

Accreditation Report

Program Accreditation of

Sekolah Tinggi Intelijen Negara (STIN) University, INDONESIA

Bachelor Program of Intelligence Analyst Study Program

(Bachelor of Science in Intelligence (B.Sc.In.))

Bachelor Program of Intelligence Agent Study Program

(Bachelor of Arts in Intelligence (B.A.In.))

Applied Bachelor Program of Economic Security and Financial Intelligence Study

Program (Bachelor of Applied Economics (B.App.E.))

Applied Bachelor Program of Technology Intelligence Study Program

(Bachelor of Applied Engineering (B.App.Eng.))

Applied Bachelor Program of Cyber Security and Intelligence Study Program

(Bachelor of Applied Computer Science (B.App.C.S.))

Master Program of Intelligence Studies Study Program

(Master of Science in Intelligence (M.Sc.In.))

Applied Master Program of Medical Intelligence Study Program

(Master of Applied Health Science (M.App.H.S.))

I Procedure

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Attendance by ACQUIN office: Dr. Michael Mayer, Robert Raback

Accreditation decision: 06 June 2024

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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.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are considered.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study program(s), study program(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study program(s).

1 The Higher Education System in Indonesia

The modern Indonesian Higher Education System evolved from the colonial education system of the Dutch East Indies. The need for professionally trained personnel who could be used in the administration led to the establishment of several higher education institutions (HEIs) in the late 19th century and the first decades of the 20th century, and to the establishment of a number of colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country’s universities, where teaching was conducted in Dutch.



After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new HEIs.

In addition, the law established comparable structures at the universities, the "Tri Dharma" (three pillars) of higher education (teaching, research, and service to the community service), which are still valid today. Private universities were recognized as equal to public HEIs, which led to a significant expansion of the private sector.

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favored by strong economic growth and – associated with it – an increasing demand for a well-educated labor force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study programs was standardized along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programs were introduced.

1.1 Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, p. 8, as of December 2020). 633 of these higher education institutions are considered universities (universitas). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187 state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious' colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state



universities are generally regarded as particularly qualified and have most of the country's current 739 doctoral programs.

Despite the large number of private colleges, “only” about 52 percent of students study there, while 35 percent are enrolled at state colleges. The remaining 17 per cent study at religious colleges or state-owned colleges that are under neither the Ministry of Education nor the Ministry of Religion.

Most of the state-run higher education institutions are administered and financed by DIKTI (Directorate for Higher Education at the Ministry of Education and Culture). The Ministry of Religion, on the other hand, is responsible for the large number of denominationally oriented higher education institutions. However, there are also higher education institutions that are administered and financed by other ministries, for example the Ministry of Finance and the Ministry of Defence. The private university sector is anchored in DIKTI with regionally organized so-called KOPERTIS networks.

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong to this group. They are all characterized by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Both private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university:

At a state university, undergraduate studies (bachelor's degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's program (in Indonesian “Sarjana 2”), the



tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

At private universities, the tuition fees for a particular subject can vary greatly. For an undergraduate/bachelor program, one has to pay on average between 12,000,000 Rp. (approx. 830,- Euro) and 20.000.000,- Rp. (approx. 1.380,- Euro), for a medical degree up to 54.000.000,- Rp. (approx. 3,725 euros), which does not include the sometimes very high very high enrolment fees for the first semester. In the master's program, the tuition fees per semester at the private Atma Jaya University in Jakarta, to name just one example, range from 7,000,000 Rp. (approx. 480 euros) and 37,000,000 Rp. (circa 2,550 euros). Again, management is the most expensive field of study. For doctoral studies, which are seldom offered by private universities, one has to pay fees ranging from about 20,000,000 Rp. (approx. 1,380 euros) and 30,000,000 Rp. (approx. 2,070 euros) per semester.

The DIKTI distinguishes between the following types of HEIs (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be state universities as well as private institutions.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor's, a master's, and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas Terbuka"), which was opened in 1984 and offers mainly undergraduate courses. More than 310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) studying at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called "Instituts" are usually focused in certain areas of specialization. Courses of study can be completed with a diploma as well as with a bachelor's degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions is the Sekolah Tinggi ("High School"), which often consist of only one faculty and for the most part offer courses leading to professional courses of study. They account for almost half of all higher education institutions in Indonesia and are for the most part private. The usual degrees obtained here are D 1 to D 4. These "Diploma" degrees are awarded in application-oriented courses of study; they are not recognized as academic degrees in the European Higher Education Area. The highest D degree, the Diploma 4,



concludes a four-year course of study and can be equated to a bachelor's degree (S1) in Indonesia, albeit with the addition of "Bachelor of Applied Science". In addition to the Sekolah Tinggi, the Diploma degree can also be obtained at the 909 so-called academies ("Akademi").

Similar to the institutes, the Akademi are usually specialized in one field of study such as e.g. accounting, foreign languages, or obstetrics, and are therefore rather small. They too are for the most part private institutions. The courses of study are concluded with a diploma degree. The 304 so-called polytechnics ("Politeknik") offer only three- and four-year programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labor market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

Most universities still lack university teaching staff with doctoral degrees. Of the 308,600 lecturers statistically recorded, only around 47,625 have a doctorate. About 72 percent of university teachers have a master's degree as their highest qualification; all others teach with bachelor's, diploma, or other degrees. The most qualified university teachers, by a wide margin over the other islands, are on Java, where about 26,000 hold doctorates and a good 108,700 have master's degrees. More than 60 per cent of all lecturers with a doctorate are thus employed at higher education institutions on Java.

1.2 Accreditation System in Indonesia

The issue of quality assurance plays a major role in Indonesia with its enormously diverse system of tertiary education institutions. While, for example, in Java and Sumatra 88 and 90 percent of the HEIs are nationally accredited, in the provinces of Papua and West Papua the number is only 40 percent.

The authoritative institution for the accreditation of HEIs and study programs in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine and teachers' education.

The accreditation system is three-tiered and is carried out in a five-year rotation. An "A" accreditation is the best rating. "B" means "very good", "C" is the lowest classification level and is also used for newly established study programs. The designations "unggul" (excellent), "baik sekali" (very good) and "baik" (good) were introduced in 2020 and have been used instead of A, B and C since then.



Out of approximately 4,600 higher education institutions in the country, about 62 per cent have been institutionally accredited so far. By the end of 2020, 99 institutions had been accredited with an “excellent” grade (the majority of which were state higher education institutions), 859 with a “very good” grade and 1,755 with a “good” grade. Among the study programs that have already been accredited, 19.0 per cent received an “excellent” grade (by far the most of these in the subjects of management and accounting), 51.9 per cent a “very good” grade and 29.2 per cent a “good” grade. Clear differences can be seen between state and private higher education institutions: while more than 40 percent of bachelor’s and master’s programs at state universities are accredited with an “excellent”, this applies to only 7.5 percent of bachelor’s and 12.9 percent of master’s programs at private universities (Pendidikan Tinggi 2020 statistics, p. 24f).

According to the government’s plans, the accreditation system is to be fundamentally revised. For existing accreditation, the obligation to re-accredit is to be dropped. The previous classification will remain in place but can be reviewed by the accreditation authority in the event of a suspected “decline in performance” of the university, in which case a downgrading is also possible. The HEIs are free to apply for re-accreditation on a voluntary basis, e.g. to move up from the “very good” to the “excellent” level.

2 Short profile of HEI

Based on State Intelligence Agency Regulation Number 19 of 2022 concerning Amendments to State Intelligence Agency Regulation Number 1 of 2020 concerning the Statute of Sekolah Tinggi Intelijen Negara (STIN), it is an official high school under the guidance of State Intelligence Agency (BIN). STIN is a tertiary institution within the BIN environment that organizes academic education programs in one area of science and technology, according to organizational needs based on the provisions of Indonesian laws and regulations. STIN was founded on July 9, 2003, under the name of the Institut Intelijen Negara (IIN). The aim of this establishment is to meet the ideal number of BIN personnel who are reliable and ready to use who master intelligence theory and its application for assignments to intelligence activities and operations throughout Indonesia and abroad.

