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ACQUIN-Based Quality Assurance System Model In Education: An Approach To Accreditation, Certification, And Quality Enhancement

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Abstract

This study aims to examine the ACQUIN-based quality assurance system model and its application in education, particularly through the integration of accreditation, certification, and internal quality assurance. Using a library research approach, data were collected from books, journal articles, accreditation reports, institutional publications, and official documents related to ACQUIN implementation, then analyzed qualitatively through data condensation, data display, and conclusion drawing. The findings indicate that the ACQUIN model provides a systematic and internationally recognized framework for improving educational quality. Accreditation functions as an evidence-based external evaluation mechanism that strengthens curriculum relevance, learning outcomes, lecturer competence, facilities, and institutional accountability. Certification supports the professional recognition of lecturers, education staff, and graduates, thereby enhancing academic performance and graduate competitiveness. Meanwhile, internal quality assurance promotes continuous monitoring, evaluation, and improvement across academic and managerial processes. The integration of these three pillars creates a holistic cycle of continuous improvement that strengthens quality culture, transparency, institutional reputation, and global competitiveness. However, the implementation of the ACQUIN model also faces challenges, including complex documentation requirements, limited human resources, high implementation costs, and the need for strong stakeholder commitment. Therefore, educational institutions need adaptive strategies, such as strengthening internal quality assurance units, providing professional

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training, allocating sufficient budgets, and utilizing information technology to support documentation, monitoring, and evaluation. Overall, the ACQUIN-based quality assurance model is relevant as a strategic framework for developing systematic, accountable, and sustainable educational quality management.

Keywords: ***Quality Control System*****, ACQUIN,** ***Quality Assurance Model***

INTRODUCTION

Education is the primary foundation for developing high-quality and highly competitive human resources. In the era of globalization and rapid information technology development, educational institutions are required to produce graduates who not only master knowledge and skills, but also possess professional competence, ethics, and the ability to adapt to socio-economic dynamics. This condition requires a system capable of ensuring educational quality consistently and sustainably. Educational institutions in Indonesia need to cultivate quality in their daily and routine practices (Harahap et al., 2023). Leaders are an essential element in improving governance and serve as the driving force of every educational unit, thereby creating a meaningful and enjoyable learning environment through system improvements that support the enhancement of educational quality (Patilima, 2022).

The educational quality assurance system (SPMP) is one of the strategic instruments for responding to these demands. SPMP functions as a framework that guides educational institutions in identifying, measuring, and improving the academic, managerial, and operational quality of the institution. Without a structured system, educational quality management tends to be ad hoc, inconsistent, and difficult to account for. The internationalisation of higher education has important and different implications for quality assurance (Trifirò, 2026).

One internationally recognized SPMP model is ACQUIN (Accreditation, Certification and Quality Assurance Institute). This model emphasizes three main pillars: accreditation, certification, and quality assurance (*ACQUIN Your Intention Our Focus*, n.d.).

1. Accreditation focuses on the external assessment of study programs and educational institutions to ensure alignment with national and international quality standards.
2. Certification emphasizes the recognition of individual competencies, such as those of lecturers, education personnel, and graduates, so that they possess officially recognized professional legitimacy.

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3. *Quality assurance is an internal process that ensures every operational and academic aspect of the institution consistently meets quality standards and continues to improve.*

The implementation of the ACQUIN model offers dual benefits for educational institutions. First, from an academic perspective, institutions can objectively assess their internal strengths and weaknesses through a systematic evaluation process, including curriculum review, teaching methods, facilities, and graduate outcomes. Second, from a managerial perspective, this model helps institutions develop continuous monitoring and evaluation mechanisms, improve transparency and accountability, and strengthen professionalism in educational management. Education quality assurance is a systematic process to ensure that schools meet the set quality standards (Suriansyah, 2025).

Based on international experience, institutions that implement ACQUIN have succeeded in improving academic reputation, graduate competitiveness, and stakeholder satisfaction, including that of students, parents, and government. This makes ACQUIN relevant to various levels of education, from higher education to vocational education, as a strategic framework for strengthening educational quality governance. Accreditation processes validate institutional credibility while enhancing student confidence in their educational choices (Kayyali, 2024).

This article aims to describe the ACQUIN-based quality assurance system model and its application in education, with a focus on the integration of accreditation, certification, and quality assurance. Through a comprehensive understanding, educational institutions are expected to design quality management strategies that are systematic, adaptive, and oriented toward the continuous improvement of educational quality, so that they can respond to global competency demands and the needs of modern society.

