduates with the needs of the world of work and the good habits of graduates. However, in reality this is not the case [3].

In terms of benefits, accreditation is also useful in the context of proposing institutional projects where Higher Education with A accreditation can propose projects with a value of several billions, the amount of which is certainly different from Higher Education/study programs with B or C accreditation. Meanwhile, the benefits of accreditation for graduates are a requirement when going to work mainly to become civil servants (PNS). Many institutions set certain accreditation value requirements for Higher Education or study programs for their graduates when applying for work. The point of accreditation is recognition of the quality of the educational process which produces graduates whose qualifications and quality are guaranteed after undergoing a process that is recognized for its value with various criteria.

If national accreditation with the highest qualifications has been obtained, the government also encourages the preparation of international accreditation whose aim is to gain recognition at a broader level both regionally and internationally. The acceleration of international accreditation by the government, in this case by the Directorate of Quality Assurance, Ditjen Belmawa, Kemenristekdikti, is driven by the low number of study programs that have received international recognition. Data from the Ministry of Research, Technology and Higher Education for June 2019 shows that out of 27,779 active study programs in Indonesia, only 395 study programs have won international recognition through obtaining international accreditation/certification.

2. Research Methods

This research is descriptive research, which is a type of research that describes what academics from the Faculty of Education at UNESA are doing based on existing facts related to international accreditation attitudes. This research is then processed into data[4]. The purpose of this study was to analyze the Attitudes (Multiattribute Fishbein) academics of the Faculty of Education in providing leadership decisions to decide on a priority scale to improve the quality of management of the Faculty of Education based on International Accreditation. [5]The Fishbein model has two components , namely the following.

1) Attitude component. This component is internal to the individual, directly related to the object of research and its direct attributes which have an important role in measuring behavior because it will determine what action will be taken, without being influenced by external factors.
2) Components of subjective norms. This component is an individual external that influences individual behavior. This component can be calculated by multiplying the value of an individual's normative belief in an attribute with the motivation to agree with that attribute.

The fishbein multi-attribute model is described by the following formula:

$$A_o = \sum_{i=1}^{N} bi.ei$$

A_o	=	attitude towards an object
bi	=	the strength of the belief that the object hasattribute i
ei	=	evaluation of attribute i
N	=	the number of attributes that the object has

The fishbein multi-attribute model states that a consumer's attitude towards an object will be determined by his attitude towards the various attributes of the object. The ei component measures the evaluation of the importance of the attributes possessed by the object. Consumers have not paid attention to the brand of a product when evaluating the level of importance of these attributes. To determine the sample in this study using the Solvin technique with a 5% margin of error. With a population of 217 prospective students, the number of samples is as follows:

$$n = \frac{217}{1 + 217(0,05)^2} = 140,68$$

Thus, the minimum number of respondents in this study were 141 people. At the data collection stage, valid and complete respondent answers were 217 people, so this study used 217 respondent data. To determine the attitude scale interval, the following formula is used :

$$i = \frac{a * (m - n)}{b}$$

i	=	intervals
a	=	attribute count
b	=	the number of rating scales that may occur interval scale
m	=	the highest possible score
n	=	lowest possible score

So that the attitude scale intervals used in the study are:

$$i = \frac{16 * (16 - 1)}{4} = 60$$

With the above formula, an attitude interval scale can be arranged as follows:

Table 1: Student Attitude Interval Scale in Choosing the Faculty of Education, State University of Surabaya

Scale	Attitude Value
$16 \leq A_o \leq 76$	Very Not Important (STP)
$77 \leq A_o \leq 136$	Not Important (TP)
$137 \leq A_o \leq 196$	Important (P)
$197 \leq A_o \leq 224$	Very Important (SP)

Operational definition
1) The consumers are the academic community (lecturers, students, educational staff) at State University of Surabaya.
2) The consumer's expectation is that the academic community (lecturers, students, students) at the State University of Surabaya will receive quality management services based on international accreditation.
3) The quality of attitudes that will be examined are expectations and reality (1) Admission Services, (2) Services for facilitating the educational process, (3) Cooperation Services, (4) Quality Control Services

Survey Instruments
The instrument used is a questionnaire. Questionnaires are used to collect data by providing written questions about consumer expectations and realities to be answered. The questionnaire instrument consists of 4 main aspects, namely (1) Student Admissions Services, (2) Services for facilitating the educational process, (3) Cooperation Services, (4) Quality Control Services.