In 2005, through an order from the Head of BIN concerning the formation of the STIN curriculum team, BIN determined STIN to be STIN.

The purpose of establishing STIN was to produce intelligence personnel who would be the first line of defense in the security system. This is evident from the institutional dynamics of STIN's



existence, specifically at the initial establishment stage, STIN legality stage, STIN transition period stage, and STIN structuring stage.

STIN has a sufficient number of educational staff to support learning process activities. The number of educational staff owned by STIN is 117 people. In total, the total staff serves 592 cadets and students. The budget of STIN with 125,000,000,000 Rp. in 2023 is prepared in an integrated manner based on input and involves various elements in STIN. In this way, programs and activities can be arranged according to the needs of each unit in STIN to be implemented well.

STIN Financial Management Standards are established to create an accountable institution. This effort requires a financial management system that can support the implementation of the duties and functions of the Tri Dharma of Higher Education at STIN. Therefore, STIN prepares financial standards which include determining, planning, implementing, reporting, auditing, and improving financial management. STIN financial management standards aim to encourage fulfillment of the STIN budget and costs according to the STIN Budget and Cost Plan (RAB) in DIPA BIN.

The State Intelligence College is an official college whose funding comes from APBN funds. These funds are then used to finance activities at STIN. Based on the results of the analysis of the last three years, the funds obtained are sufficient for the implementation of the Tri Dharma of Higher Education. In general, education, research, publication, and community service activities can run smoothly. It is also still possible to invest in and improve STIN facilities and infrastructure. Therefore, funding for learning and other operational activities at STIN is very sufficient. STIN is not a work unit in the form of an independent Work Unit (Satker) so that financial reports become one unit with the Head Office.

The general objectives of STIN are the realization of civil service and institutional governance that is in accordance with the principles of good and clean higher education management (good and clean intelligence university) and is guided by intelligence principles. Furthermore, achieves STIN the implementation of cooperation, partnerships, and alliances in accordance with developments and challenges in the world of intelligence at the national, regional, and international levels to produce the development of intelligence science, skills, and technology. STIN aims also on realizing the excellence and authority of the institution to become a center of excellence and 3i (innovation, inspirer, and inventor) in the Tri dharma of Higher Education as well as developing science, skills, and intelligence technology to support the realization of national interests and security. The realization of an intelligence posture that is devoted to God Almighty, nationalist, has integrity, tough, professional, faithful, loyal, solid, enthusiastic, and able to keep secrets is also an objective like the realization of infrastructure and superstructure supporting education and the development of superior and international standard science, skills and intelligence technology; and realizing creative ideas, creating innovation and novelty



in the development of intelligence science, skills and technology that focuses on mainstream intelligence institutions.

Conditions

The conditions were fulfilled. The accreditation was issued by the date (will be added in the final version).

For further development of the study program, the following recommendations were formulated:

Recommendations:

- **Recommendation for the AGI program:** As discussed with the program responsables, the title of the program should also incorporate the word “applied” as 60+% of the education involves practical work. It could be clarified that the program is undergoing an internal review, and this will be considered by the end of the year.
- **Recommendation for the AGI program:** As discussed with the program responsables, the program could benefit from greater effort to reach out to partners in the western hemisphere. Right now, the outreach is to China and Russia alone.

3 General information on the study program(s)

Bachelor Program of Intelligence Analyst Study Program (ANI)

Location	Sekolah Tinggi Intelijen Negara, Intelligence Analyst, Statecraft, Bachelor (S.In., Sarjana Intelijen)
Date of introduction	May 2005
Faculty/ department	
Standard period of study (semesters)	8 semesters
Number of ECTS credits	216
Number of study places	75
Number of students currently enrolled	150
Average number of graduates per year	60
Target group(s)	Graduates of Senior High Schools (SMA) and Vocational High Schools (SMK) in all provinces in Indonesia
Admission requirements	Graduating senior high schools, passing basic competence testing and expertise competence testing (cognitive test, psychological test, physical fitness test, and ideological and mental test)
Form of study	full-time
Tuition fee	Free (government funded)

Bachelor Program of Intelligence Agent Study Program (AGI)

Location	Sekolah Tinggi Intelijen Negara, Intelligence Activities/Operations, Bachelor of Intelligence
Date of introduction	July 2003
Faculty/ department	
Standard period of study (semesters)	8 semesters
Number of ECTS credits	216
Number of study places	150
Number of students currently enrolled	690
Average number of graduates per year	150
Target group(s)	Graduates of Senior High Schools (SMA) and Vocational High Schools (SMK) in all provinces in Indonesia
Admission requirements	Graduating senior high schools, passing basic



	and expertise competence testing (cognitive test, psychological test, physical fitness test, and ideological and mental test)
Form of study	full-time
Tuition fee	Free (government funded)

Applied Bachelor Program of Economic Security and Financial Intelligence Study Program (TKEIK)

Location	Sekolah Tinggi Intelijen Negara, Security/Intelligence Analyst, Statecraft, Applied Bachelor (B.App.)
Date of introduction	2021
Faculty/ department	
Standard period of study (semesters)	8 semesters
Number of ECTS credits	217,5
Number of study places	25
Number of students currently enrolled	50
Average number of graduates per year	
Target group(s)	Graduates of Senior High Schools (SMA) and Vocational High Schools (SMK) in all provinces in Indonesia
Admission requirements	Graduates of high school equivalent, pass the Basic Competency Selection test and pass the Field Competency Selection (Academic Potential Test, Psychological Test, Physical Fitness Test and Ideological Mental Test).
Form of study	full-time
Tuition fee	Free (government funded)

Applied Bachelor Program of Intelligence Technology Study Program (TIT)

Location	Sekolah Tinggi Intelijen Negara, Technology/ Electro, Applied Bachelor (B.App.)
Date of introduction	2021
Faculty/ department	
Standard period of study (semesters)	8 semesters
Number of ECTS credits	216
Number of study places	25
Number of students currently enrolled	50
Average number of graduates per year	



Target group(s)	Graduates of Senior High Schools (SMA) and Vocational High Schools (SMK) in all provinces in Indonesia
Admission requirements	Graduates of SMA/MA/SMK
Form of study	full-time
Tuition fee	Free (Scholarships)

Applied Bachelor Program of Cyber Security and Intelligence Study Program (TKIS)

Location	Sekolah Tinggi Intelijen Negara, Cyber Intelligence and Computer Science, Bachelor of Applied Computer Science (B.App.C.S.)
Date of introduction	2021, first students in 2022
Faculty/ department	
Standard period of study (semesters)	8 semesters
Number of ECTS credits	220, 5
Number of study places	25
Number of students currently enrolled	50
Average number of graduates per year	No graduates yet
Target group(s)	Graduates of Senior High Schools (SMA) and Vocational High Schools (SMK) in all provinces in Indonesia
Admission requirements	Graduating senior high schools, passing basic competence testing and expertise competence testing (cognitive test, psychological test, physical fitness test, and ideological and mental test), Minimum of IQ 110
Form of study	full-time
Tuition fee	Free (government funded)

Master Program of Intelligence Studies Study Program (MKI)

Location	Sekolah Tinggi Intelijen Negara, Intelligence Studies, Master of Science in Intelligence (M.S.I.)
Date of introduction	March 2015
Faculty/ department	
Standard period of study (semesters)	4 semesters
Number of ECTS credits	69
Number of study places	40
Number of students currently enrolled	80



Average number of graduates per year	40
Target group(s)	The registrants are from TNI, POLRI, and ASN. Hold minimum rank/class of first lieutenant (Lettu) for Indonesian military (TNI), first police inspector (IPTU) for the national police (POLRI) and state civil apparatus (ASN) minimum class III/b. Must have worked for at least 5 years in their respective agency.
Admission requirements	Graduate from an accredited study program and minimum GPA is 3.0
Form of study	full-time
Tuition fee	Free (government funded)

Applied Master Program of Medical Intelligence Study Program (MITM)

Location	Sekolah Tinggi Intelijen Negara, Medical Intelligence, Magister/ M.T.Kes (Master of Applied Health Sciences M.App.H.S)
Date of introduction	2021, first students 2022
Faculty/ department	
Standard period of study (semesters)	4 semesters
Number of ECTS credits	40
Number of study places	20
Number of students currently enrolled	39
Average number of graduates per year	20
Target group(s)	ASN/TNI/POLRI
Admission requirements	<ul style="list-style-type: none"> - Civil Servants (ASN) with minimum level of IIIb - TNI/POLRI officers with minimum level of First Lieutenant - Holding a certificate of English Proficiency Level (TOEFL) with minimum score of 450 - Holding a certificate of academic potential test with minimum score of 350; and - Holding a certificate of Interview Test and Mental Ideology (with minimum score of 70
Form of study	full-time
Tuition fee	Free (Scholarships)



III Documentation and assessment of the criteria

The peer-review experts assess the quality of the study program(s) and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study program in the cluster, considering each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level to avoid repetition and better describe general context.