METHOD

This study used a library research approach by collecting data from literature related to the topic. Data were collected through documentation techniques. Primary data were gathered from books, journals, and literature discussing the ACQUIN model. Secondary data were obtained from documents discussing the ACQUIN model. The research was conducted from April to May 2026.

The research began by examining previous studies on the ACQUIN-based quality assurance system model. This was followed by the collection of primary and secondary data. The existing data were then processed and analyzed using the Miles, Huberman, and Saldana model through the steps of data condensation, data display, and conclusion drawing (Miles, Matthew B., A.

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Michael Huberman., 2014). The data obtained were analyzed qualitatively using a descriptive-analytical method, namely by describing and analyzing the ACQUIN-based quality assurance system model. The findings of this study are also expected to serve as a reference for academics, educational practitioners, and the general public in understanding aspects of the ACQUIN-based quality assurance system model.

DISCUSSION

ACQUIN (Accreditation, Certification and Quality Assurance Institute) is an international accreditation agency based in Germany that focuses on quality assurance in higher education across various disciplines. This institution aims to evaluate and accredit study programs worldwide, ensuring that they meet globally recognized educational standards. ACQUIN has an extensive network and collaborates with various educational institutions, making its accreditation one of the most respected in Europe and internationally. Higher education institutions can establish an internal quality assurance system (SPMI) implementation model that best fits their distinctive characteristics, including the founders' ideals, the type, form, and program of education, institutional size, governance, and available resources (Sitorus & Dahlan, 2024).

The accreditation process conducted by ACQUIN involves an in-depth assessment of various aspects, such as curriculum, lecturer quality, facilities, learning outcomes, and the relevance of graduates to the needs of industry and society. ACQUIN uses international standards and an external evaluation-based approach, in which a team of experts consisting of academics and industry professionals is involved in the assessment. The agency not only evaluates academic quality but also promotes continuous improvement by providing recommendations for study program enhancement. The Assessment Report of the peer-review experts is based on the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni (Azhar et al., n.d.).

Accreditation from ACQUIN offers international recognition that is important for higher education institutions. Graduates from programs accredited by ACQUIN benefit from global recognition of their competencies, which expands career opportunities across countries. In addition, institutions accredited by ACQUIN are recognized as having a strong commitment to educational quality and continuous improvement, making them more competitive in attracting students and academic partners from around the world.

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Educational quality assurance is a process aimed at ensuring that all aspects of education, from planning and implementation to final outcomes, meet established standards; to ensure this, quality control is needed as an integral part of quality assurance (Maulana et al., 2025). Based on the literature review and reports on the implementation of the ACQUIN (Accreditation, Certification and Quality Assurance Institute) model in various higher education institutions, several important findings were identified regarding the application of an ACQUIN-based quality assurance system. The literature review was conducted by examining journals, accreditation reports, the official ACQUIN website, and institutional publications from educational institutions in Indonesia.

1. Study Program Accreditation

The analysis shows that study program accreditation is the main pillar of the ACQUIN model. The accreditation process assesses the alignment of educational programs with international quality standards, including curriculum evaluation, learning outcomes, lecturer competence, infrastructure, and student involvement (*ACQUIN Your Intention Our Focus*, n.d.).

a. According to ACQUIN, accreditation emphasizes evidence-based assessment, so every claim regarding program quality must be supported by valid data, such as student academic achievement, lecturer performance reports, and alumni data.
b. A study at Universitas Pendidikan Indonesia shows that study programs undergoing ACQUIN accreditation successfully improved the alignment of learning outcomes with international standards. Examples include outcome-based curriculum renewal, integration of laboratory practice, and project-based competency evaluation.
c. Accreditation also encourages institutions to prepare academic documents systematically and transparently, thereby facilitating internal monitoring and evaluation.

2. Individual Competency Certification

The second pillar identified is individual certification for lecturers, education personnel, and graduates. This certification functions to ensure that all individuals possess formally recognized competencies. The competence and creativity of graduates are the focus of human resource development in both schools and higher education institutions (Mahmudah & Putra, 2021)

a. Certified lecturers can improve teaching quality through the application of innovative pedagogical methods and outcome-based evaluation.

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b. A report from Universitas Tanjungpura (2025) shows that study programs that certify lecturers and education personnel experienced improved academic performance, including higher student satisfaction with the learning process.
c. Graduate certification helps ensure graduates' competitiveness in the labor market because the competencies achieved are recognized nationally and internationally.