3. Results and Discussion
The results of the study analyzed the attitude of the academics of the Faculty of Education in providing leadership decisions to decide on a priority scale to improve the quality of management of the Faculty of Education based on International Accreditation, obtained answers to several statements submitted to 217

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respondents, the 5th statement regarding clear and accurate academic calendar information received the highest response with a strongly agree answer is as many as 118 people or 54.38%. Whereas statement 11 regarding information on cooperation between departments/faculties with partners (foreign universities/domestic universities/institutions) received the lowest response with 41 people or 18.89% strongly agree.

Answers were obtained for several statements submitted to 217 respondents, the 5th statement regarding clear and accurate academic calendar information received the highest response with strongly agree answers, namely 123 people or 56.68%. Whereas statement 11 regarding information on cooperation between departments/faculties with partners (foreign universities/domestic universities/institutions). (News of signing the MOU, LOA) got the lowest response with 54 people or 24.88% strongly agree.

Prior to data processing, all answers given by respondents were tested with validity tests and reliability tests that were tested on respondents. Validity test is done by using product moment correlation. The results of the variable validity test by displaying all relevant statement items regarding student attitudes towards the Faculty of Education, Surabaya State University are measured by the concept of trust (bi).

The formula obtained for the validity test is the value of rcount>rtable. Thus all statement items regarding attitudes towards service as measured by the concept of trust (bi) are declared valid.

The reliability test was carried out to see whether a series of questionnaires could be trusted as a measuring tool for a variable that the researcher wanted to measure. A reliable questionnaire is not biased, in the sense that if it is used to measure another subject it will give more or less the same or consistent results. The method used in the reliability test is Cronbach Alpha. Formula in determining the reliability test using Cronbach Alpha:

$$\alpha = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma b^2}{(\sigma^2 t)}\right)$$

α =   Cronbach alpha reliability coefficient
k   =   Number of attributes
$\sum \sigma b^2$ =   Number of attribute variants
$\sigma^2 t$ =   Total variance

Based on the results of the reliability test for the variable Trust or belief (bi) is 0.9152. This shows that the instrument in measuring the variable Trust (bi) is reliable (reliable) and is included in the very high category. Likewise with the reliability of the evaluation variable (ei) is 0.9284. This shows that the instrument in measuring the evaluation variable (ei) is reliable (reliable) and is included in the very high category. So in general, the instruments built are reliable for obtaining this research data.

Performance and Trust (bi)
Based on the research results, the value of the respondent's level of trust regarding the Faculty of Education, State University of Surabaya with a value of 3.12 is in position 3 so that it can be stated to be in the good category. When viewed in more detail, it can be seen that the academic calendar information factor clearly and accurately is in the highest order, which indicates that an informative academic calendar is the main concern of students so that students know the schedule of academic activities for one year. Respondents saw that the academic calendar information was included in the Very Good category. The formula for determining the scale range is as follows:

$$RS = \frac{m-n}{b}$$

m =   The highest number in the measurement
n =   The lowest number in the measurement
b =   The number of Interpretation Classes that exist

Calculation of the Scale Range used in the study are:

$$RS = \frac{4-1}{4} = 0.75$$

Based on the calculation results, there are 2 attributes that are classified as very important, namely clear and accurate academic calendar information (3.88) and lecture contracts, RPS, assignments clearly conveyed (3.30). While the other 12 attributes are classified as important, successively as follows: Examination and announcement of New Student Admissions are clear and transparent, New Student Admissions Information Services at the Faculty of Education are accurate and satisfying, Information on New Student Admissions at the Faculty of Education, State University of Surabaya, Your abilities and expertise are as expected, The ability and

speed of the leader/officer in providing services to students/lecturers/trainees, Availability of building information systems or boards, Clear and transparent New Student Admission Fees, room/class information, service SOPs, can be found by clicking easy and clear, Leaders/officers' concern in receiving complaints related to services, Clear and accurate curriculum of majors, Information on cooperation activities with partners (overseas universities/domestic universities/government agencies/schools), Information on collaboration of majors/faculties with partners (universities abroad/university domestic bag/institution). (News of signing the MOU, LOA), Availability of internet facilities, electricity, lecture halls, laboratories, lecturer rooms, education staff rooms, parking lots, adequate public areas, clean and comfortable.