1 ESG 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Documentation

STIN has a quality policy based on the Regulation of the Chair of STIN, dated 1 May 2017 concerning Quality Policy for State Intelligence Colleges, which regulates the STIN quality assurance system, mechanisms, and institutions. Based on this policy, a quality assurance institution was formed at the institutional level, namely the Quality Assurance Institute (LPM) and at the study program level, the Study Program Quality Assurance Unit (UPM). The LPM structure consists of the Head of LPM who is reporting to the Chair. The Head of LPM is supported by the LPM Secretary and Functional Officials. Institutionally, the implementation of quality assurance coordinated by LPM has been running effectively. STIN has a Quality Manual and Quality Standards prepared, based on the Minister of Research, Technology and Higher Education Regulation concerning National Higher Education Standards. STIN Quality Standards are determined based on STIN Chairman's Regulation. In addition, STIN has additional Quality Standards in both academic and non-academic fields. This additional quality standard is intended to guarantee the quality of STIN higher education so that it exceeds the National Higher Education Standards. The STIN quality assurance system is implemented through internal and external quality assurance.

In carrying out internal quality assurance, STIN carries out the cycle of Setting Standards, Implementing Standards, Evaluation of Standard Implementation, Controlling Standards, and Improving Standards, the PPEPP cycle concerning Internal Quality Assurance Systems (SPMI).



At the Determination stage STIN designs, formulates, ratifies, and determines all forms of quality assurance standards, quality manuals and SOPs implemented at STIN. These standards refer to the standards set by Dikti, the standards set by BIN, and the characteristics of STIN. The STIN internal quality assurance standard manual document contains at least: (a) aims and objectives, (b) broad scope of the standard manual, (c) details of duties, functions and responsibilities, (d) responsibilities of each section, (e) description work that must be carried out according to standards, (f) description of how, when, and the work relationship that must be carried out, (g) details of forms, questionnaires, etc., (h) details of the facilities used, and so on.

STIN also conducts quality assurance through national and international auditors, accreditation, and certification institutes, so that STIN quality may be ensured, and quality graduates produced.

1.2 Assessment

The quality assurance policy at the STIN is rigorously regulated by state laws, which outline the universities' overarching objectives (e.g., the Tri Dharma), the organization of quality assurance units (e.g., SPMI), and the operational levels of study programs (Indonesian Qualification Framework). While the legal framework sets the range of policies and instruments to be used, STIN has ambitiously substantiated these guidelines, as evidenced by the information provided and discussions with STIN stakeholders. STIN's quality assurance system is anchored in a clear vision and mission statement, along with core values that outline long-term policies. These Vision, Mission, Targets, and Strategies are regularly revised and translated into five- to ten-year development plans, closely monitored through a strategic business plan.

Central to STIN's quality assurance system is the SPMI, which scope is extensively documented in the Manual of Internal Quality Assurance System and encompasses a broad spectrum of quality standards, including different aspects like student and alumni standards, academic standards, curriculum standards, e-learning instruction standards, international program standards and many more.

During the site visit, the expert panel engaged in detailed discussions with the main representatives of STIN and the Head of Quality Assurance. These discussions, coupled with recent surveys and quality assurance measurements, demonstrated how the Plan-Do-Check-Act cycle is effectively operationalized at STIN.



The expert panel concluded that the quality assurance policy at STIN comprehensively covers all relevant areas, with active involvement from all pertinent bodies and institutions in the development and implementation of quality policies.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Documentation

The process of developing new study programs is carried out based on needs analysis, curriculum development, development of syllabus and lecture materials and development of an assessment system. The process of establishing each study program at STIN is in line with the Law of 2012 concerning Higher Education and Minister of Education and Culture Regulation concerning National Higher Education Standards (SN-DIKTI) with conditions that must be fulfilled, including a letter of consideration for opening an additional study program from the STIN Senate, a Strategic Plan from STIN, a proposed study program design contains study program accreditation instruments from BAN-PT, recommendations from the Higher Education Service Institute (L2 Dikti) and letters of recommendation from related professional organizations. All these requirements are submitted to the Ministry of Research, Technology and Higher Education to be approved by issuing a decree opening the study program. Every study program at STIN complies with the national standards and regulations.

The Intelligence Agent study program was the first study program established at the same time as the establishment of STIN to meet the needs of intelligence at human resources at BIN. In the following years, more and more study programs were established at STIN over time.

With the establishment of further master's programs, STIN could improve the quality of intelligence people to become competent people who are able to develop knowledge, technology and/or art in the field of intelligence, able to solve problems of science, technology



and/or art in the field of intelligence and are able to manage research and development that is beneficial to society and science.

Formal Structure SKS/ECTS

Cadet learning loads are expressed in Semester Credit Units (SKS) and in STIN Credit Points. One STIN Credit Point is 1,5 ECTS. One SKS credit is equivalent to 160 minutes of learning activities per week per semester, where 1 credit is in the form of lecture, response, and tutorial learning. The Learning units are structured in Face-to-face learning activities 50 minutes per week per semester, in Learning activities with structured assignments of 50 minutes per week per semester and in independent learning activities 60 minutes per week per semester.

One credit in the form of practicum learning, studio practice, workshop practice, field practice, research, community service, and/or other equivalent forms of learning, is 160 minutes per week per semester.

Regarding the duration of education, the undergraduate program is implemented in 4 years (8 semesters) and a master's program is implemented in 2 years (4 semesters). The number of credits for undergraduate programs is around 144-146 credits = 216 ECTS and 69 ECTS for master programs. Some of the study program activities that organize international activities, one of which is a public lecture with speakers from abroad.

2.1.1 Bachelor Program of Intelligence Analyst Study Program (ANI)

The Undergraduate Intelligence Analyst study program was established in 2005 based on Operational License Decree 223/RHS/MPN/2005. This study program is one of the study programs at the State Intelligence College since its inception. The study program carried out national accreditation in 2013 with a grade of "B" by the National Accreditation Board for Higher Education (BAN-PT). In 2018, the Intelligence Analyst Study Program did not carry out re-accreditation because the adequate fulfillment of Permanent Lecturers in the Study Program (DTPS) was very inadequate. Based on these conditions, STIN recruited lecturers and improved the higher education system in order to meet the study program accreditation requirements. Since 2022, this program has succeeded in obtaining "Excellent" accreditation until 2027. Profile of graduates of the Intelligence Analyst study program are formulated as Intelligence Officers who can plan and manage intelligence operations with a specialization in Intelligence Analysis Management, including studying, interpreting, and giving meaning to an event as a direction for taking action and wisdom for leaders and users. Have broad insight and a global dimension that can integrate data and information from various sources in a "velox et exactus" manner.