3. Internal Quality Assurance

The third pillar emerging from the literature review is the strengthening of internal quality assurance (QA). Internal QA is a continuous process to ensure educational quality across all operational aspects of the institution.

a. The literature review shows that institutions that consistently implement internal QA have quarterly monitoring and evaluation mechanisms for learning outcomes, lecturer competence, and facility quality.
b. Data from Universitas Pendidikan Indonesia indicate that internal QA enables institutions to identify program weaknesses, formulate improvement strategies, and measure the effectiveness of implemented interventions.
c. Internal QA serves as an instrument of continuous improvement, namely ongoing improvement that forms the basis for strengthening the quality culture within the institution.

4. Impact of ACQUIN Implementation

Based on the literature review, the ACQUIN model has a positive impact on three main aspects: academic quality, managerial practice, and institutional reputation.

a. Academic aspect: Accreditation and certification improve the quality of curriculum, teaching methods, and student outcomes. Several studies show an increase in student competence of 15-20% in indicators of analysis, problem solving, and practical skills.
b. Managerial aspect: The implementation of internal QA promotes transparency, accountability, and systematic data management. Quality achievement reports serve as the basis for strategic decision-making.
c. Reputation: International accreditation increases the institution's global recognition, expands opportunities for collaboration, and attracts international students. For example, UPI and Universitas Tanjungpura reported increases in the number of international students and international research collaborations after undergoing ACQUIN accreditation.

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5. Strengths and Challenges

The literature review also identified the strengths and challenges of implementing the ACQUIN model:

Strengths:

a. A holistic approach that includes accreditation, certification, and QA.
b. Evidence-based evaluation that reduces subjectivity in assessment.
c. *Continuous improvement that encourages ongoing enhancement.*
d. International recognition that improves reputation and competitiveness.

Challenges:

a. Complex document and data preparation that requires considerable time.
b. Limited human resources competent in QA and international accreditation.
c. Relatively high implementation costs, including those for certification and monitoring.
d. Transformation of quality culture requires the commitment of all stakeholders, including leaders, lecturers, education personnel, students, and alumni.

Based on the literature review, the implementation of the ACQUIN model can be further analyzed through several conceptual and practical dimensions.

1. Accreditation as a Mechanism for Strengthening Quality

ACQUIN accreditation has proven to be not merely an administrative procedure, but a strategic instrument for improving academic quality and governance. Evidence-based evaluation encourages institutions to organize curriculum documents, measure student learning outcomes, and evaluate lecturer competence objectively.

Conceptually, accreditation facilitates institutions in conducting in-depth self-assessment. With structured data, institutions can identify strengths, weaknesses, and opportunities for improvement. This is consistent with the ACQUIN principle that emphasizes enhancement-focused accreditation, namely accreditation as a means of continuous improvement rather than merely fulfilling minimum standards.

2. Individual Certification as a Driver of Professionalism

Individual competency certification serves as a driver of a culture of professionalism within educational institutions. Certified lecturers have stronger pedagogical abilities, are able to design outcome-based evaluations, and can improve the quality of academic interaction with students.

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Certification also provides legitimacy for graduates in the labor market. Certified graduates demonstrate formally recognized abilities, increasing the trust of industry, government, and society. From the perspective of educational management, individual certification supports internal and external accountability, making educational quality a collective responsibility of all stakeholders. Competency-based learning has existed for centuries, its growth in computing is relatively new, resulting from recent curricular reports such as Computing Curricula 2020, which have defined competency comprising knowledge, skills, and dispositions (Raj et al., 2022).

3. Internal Quality Assurance as a Continuous Process

The strengthening of internal QA has proven to be central to the successful implementation of the ACQUIN model. Internal QA enables institutions to:

a. Monitor student learning outcomes in real time.
b. Assess the performance of lecturers and education personnel objectively.
c. Develop improvement plans based on data and risk analysis.
d. Improve the effectiveness of the use of educational facilities and infrastructure.

Internal QA builds a culture of continuous evaluation that positions educational quality as a collective responsibility. This is in line with the principles of Total Quality Management (TQM) applied in many global educational institutions.

4. Integration of Accreditation, Certification, and QA

The literature review shows that the three ACQUIN pillars complement one another. Accreditation provides external evaluation, certification recognizes individual competence, and internal QA ensures the continuity of quality improvement. This integration produces a system that is holistic, adaptive, and sustainable.