Importance and Evaluation (ei)
The formula for determining the scale range is as follows:
$$RS = \frac{m - n}{b}$$

m	=	The highest number in the measurement
n	=	The lowest number in the measurement
b	=	The number of Interpretation Classes that exist

Calculation of the Scale Range used in the study are:
$$RS = \frac{4 - 1}{4} = 0.75$$

Based on the results of the respondent's evaluation, which illustrates the level of interest of the respondents in choosing the Faculty of Education, State University of Surabaya, an average score of 3.18 was obtained in position 3 in the important category. There are four attributes that are the highest and fall into the very important category, namely clear and accurate academic calendar information (3.44), lecture contracts, RPS, assignments clearly conveyed (3.39), Information Services for Admission of New Students at the Faculty of Education Sciences are accurate and satisfying (3.27), Examination and announcement of New Student Admissions are clear and transparent (3.27). Students have the hope of obtaining clear and accurate information through academic calendars, lecture contracts, RPS, assignments, New Student Admission Information Services and Examinations and announcements of New Student Admissions. So that with clear and accurate information, students get useful information and reduce risks in making decisions.

Besides that, there are 10 attributes that are classified as important, which are successively as follows: Information on New Student Acceptance at the UNESA Faculty of Education, Your abilities and expertise are as expected, The ability and speed of leaders / officers in providing services to students / lecturers/trainees, New Student Admission Fees are clear and transparent, Availability of building information systems or boards, room/classroom information, service SOPs, can be found easily and clearly, Concern of leaders/officers in receiving complaints related to services, Curriculum of majors clearly and accurately , Availability of internet facilities, electricity, lecture halls, laboratories, lecturer rooms, education staff rooms, parking lots, adequate, clean and comfortable public areas, information on cooperation activities with partners (overseas universities/domestic universities/government agencies/schools), Information on cooperation between departments/faculties with partners (foreign universities/universities within n government/institution).

Attitudes of Students in Choosing
The attitude of students in choosing the Faculty of Education, State University of Surabaya is a combination of the two variables above, namely the trust factor and the evaluation factor. Based on the research results, the Attitude Value (A0) is obtained as follows. The formula for determining the attitude scale interval is:
The results of this study indicate that the attitude of students in making decisions choosing the Faculty of Education, State University of Surabaya is in the important category. The formula for determining the attitude scale interval is:
$$i = \frac{a * (m - n)}{b}$$

i	=	Interval
a	=	Number of attributes
b	=	Number of rating scales that may occur on an interval scale
m	=	The highest possible score
n	=	The lowest possible score

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Calculation of the Attitude Scale Interval used in this study are:

$$i = \frac{16 * (16 - 1)}{4} = 10$$

Gap Analysis (Level of Gap)

If examined more deeply, the results of the respondents' answers to the trust and evaluation above, produced a score of 139.82 or an important category. These findings reveal that the Faculty of Education, State University of Surabaya can still improve its performance score in the future. Because if this score is percentaged to a maximum value of 224, the current achievement has only reached 62.42%. This means that the gap for the maximum position is still quite far, which is around 37.58%. This figure describes the gap or gap to the best position.

If done in stages, then to achieve a score of 80% (very good lower limit), then the gap that needs to be fought for is 17.58%. The size of this gap (gap) aims to motivate the Faculty of Education, State University of Surabaya in improving its performance in the future.

Performance and Importance Matrix

In line with the above analysis regarding the variables of performance (performance) and importance (importance), the scores for each indicate coordinate points which are visually presented in the figure below.
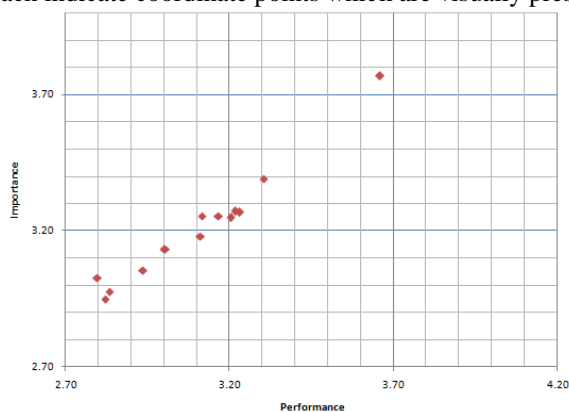