Curriculum (ANI)

ANI regularly conducts tracer studies to support curriculum development and organizes workshops for curriculum development. This curriculum development is guided by the STIN Chairman's Regulation on Guidelines for Curriculum Preparation and Evaluation. ANI has routinely and continuously evaluated and updated the curriculum. This process involves a curriculum review and improvement mechanism annually and a curriculum evaluation and development every four years. In 2022, the program conducted a review and improvement of the curriculum to align the previous curriculum with the graduate profile and learning outcomes, which were also evaluated. This review and improvement are conducted to accommodate advancements in knowledge, technology, arts, and new skills that STIN cadets must master due to the rapid development of intelligence science and practice.

Alumnis are involved to provide suggestions on the quality of graduates produced by the program and insights into the competency needs of graduates in their respective fields. Intelligence experts provide input on developments in intelligence science and technology, while practitioners offer insights into the evolving competency needs in the field of intelligence. The final outcomes of the curriculum evaluation and change activities are then reviewed and analyzed by intelligence experts for their appropriateness with the developments in intelligence science and technology.

Learning Outcomes (ANI)

All types of courses, including General Basic Courses, Basic Intelligence Courses and Study Program Courses, are designed to achieve the intended Learning Outcomes that have been determined based on the curriculum. Therefore, the types of courses available are directed so that cadets can obtain LOs that can be used in everyday life. The Learning Outcomes are included in the curriculum, remain consistent with the vision and mission of the higher education institution. These LOs encompass four main aspects: Knowledge (K), Attitudes (A), General Skills (GS), and Specialized Skills (SS). In formulating these desired LOs, emphasis is placed on the needs of the courses and the relevance of the required skills.

2.1.2 Bachelor Program of Intelligence Agent Study Program (AGI)

The Intelligence Agent Study Program was established in 2003 at the same time as the establishment of STIN, which was based on Presidential Regulation in 2009 concerning State Intelligence Colleges. The profile of Agent Study Program graduates is formulated as an intelligence officer who can plan and manage intelligence operations with a specialization in Human Intelligence. This specialization includes efforts, work, activities, and actions in carrying



out early detection and early warning of any threat, aimed at ensuring Indonesia's security and national interests and having broad insight and a global dimension that is able to integrate data and information from various sources. The Intelligence Capabilities of this study program attempts to have: Tradecraft, Signals Intelligence, Imagery Intelligence, Measurement and Signatures Intelligence, and Open-Source Intelligence. In development, the study program collaborates with several reference universities abroad, including Coastal Carolina University, King University, National Intelligence University, Fayetteville University, Edith Cowan University and American Military University.

Curriculum (AGI)

The AGI study program conducts regular and ongoing curriculum evaluations and updates. This involves a Curriculum Review and Improvement mechanism annually and a Curriculum Evaluation and Development process every four years. In 2019, the AGI study program reviewed and improved its curriculum to align with the previous curriculum (2017), the graduate profile, and the learning outcomes, accommodating rapid developments in information and communication technology and new media. These developments have transformed the ideological, political, economic, social, cultural, and national defense systems worldwide. In 2020, the AGI undergraduate program undertook an evaluation and development of the curriculum to align with the Ministry of Education and Culture's policy on Independent Learning-Independent Campus (MBKM).

The AIG curriculum has been adapted to meet future challenges and developments, particularly with the emergence of the industrial revolution 4.0 and the era of disruption. This development brings several new challenges for intelligence personnel, including economic shifts from material-based to knowledge and information-based commodity battles; social challenges with borderless phenomena leading to international integration; technological advancements requiring skills in artificial intelligence, biotechnology, new materials, big data, robotics, augmented reality, cloud computing, 3D additive manufacturing, nanotechnology, coding, hacking, and genetic editing; environmental challenges through engineered natural disasters; political and regulatory challenges like proxy wars or asymmetric warfare or defense and security challenges.

Learning Outcomes (AGI)

The outcome of the category knowledge is divided into five main points. The first is the mastering of knowledge of intelligence concepts and theories, doctrine, and ethics in the intelligence field, as well as law and human rights. The second one focuses on the mastering of intelligence data analysis techniques with a scientific approach. Also, the mastering of



current affairs analysis related to national strategic issues in the intelligence sector and the mastering of knowledge of concepts, theories and applications of intelligence techniques and tactics are basically. The last outcome is the knowledge about the concepts, theories and applications of tradecraft, statecraft, investigation, security, and mobilization, as well as management of intelligence organizations.

2.1.3 Applied Bachelor Program of Economic Security and Financial Intelligence Study Program (TKEIK)

The Applied Economic Security and Financial Intelligence Study Program was established in 2021 based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia. The profile of graduates from the Applied Economic Security and Financial Intelligence Study Program is to become the first expert intelligence personnel who master economic science and economic intelligence analysis (specialist intelligence) and are able to apply it in intelligence functions, with a specialization in statecraft in the economic and financial fields, including economic security, systems finance and banking, the formation of active policies and alliances, and the prerequisites for acting and seizing opportunities in a globalized world.

Curriculum (TKEIK)

Regarding the workload of the curriculum the documentation stated that the General Basic Course (MKDU) consists of 8 credits hours (12 ECTS), the Basic Intelligence Course (MKDI) consists of 36 credits hours (54 ECTS), and the Study Program Course (MKPS) consists of 101 credits hours (151.5 ECTS). Students are required to take 145 credits hours (217.5 ECTS) to complete the program.

Learning outcomes (TKEIK)

All courses in the curriculum are designed to achieve the intended learning outcomes. The available subjects are directed towards helping students obtain learning outcomes that can be utilized in everyday life. In the category of knowledge, the graduates master knowledge of intelligence concepts and theories and ethics in the field of intelligence, as well as law and human rights. They are able to master intelligence data analysis techniques with a scientific approach. Also, the ability to master current affairs analysis related to national strategic issues in the field of technological intelligence. At least it is the of mastering knowledge of the concepts and theories of technological intelligence and its application in intelligence activities the program conveys.



The most relevant abilities that should be developed as learning outcomes are Tradecraft (Human Intelligence (HUMINT), Signals Intelligence (SIGINT), Imagery Intelligence (IMINT), Measurement and Signatures Intelligence (MASINT), and Open-Source Intelligence (OSINT). The same importance has specialization capabilities in Economics and Finance and also Advanced Tradecraft skills in economics and finance specialization with individual concepts, theories, methods, early detection, and prevention of economic and financial phenomena.

2.1.4 Applied Bachelor Program of Intelligence Technology Study Program (TIT)

The Applied Technology Intelligence Study Program was established in 2021 based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia dated in September 2021 concerning permit to open a study program which was organized by State Intelligence Agency. The study program aims to produce graduates as first expert intelligence personnel which can master the science of electrical engineering and technological intelligence analysis (specialist intelligence) and are able to apply them in intelligence functions, with a specialization in Signals Intelligence (SIGINT) including Electronic Intelligence (ELINT) and Communication Intelligence (COMINT). This includes efforts, work, activities, and actions in carrying out early detection and early warning of the nature of threats, and to guarantee the security and national interests of Indonesia.

Curriculum (TIT)

The TIT study program was officially established in 2021 based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia dated 13 September 2021, which is a strategic step in facing the rapid development of science and information communication technology. Established under the auspices of the National Intelligence Agency, the TIT study program aims to strengthen the repertoire of intelligence, develop expertise and science concerning State Intelligence. In line with this vision, the study program is expected to produce graduates who can become personnel of the National Intelligence Agency (BIN) who are able to overcome national security challenges. The importance of formulating the curriculum is urgent, as it is the starting point in transforming thinking, bridging the gap between current conditions and future expectations. This transformation is considered crucial given the continuity of developments in society, science, technology, cultural arts, and Intelligence professionalism that will continue to change at the local, national, regional, and global levels. The curriculum of the TIT program was developed with the aim of supporting the achievement of the vision and mission, which is focused on relevance to specific objectives, broad material coverage, deep understanding, and a structure that encourages the development of technical and interpersonal skills that can be applied in



various contexts, especially after graduation. The development of this curriculum specifically follows the Indonesian National Qualifications Framework.