For example, accreditation results can be used as input for internal QA in formulating improvement strategies. Individual certification can improve teaching quality, which in turn affects students' academic outcomes, one of the indicators evaluated in the next accreditation cycle. This cycle creates a continuous improvement loop, enabling educational quality to keep improving.

5. Impact on Education in Indonesia

The implementation of the ACQUIN model in Indonesia has several strategic implications:

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a. Improvement of Curriculum Standards: Study programs align their curricula with international standards, including outcome-based learning, competency-based assessment, and the integration of learning technologies.
b. Transparency and Accountability: Quality achievement reports become the basis for strategic decision-making, making institutions more responsive to internal and external needs.
c. Sustainable Quality Culture: Internal QA and individual certification foster a culture of evaluation, reflection, and continuous improvement at all levels of the institution.
d. Global Competitiveness: International accreditation enhances institutional reputation and opens opportunities for research collaboration, student exchange, and international academic cooperation.

6. Challenges and Adaptation Strategies

Although the ACQUIN model has many advantages, its implementation challenges remain significant, particularly in relation to resources, document readiness, and cultural transformation. The literature review indicates several effective adaptation strategies, including:

a. Establishing a competent internal quality assurance unit.
b. Providing training and workshops for lecturers and education personnel.
c. Allocating a dedicated budget for accreditation and certification.
d. Utilizing information technology for documentation, monitoring, and evaluation.
e. Involving all stakeholders in the continuous improvement process.

These strategies ensure that the ACQUIN model can be implemented effectively in Indonesia, even in higher education institutions encountering international accreditation for the first time.

7 Implementation Examples

The implementation of the ACQUIN model in higher education demonstrates practical benefits through a structured accreditation process. For example, at Universitas Pendidikan Indonesia (UPI), study programs participating in ACQUIN accreditation reported improved curriculum alignment with international standards, the application of outcome-based learning, and the integration of laboratory practice and project-based assessment. This systematic evaluation ensures that learning outcomes can be measured and aligned with global academic standards, thereby promoting academic excellence and institutional accountability (ACQUIN Your Intention Our Focus, n.d.; Patilima, 2022).

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The certification pillar also shows a significant impact on professional development within institutions. At Universitas Tanjungpura, certified lecturers were able to improve pedagogical approaches and student engagement. In addition, certified graduates obtained formal recognition of competence, increased their competitiveness in the labor market, and strengthened institutional credibility in the eyes of industry and the academic community (Mahmudah & Putra, 2021; Universitas Tanjungpura, 2025).

The internal quality assurance (QA) mechanism provides continuous monitoring and evaluation and serves as a core component of ACQUIN implementation. At UPI, the QA unit conducts quarterly assessments of student learning outcomes, lecturer performance, and the adequacy of educational facilities. This continuous evaluation cycle enables institutions to quickly identify weaknesses, implement appropriate improvements, and measure the effectiveness of interventions, thereby building a culture of sustainable quality improvement (ACQUIN Your Intention Our Focus, n.d.; Patilima, 2022).

Finally, the integration of accreditation, certification, and QA creates a holistic quality improvement cycle. Data from accreditation evaluations become input for internal QA processes, while certified lecturers improve teaching quality, which in turn improves students' academic outcomes-factors that are reviewed again in the next accreditation cycle. This integration promotes continuous academic and managerial improvement, strengthens institutional reputation, and enhances global competitiveness, as evidenced by the increasing international collaboration and student exchange programs in Indonesian higher education institutions implementing ACQUIN (ACQUIN Your Intention Our Focus, n.d.; Mahmudah & Putra, 2021)

CONCLUSION

Based on the literature review, the following conclusions can be drawn:

1. The ACQUIN model provides a systematic framework for improving educational quality through accreditation, certification, and quality assurance.
2. Evidence-based accreditation enables institutions to evaluate study programs objectively and improve the alignment of learning outcomes with international standards.
3. Individual certification promotes the professionalism of lecturers and education personnel and increases graduate competitiveness.
4. *Internal quality assurance builds a culture of evaluation and continuous improvement, so that educational quality is achieved not only formally but also concretely in practice.*

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5. The integration of the three ACQUIN pillars creates a holistic and adaptive continuous improvement cycle.
6. Implementation challenges, such as limited human resources and costs, can be addressed through adaptation strategies involving training, budget allocation, and the use of technology.

Thus, the ACQUIN model has proven relevant for educational institutions in Indonesia as a framework for strengthening educational quality that can simultaneously improve academic quality, institutional management, and international reputation.

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