Figure 1: Performance Graph of the Faculty of Education, State University of Surabaya and Attribute Importance

Based on the coordinates of the graph above, it can be seen that each performance score is in the range of unimportant, important, very important, as well as the level of importance (importance) which is in the range of unimportant, important and very important. The 14th coordinates of the research attributes form the quadrant quadrant area, which can be presented in the table below :

Table 2: Scores of Importance and Performance of the Faculty of Education, State University of Surabaya

Importance	Performance	Atribut
Very Important	Very Important	Academic calendar information clearly and accurately. Lecture contracts, RPS, assignments are clearly stated.
Very Important	Important	The Information Service for Admission of New Students at the Faculty of Education is accurate and satisfying. Uian and announcement of New Student Admissions is clear and transparent.
Important	Important	Information on New Student Admissions at the Faculty of Education, Surabaya State University. The New Student Admission Fee is clear and transparent. Curriculum majors clearly and accurately. Your abilities and skills are as expected. Availability of internet facilities, electricity, lecture halls, laboratories, lecturer rooms, education staff rooms, parking lots, adequate, clean and comfortable public areas. Availability of building information systems or boards, room/class information, service SOPs, can be found easily and clearly. Information on cooperation between departments/faculties with

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		partners (foreign universities/domestic universities/institutions). (News of signing the MOU, LOA). Information on cooperation activities with partners (overseas universities/domestic universities/government agencies/schools). The ability and speed of leaders/officers in providing services to students/lecturers/trainees. The concern of the leadership/officers in receiving complaints related to services.

Based on the results of the research, the value of the respondent's level of trust regarding the Faculty of Education, Surabaya State University with a value of 3.12 is in position 3 so that it can be stated to be in the good category. When viewed in more detail, it can be seen that the academic calendar information factor clearly and accurately is in the highest order, which indicates that an informative academic calendar is the main concern of students so that students know the schedule of academic activities for one year. Respondents saw that the academic calendar information was included in the Very Good category.

Based on the results of the respondent's evaluation, which illustrates the level of interest of the respondents in choosing the Faculty of Education, Surabaya State University, an average score of 3.18 was obtained in position 3 in the important category. There are four attributes that are the highest and fall into the very important category, namely clear and accurate academic calendar information (3.44), lecture contracts, RPS, assignments clearly conveyed (3.39), Information Services for Admission of New Students at the Faculty of Education Sciences are accurate and satisfying (3.27), Examination and announcement of New Student Admissions are clear and transparent (3.27). Students have the hope of obtaining clear and accurate information through academic calendars, lecture contracts, RPS, assignments, New Student Admission Information Services and Examinations and announcements of New Student Admissions. So that with clear and accurate information, students get useful information and reduce risks in making decisions.

4. Conclusion

The conclusions from this study regarding the attitude of academics of the Faculty of Education towards International accreditation (quality standards based on international accreditation) using the fishbein method are as follows: 1) Based on the value of trust in the attitude of scholars towards international accreditation quality standards, an average score of 3.12 is obtained, and is in the important category. What is the main choice for academics in choosing is clear and accurate academic calendar information and lecture contracts, RPS, and mandates that are clearly conveyed. 2) Based on the value of evaluating the attitude of academics towards international accreditation quality standards. Overall, the evaluation on the attributes of tertiary institutions illustrates the level of interest of respondents in choosing the quality of the Faculty of Education, State University of Surabaya, obtaining an average score of 3.18 in the important category. There are four attributes that are the highest and fall into the very important category, namely clear and accurate academic calendar information (3.44), lecture contracts, RPS, assignments clearly conveyed (3.39), Information Services for Admission of New Students at the Faculty of Science Education is accurate and satisfying (3.27), Examinations and announcements of New Student Admissions are clear and transparent (3.27). Clear and accurate information is an important factor and students believe that they are not wrong in making decisions. The attitude value with the Fishbein model in the election of the Surabaya State University Faculty of Education obtained an attitude score of 139.82.

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