Learning outcomes (TIT)

To maintain and improve the quality of the learning and teaching process, the study program routinely conducts evaluation activities in the form of academic satisfaction surveys at the end of each semester. In addition, the study program regularly invites lecturers to hold semester evaluation meetings. In these meetings, regular discussions and studies are held to monitor teaching materials, learning, and teaching methods, optimization of technology in learning, and other ways of evaluating learning outcomes. The evaluation system adapted by the TIT Study Program aims to assess the process and learning outcomes of cadets in accordance with STIN's standard academic guidelines.

The ILO for TIT are a) Mastering knowledge of intelligence concepts and theories, doctrine, and ethics in the field of intelligence, as well as law and human rights. b) Mastering intelligence data analysis techniques with a scientific approach. c) Mastering current affairs analysis related to national strategic issues in the field of technological intelligence. d) Mastering knowledge of the concepts and theories of technological intelligence and its application in intelligence activities.

2.1.5 Applied Bachelor Program of Cyber Security and Intelligence Study Program (TKIS)

The Applied Cyber Security and Intelligence Study Program was formed in order to deal with developments in science and communication information technology. Intelligence must develop as a skill (applied) and knowledge (science) as mandated by Law Number 17 of 2011 concerning State Intelligence which requires State intelligence to be tough and professional and able to face national security challenges. The Applied Cyber Security and Intelligence Undergraduate Study Program will support deputy assignments in the BIN environment, with the ability to penetrate society because they have close knowledge, are able to collaborate with people who have different points of view and are more comprehensive and creative in solving problems.

The profile of graduates of the Applied Cyber Security and Intelligence Undergraduate Study Program is as the First Expert Intelligence Personnel who has mastered Computer Science and Cyber Intelligence Analysis (Specialist Intelligence) and is able to apply it in intelligence functions, specializing in Measurement and Signatures Intelligence (MASINT) and Open-Source Intelligence (OSINT), includes efforts, work, activities and actions in carrying out early



detection and early warning of the nature of threats, and to guarantee the security and national interests of Indonesia.

Curriculum (TKIS)

The curriculum for the TKIS study program is designed to achieve this vision and mission, based on its relevance to the objectives, scope, depth of material, and organization that encourages the formation of hard skills and soft skills that can be applied in various situations and conditions, especially when cadets have graduated. The urgency of the Cyber Security and Intelligence Study Program for the Applied Bachelor program is to prepare cadets to deepen their knowledge of intelligence and computer science which are closely related to national security in Indonesia. Various problems related to intelligence and computer science require in-depth study of theory and practice. In studying intelligence and computer science in depth at the Applied Bachelor, it is supported by expert lecturers to support improving the quality of cadets. The curriculum development for the study program refers to IQF level 6 and EQF level 7.

Learning outcomes (TKIS)

To maintain and improve the quality of the learning and teaching process, the study program routinely carries out evaluation activities in the form of academic satisfaction surveys at the end of each semester. Apart from that, the study program routinely invites lecturers to hold semester evaluation meetings. During these meetings, routine discussions and studies are carried out to monitor teaching materials, learning, and teaching methods, optimizing technology in learning, and other ways of evaluating learning outcomes. The evaluation system adapted by the study program aims to assess cadet learning processes and outcomes in accordance with STIN academic guideline standards.

The ILOs are a) Mastering knowledge of intelligence concepts and theories, doctrine, and ethics in the

intelligence field, as well as law and human rights. b) Mastering intelligence data analysis techniques with a scientific approach. c) Mastering current affairs analysis related to national strategic issues in the field of Cyber Security and Intelligence d) Mastering knowledge of computing concepts and theories and their application in the field of intelligence.

2.1.6 The Master Program of Intelligence Studies (MKI)

The Intelligence Studies (KI) study program was established in 2015 based on the Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia dated March 31, 2015. In 2018, the KI study program received national accreditation with a ranking



A, based on the Decree of the National Accreditation Board for Higher Education (BAN-PT). The KI study program will be re-accredited in 2021 by obtaining national accreditation with a Superior rating, based on Decree of the National Accreditation Board for Higher Education (BAN-PT). The profile of graduates of the KI study program is to determine the roles that graduates can carry out in certain areas of expertise or work after completing their studies. Based on the results of a review of related regulations, documents and a series of discussions, it can be formulated that the profile of graduates of the Intelligence Studies Study Program of the STIN Master's Program is "intelligence strategic thinkers who are predictive, adaptive, able to solve problems in the intelligence field, and able to face every spectrum of threats in the regional and national scope and internationally in the Digital Industrial Era".

Curriculum (MKI)

Curriculum development in the MKI study program involves several internal and external parties. The internal parties involved are STIN leaders, lecturers, students, and alumni. External parties are also involved, such as graduate users and experts in the field of intelligence science. Educational settings such as the curriculum are prepared to support the achievement of goals, the implementation of the mission, and the realization of the vision of the study program. The curriculum must contain graduate competency standards that are structured into main, supporting, and other competencies. Curriculum development continues to be carried out to perfect and improve the meaning of graduate profiles and learning outcomes. Curriculum development for the MKI study program also refers to IQF level 8 and EQF level 7.

Learning outcomes (MKI)

Learning content standards are minimum criteria for the level of depth and breadth of learning material which refers to the learning achievements of graduates. The level of depth and breadth of learning material for each educational program is formulated by referring to the description of graduate learning outcomes from the Indonesian National Qualifications Framework (KKNi). In particular, master's programs must ensure mastery of applied theory in specific areas of knowledge and skills, with a credit load of around 46 credits (69 ECTS). In the learning process, all courses require students to prepare structured assignments and independent assignments. The allocation for student assignments is 60 minutes of structured assignments and 60 minutes of independent assignments for each credit/week. This assignment is intended to complete the evaluation of learning outcomes for each course and the graduation requirements for each course. Structured assignments can be carried out by asking students to answer questions, responses or quizzes related to the courses that have been delivered by the lecturer.



THE ILOs for MKI are a) Mastering intelligence data analysis techniques with a scientific approach. b) Mastering current affairs analysis related to national strategic issues in the field of intelligence studies study program. c) Have factual, conceptual, and procedural knowledge about data and information in the fields of ideology, politics, economics, social, culture, law, technology, national security, and international relations.

2.1.7 The Applied Master Program of Medical Intelligence (MTIM)

The Applied Medical Intelligence Study Program is the only study program in Southeast Asia that studies Intelligence Science and is linked to health threats originating from Nuclear, Biological and Chemical Hazards. The establishment of the Applied Medical Intelligence Masters Study Program is stated in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 835/M/2020 dated September 8, 2020, concerning permits for the implementation of the Medical Intelligence Applied Masters Study Program. The establishment of this study program is in order to build the independent strength of the Indonesian nation in facing various health threats, so it is necessary to develop the qualifications and competencies of intelligence human resources in the health sector to become the first line in carrying out early detection and early prevention of threats in the health sector.

The goal to be achieved by the Applied Medical Intelligence Master's Study Program, College of Intelligence is to produce graduates of the Applied Medical Intelligence Master's Study Program who are professional and have a broad (global) insight with expertise in the field of intelligence operations as well as alertness and ability in detecting, analyzing and providing a measurable response to the threat of nuclear, biological and chemical hazard sources, especially those that have the potential to endanger the health of the wider community and threaten national security and can contribute to resolving health problems in the community caused by exposure to nuclear, biological and chemical hazard sources both regionally and globally.

Curriculum (MTIM)

The curriculum of the MTIM program is developed based on the needs of scientific development in the medical field and is adjusted to the standards of curriculum development in higher education. Curriculum development is carried out to respond to changes and needs of society and involves experts in the field of intelligence and the



field of science (nuclear, chemistry, and biology). The curriculum additionally draws on bibliometric analysis studies to track global scientific breakthroughs in medical intelligence. To strengthen the curriculum framework, an analysis of graduate competency needs and focus group discussions with stakeholders as graduate users were conducted. The MTIM curriculum is designed in compliance with the Indonesian National Qualifications Framework, with a master level of at least level 8.

Learning outcomes (MTIM)

The MTIM study program has developed learning outcomes that refer to Government Regulations of the Indonesian National Qualifications Framework to meet the predefined graduate profile. Graduates of this study program have developed attitudes, knowledge, general skills, and specialized skills, among other learning outcomes. The program refers to the STIN Statute and intelligence policy when discussing the development of unique skills.

The ILOs of MITM are: Mastering theory and applied theory in middle-level intelligence leadership to identify and solve problems, to anticipate various issues, symptoms and problems that have the potential to disrupt national security and interests.

2.2 Assessment

2.2.1 Bachelor Program of Intelligence Analyst Study Program (ANI)

The program's curriculum is designed in strong collaboration with experts from the Indonesian intelligence agency and covers a wide range of topics, including intelligence theory. The wide range of intelligence collection methods that STIN expects of their cadets from SIGINT, HUMINT, MASINT, ELINT, critical thinking, research methodologies, data analysis, and emerging technologies relevant to intelligence analysis. The program also provides extensive practical training opportunities for cadets with the intelligence agency, including simulations, case studies, and real-world exercises. Cadets have access to state-of-the-art intelligence analysis tools and technologies, allowing them to develop hands-on experience in conducting intelligence assessments and producing actionable intelligence products.



The program very nicely adopts an interdisciplinary approach to intelligence analysis, incorporating perspectives from fields such as intelligence psychology, sociology & anthropology, political science, and computer science. This holistic approach enables cadets to gain a deeper understanding of human behaviour, societal dynamics, and emerging threats, enhancing their analytical capabilities.

It is also very good to see an emphasis in the program on ethics and legal compliance in intelligence analysis, in which cadets learn about privacy rights, civil liberties, and the ethical use of intelligence data, ensuring students understand the importance of adhering to professional standards and legal frameworks in their work.

The fact that the university has established strong connections with the intelligence agency in Indonesia provides their cadets with access to internship opportunities, guest lectures, networking events, and job placement assistance, facilitating their transition into careers in the intelligence field.

Nevertheless, the program responsables could still focus on the logical flow and the learning structure in the courses offered in the program. Also, the quality of module descriptions of the courses, acting as a comprehensive overview and the quality of the exams can be improved in the future.

2.2.2 Bachelor Program of Intelligence Agent Study Program (AGI)

The AGI program is meticulously crafted to produce graduates capable of safeguarding Indonesia's national security interests and mitigating related threats. This program emphasizes comprehensive training in theory, tradecraft, statecraft, investigation, security, mobilization, and the management of intelligence organizations, thereby reinforcing STIN's mission to establish itself as a premier intelligence higher education institution that contributes significantly to national security.

However, the evaluation reveals a need for more robust international cooperation. While STIN's mission statement underscores the importance of forming partnerships and alliances with HEIs globally, the current substantive relationships appear to be limited to China and Russia. Expanding these collaborations to include a broader range of countries would enhance the program's global integration and effectiveness, ensuring a more diverse and comprehensive educational experience for its students. During deliberations with students and alumni, specific questions were posed regarding the efforts to ensure that the syllabi content remains current to address the



multifaceted, multidisciplinary, and dynamic challenges to national security. Alumni working at the National Security Agency (NSA) proudly teach at their alma mater, infusing the latest developments and current thinking into their syllabi to meet evolving national security challenges. The NSA, as a key stakeholder, provides direction to STIN's management regarding the program's content.

The learning outcomes of this study program reflect the requirements of the professional field, aiming to prepare graduates for the national intelligence workforce. The learning outcomes align with the demands of an applied bachelor's degree program, further justified by the program's structure, which splits classroom work and fieldwork at 40% and 60%, respectively. It is recommended that STIN consider renaming the bachelor's degree to an applied degree to better represent its practical focus.

Graduates are assured positions with the National Intelligence Agency as intelligence operators upon graduation, and they may also find part-time teaching opportunities at STIN. This dual role allows graduates to apply their newly acquired skills and training in the workforce while preparing the next generation of intelligence professionals to meet evolving national security threats.

The program is structured with intensive coursework in the first two years, which eases off in the last two years as students focus more on tradecraft courses and preparing their theses. Overall, the program is highly relevant, well-structured, and comprehensive. The teaching faculty are highly motivated, embrace a student's success teaching philosophy, and serve as mentors, demonstrating a strong investment in their students' success.

Recommendation: As discussed with the program responsables, the title of the program should also incorporate the word "applied" as 60+% of the education involves practical work. It could be clarified that the program is undergoing an internal review, and this will be considered by the end of the year.

Recommendation: As discussed with the program responsables, the program could benefit from greater effort to reach out to partners in the western hemisphere. Right now, the outreach is to China and Russia alone.



2.2.3 Applied Bachelor Program of Economic Security and Financial Intelligence Study Program (TKEIK)

The TKEIK program aligns with the institution's overarching vision of becoming a world-class intelligence college. TKEIK aims to produce graduates capable of detecting and addressing economic security threats, upholding national values, and contributing to Indonesia's national security.

The TKEIK curriculum, developed through regular consultations with internal and external stakeholders, including the National Intelligence Agency, government bodies, other universities, and intelligence experts, is updated annually to meet new technologies and techniques. With this, the program also meets the requirements by BIN that identified gaps in economic security knowledge, leading to the proposal and creation of TKEIK to address these needs.

The program equips graduates with skills in economic and financial intelligence, economic security, and quantitative and qualitative research methods. The curriculum emphasizes practical application through internships and projects, aligning with the Indonesian National Qualifications Framework (KKNi) and the European Qualification Framework (EQF).

TKEIK graduates are expected to join the Deputy of Economic Intelligence and the Directorate of Economic Analysis at BIN, indicating clear and targeted career paths. The program's learning approach prioritizes problem-based learning, with a 60% focus on practice and 40% on theory, raising student potential through interactive and independent study methods.

2.2.4 Applied Bachelor Program of Intelligence Technology Study Program (TIT)

The TIT program aligns with the institution's overarching vision of becoming a world-class intelligence college. The learning goals and module assessments in the TIT program can still be more consistently aligned with the Indonesian National Qualification Framework (KKNi) level 6, which is necessary for a bachelor's degree. The KKNi level 6 requires higher order thinking skills such as applying, utilizing, adapting, and solving problems, similar to Bloom's taxonomy. Aligning with level 6 is crucial for students to progress to levels 8 and 9 in Master's and Doctorate programs, respectively.

The TIT curriculum evaluation, as detailed in the annexes, involved analyzing curricula from three universities, assessing graduate competency needs, and conducting focused group discussions with STIN and stakeholders. Anonymity in student feedback is encouraged to ensure authentic input for program improvement.



However, the learning goals in the Module Handbook do not consistently meet the level 6 requirements. For instance, the "Electrical Machinery" module focuses on "having knowledge and understanding," which does not align with the required higher-order skills. Similarly, the "Geospatial Intelligence" mid-exam essay questions ask students to "define," "describe," and "explain," which are below the level 6 standards. The "Basic Electronics" mid-exam, consisting of multiple-choice questions, also fails to meet the level 6 requirements and should therefore be adjusted in the future.

The TIT self-assessment report indicates a miscalculation in ECTS to academic hours conversion, suggesting an unrealistic workload of 11.7 hours per study day. During clarification, academic staff attributed this to presentation errors, possibly due to translation issues, and assured that actual workloads are manageable for the students. Therefore, the workload conversion should also be adjusted as stated in the presentation. Also, the students haven't addressed this as an issue during the site visit.

Positive aspects include the impressive STIN facility, adherence to the KKNi framework, and the establishment of a comprehensive knowledge base for the TIT program.

2.2.5 Applied Bachelor Program of Cyber Security and Intelligence Study Program (TKIS)

The study program aims to train professionals in cyber and computer intelligence for the Indonesian intelligence community, particularly the Indonesian State Intelligence Agency. The program aligns with STIN's broader strategy of training experts for BIN and other intelligence contexts. It supports STIN's long-term vision to become a world-class intelligence college by 2045, although it currently lacks a strong research focus due to reliance on part-time lecturers with limited top-tier research experience. Efforts are being made to enhance research activities among lecturers and professors, which seem to be sufficient.

The program's alignment with external stakeholders is ensured through government regulations and yearly multi-day meetings with BIN and other government entities. However, these discussions involve a limited number of lecturers. Student involvement is primarily through course evaluations, which are less effective for curriculum feedback. More effective methods could include meetings with student representatives and providing elective space in the curriculum to address diverse student interests.

Learning outcomes are based on regulatory profiles but are often abstract. More explicit articulation of specific competencies is needed. Some course learning goals are inadequate and not aligned with KKNi level 6. Quality control of courses is currently not yet perfectly



sufficient, relying heavily on individual lecturers without systematic expert reviews of learning goals and assessments.

The curriculum structure logically progresses from general intelligence foundations to basic computer science and then to cybersecurity-specific courses. However, the substantive relationships between courses need better articulation to build deeper competencies over time.

Career opportunities for graduates are clear, with direct employment by BIN, and institutional mechanisms are in place to ensure these opportunities continue. While student workload appears appropriate, there is no formal tracking mechanism, which could still be implemented. The program includes a mandatory final-year internship at BIN regional offices, with students expressing enthusiasm and preparedness for this opportunity.

Overall, the study program meets its objectives but could improve in personal development and research stimulation. Introducing elective courses and increasing faculty research experience would be beneficial. Approval processes are guided by governmental regulations assigning STIN the responsibility to develop the program. The facilities and student talent are exceptional, but institutional mechanisms need optimization to ensure courses meet appropriate learning outcomes and assessments at the Bachelor level.

2.2.6 The Master Program of Intelligence Studies (MKI)

The study program addresses adequately the overall strategy and mission of STIN. The program curriculum is well developed across a multi-disciplinary vision of critical importance to the Intelligence college. The development of a structured set of courses backed up by foundational pre-requisites from the undergraduate programs form a solid basis for the MKI program.

The learning outcomes of the study program are cohesive and consistent with the modules as a general set, with a group of educators and teachers informed and engaged with the general vision and knowledgeable about the expected outcomes for the learners. The learning outcomes, overall, are also suitable for capabilities needed in Intelligence-related job functions and intelligence professionals. A few technical challenges with some learning outcomes for a small number of courses are noted below.

The learning outcomes represent a comprehensive suite of skills to deliver skills needed by the intelligence industry as required by a Master program. There is a good logic in the flow of the courses across the two years of program, however there are some strategic improvements that should be addressed in the order of delivery of the courses.



2.2.7 The Applied Master Program of Medical Intelligence (MTIM)

The study program aligns well with STIN's mission and strategy, particularly in the field of Medical Intelligence Science, and aims to achieve international standards through this accreditation procedure. The program's objectives, while described in general terms, could be more specifically focused on the study program MTIM itself, in addition to STIN's Strategic Plan. The learning outcomes, clearly divided into categories such as attitude, knowledge, general and specific skills, adequately reflect the professional field's requirements and the demands of a Master level.

The curriculum, divided into postgraduate, core, and elective expertise courses, fits well with the defined objectives. However, more concrete career opportunities need to be outlined, beyond the general mentions. Additionally, the workload criterion could be improved by adding ECTS next to SKS for clearer conversion.

Notably, the study program does not include internships, which could be a beneficial addition. Overall, the program is well thought out and elaborated, but it is recommended to strengthen adherence to international best practices to enhance its quality further.

Improvements in defining the study program's objectives, outlining specific career opportunities, and adopting international best practices are advised to elevate the program's standard and ensure it meets both national and international expectations. Overall, the study program is well thought out and elaborated. The STIN could still rely on strengthening international best practices for the program with international collaborations.

2.3 Conclusion

The criterion is **fulfilled**.

3 ESG 1.3: Student-centered learning, teaching, and assessment

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Documentation

The teaching and learning process of all study programs is designed to stimulate critical, exploratory, innovative, and experimental thinking among the cadets, using a variety of



learning references facilitated by the study program and STIN. Lecturers are given the freedom to utilize methods, learning aids, and technology to optimize the learning and teaching experience, involving the cadets in a two-way and student-centered learning process. The learning process is regulated in the official regulation guidelines for learning, supervision, and evaluation of learning at the National Intelligence College. In teaching activities, the study program practices various concepts and theoretical developments that are interdisciplinary. Learning is conducted using different approaches, including face-to-face sessions, project work, laboratory and field practices, and various methods of independent exploration. Lecturers act as facilitators in each learning approach. The Study programs also adopt project-based learning and case study methods, so the cadets do not only receive theoretical explanations in class but also manage projects directly related to national security use cases from an intelligence perspective. This exploration process benefits in developing the cadets' knowledge related to concepts, theories, and the construction of epistemology, axiology, and ontology of knowledge in intelligence analysis. Learning at STIN has characteristics that include interactive nature shown by interactions between lecturers and cadets both in and out of the classroom.

Lecturers can utilize a variety of methods to support learning references and facilitate the learning process in the study programs. Teaching activities are not only confined to the classroom but also involve lectures in libraries, laboratories, mini theaters, etc. Besides face to-face teaching, the program also facilitates online learning activities via zoom meetings. Study programs regularly conduct academic satisfaction surveys at the end of each semester to maintain and improve the quality of teaching and learning processes. Additionally, the programs regularly invite lecturers to hold semester evaluation meetings. In these meetings, routine discussions and studies are conducted to monitor teaching materials, learning, and teaching methods, optimization of technology in learning, and other ways to evaluate learning outcomes. The evaluation system adapted by the study programs aims to assess the process and learning outcomes of cadets in accordance with STIN's academic guidelines.

Graduates of the Intelligence Analyst Study Program must master theoretical concepts in the field of intelligence knowledge and skills, as well as specific theoretical concepts in the field of intelligence analysis. The study load for the undergraduate program is 144 credits (216 ECTS), where 1 credit equals 50 minutes/week/semester of lectures, 60 minutes/week/semester of structured tasks, and 60 minutes/week/semester of practical work. This guide is used by lecturers to organize SCL-based lecture activities.

Oriented on the Learning Process Standard to guide instructors to think logically, innovatively, and creatively in developing cadet- centered learning by providing special training. In learning implementation, one or more combinations of effective teaching methods are used, such as lectures, tutorials, seminars, lab exercises, field exercises, distance learning, and dual formats.



The learning process is also managed so that cadets can communicate their thoughts orally and in writing with the aid of information and communication technology.

The Learning assessment standard is the minimum criteria for assessing the learning process of cadets, encompassing assessment principles, instruments, procedures, implementation, reporting, and cadet graduation. Assessment techniques include various approaches such as observation, participation, performance, written tests, oral tests, and questionnaires. The assessment process must be accountable and transparent, providing feedback and opportunities for cadets to clarify assessment results. Assessments can be conducted independently by lecturers and/or relevant stakeholders.

Lecturer and Student Interaction

Communication between lecturers and students can take place both inside and outside the classroom. Outside the classroom, lecturers and cadets can communicate in lecture halls, laboratories, etc. Besides face-to-face meetings, cadets can also communicate through social media platforms, email and also WhatsApp. Ease of communication between cadets and lecturers aims to create a close, inclusive, and enjoyable learning atmosphere. Communication and behavior of instructors, lecturers, and cadets are related to STIN's regulations and guidelines.

3.2 Assessment

During the site visit, evaluators noted that teaching methods in the bachelor's programs are traditional, emphasizing structure, discipline, and obedience. However, the institution provides feedback opportunities through course evaluations and semester speakers. The master's programs, in contrast, are more modern and implement a student-centered learning approach effectively.

Descriptions of the bachelor's degree programs claim a distribution of 40% face-to-face learning and 60% student-centered learning (SCL). However, evaluators found these calculations unclear and suspect a higher proportion of face-to-face learning.

The institution lacks a direct or anonymous complaints management system at the institutional level, relying instead on face-to-face contact with lecturers or program heads. An exception is the MKI study program, which includes a suggestion box and a formal process for complaints.

A variety of teaching and learning methods are employed to cater to diverse student needs, including lectures, seminars, workshops, simulations, role-plays, case studies, project-based learning, and group projects. Technology-enhanced learning tools are used to complement traditional methods. Despite these efforts, there is room for improvement in ensuring the



effectiveness and variety of methods consistently achieve deep understanding and knowledge retention. The pace and extent of updates to teaching methods may not fully meet the rapidly evolving educational needs and technological advancements.

While state-of-the-art technology and equipment are available on-site, their integration into active student-centered learning was not clear. The presence of modern equipment is beneficial only if the teaching methods are optimized to utilize it effectively and could therefore be further considered and implemented.

Assessment regulations and documents are thorough, outlining clear criteria and methods to ensure consistency and transparency in the evaluation process. These documents ensure that all stakeholders understand the assessment expectations and standards. The examination process is designed to be transparent and practical, promoting fairness and objectivity, thereby enhancing the reliability and credibility of the institution's evaluation system.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition, and certification.

4.1 Documentation

STIN is an official college under the auspices of the State Intelligence Agency (BIN). All Tri dharma implementation at STIN uses funding sources from the APBN allocated through DIPA STIN. Therefore, all STIN cadets are superior human resource candidates who are expected to be able to meet the needs of BIN personnel in accordance with the required qualifications. Cadet activities at STIN include all activities starting from the process of recruiting cadets and new cadets, socializing, and promoting STIN activities to external parties in order to increase interest in STIN registrants, as well as organizing development and services for cadet activities which include interest and talent services, cadet welfare services, and cadet career guidance. To maintain the quality of organizing cadet activities, STIN needs clear and measurable guidelines. For this reason, STIN has established cadetship standards which aim to guarantee the implementation of all cadetship activities in accordance with existing regulations so that



the results can be accounted for. Rationally, STIN realizes the importance of setting standards in the field of cadetship as minimum criteria that must be met by all relevant stakeholders and implementing units. The aim of establishing cadet standards and cadet service standards is to realize STIN's vision, especially in relation to the field of cadetship.

The recruitment and selection system for new cadets at the State Intelligence College refers to the Regulation of the Head of the State Intelligence Agency Number 07 of 2010 concerning Selection Guidelines for Acceptance of cadets and students at the State Intelligence College. Acceptance of new STIN cadet candidates is carried out by referring to the Selection Guidelines for Admission of Cadets and Students. After the registration of prospective new cadets for the bachelor program is carried out, an administrative selection will be carried out by looking at the completeness of the documents and those who meet the entry requirements. The decision to accept new STIN cadets is made at the Final Determining Session (Pantukhir) which is held at BIN with the hearing committee led by the Deputy Head of BIN, the Main Secretary of BIN, the Governor of STIN, the Deputy Governor of STIN, as well as the ranks of Deputies at BIN. During the final hearing, all data is reviewed and reviewed so that cadet candidates are truly qualified and in line with STIN's vision, mission, and goals.

4.2 Assessment

The university has implemented an effective selection process for its Bachelor and Master programs, targeting students who are both athletically and mentally suitable for the courses. This process is enhanced by a 100% job guarantee with BIN, making the degree programs particularly appealing to prospective students. The admission requirements and procedures are clearly defined and transparent, ensuring that all candidates have equal access to necessary information and understand the decision-making process.

Processes for collecting and monitoring student progression are in place, although there is potential for improvement in utilizing this data to support student success and address issues promptly. Currently, while the data is collected, it is not systematically processed. An IT-supported system could enhance this monitoring in the future, although the current manageable class sizes allow staff to maintain an overview of student performance and identify deficits individually. Such a system could (for example) recognize when study progress becomes critical, for example due to little progress in the study process, poor grades, long duration of study or numerous attempts are necessary to pass modules. This system could then be used to invite students to a meeting if necessary or offer them advice on learning techniques or time management.



The institution's recognition procedures for higher education qualifications, periods of study, and prior learning are established. However, due to the unique nature of the STIN, there is minimal occurrence of incoming or outgoing students or program changes. National rules govern this area, and no additional regulations at the STIN level are considered necessary.

The university is developing an online student management system for students to access their performance and examination records. This initiative is commendable, and the university is encouraged to continue its development or consider acquiring an existing system to advance implementation.

Finally, the graduation documents provided to students are comprehensive, detailing the qualification obtained, the learning outcomes achieved, and additional relevant information about the degree.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

5.1 Documentation

According to STIN, Human Resources Standards were established to realize STIN's vision in 2045. Efforts to realize this vision requires lecturers and educational staff with qualifications who can provide major roles in the fields of research, education, and service. The role of the lecturer will work well and have a significant influence if it is supported by the qualifications of educational staff who are able to support the central role of the lecturer. So that the main lecturers and supporting staff have strong synergy and work harmoniously. Therefore, STIN prepares standards for lecturers and education staff which include qualifications, competencies, workload, proportions, and management of lecturers and education staff. To ensure the quality of education, the STIN Lecturer and Education Personnel Standards seek to promote the development of activities that enhance the intellectual, academic, and personal qualities of STIN lecturers and education personnel. They also seek to promote the quantity and quality of needs fulfillment in relation to real needs. STIN has the infrastructure, equipment,



and financial and human resources needed to accomplish its objectives. The hiring procedure for academic employees complies with academic requirements.

STIN has educational staff and teaching staff. The teaching staff at STIN consists of lecturers, trainers, and tutors. STIN has also determined the needs for teaching staff and educational staff, based on the increase in the number of cadets and students as well as future developments and challenges. Procurement mechanisms, coaching and reward and sanction systems have been documented by STIN. Lecturers are professional human resources in higher education who carry out Tri dharma duties. Educational personnel are an important component of DIKTI education, which is a resource that supports the implementation of the Tri dharma of higher education properly. Educational personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the implementation of the educational process in higher education. The caretaker plays a role in leading the management of the dormitory at each cadet level and carrying out guidance, nurturing, coaching, assessing behavioral attitudes and physical development of cadets according to each cadet level is his responsibility. A trainer is someone whose job is to prepare physically and mentally athletes or groups of athletes. STIN has a sufficient number of educational staff to support learning process activities. The number of educational staff owned by STIN is 117 people. This shows that the quantity of educational staff is sufficient. In total, it serves 592 cadets and students, and 29 permanent lecturers. Thus, the ratio of educational staff to cadets and students is 1:5, while the ratio of lecturers to educational staff is 1:4. With the availability of educational staff such as librarians, laboratory assistants, technicians, and others, it meets the quantitative adequacy level, thus supporting the entire process of implementing the higher education Tri dharma, function, and development of STIN very well and effectively.

Selection process

The selection system for lecturers and educational staff at the STIN consists of two mechanisms. For employees with Civil Servant (PNS)/State Civil Servant (ASN) status, the employee selection system follows the existing mechanism at the State Intelligence Agency. Meanwhile, for non-PNS/ASN employees, the selection mechanism is carried out by STIN internally. The selection system implemented in recruiting employees (lecturers and education staff) with civil servant status follows the pattern of recruiting employees at the State Intelligence Agency (BIN). Therefore, the selection system implemented refers to the regulations of the Minister for State Apparatus Empowerment regarding the acceptance of CPNS.



In meeting human resource needs within STIN, internally STIN is given the authority to select/recruit non-PNS, non-TNI/Polri, and non-BIN employees (lecturers and education staff). This was done to meet the unmet shortage of employees from civil servants/ASN/TNI/Polri employees. Based on these regulations, the Governor of STIN formed a selection team for lecturers and educational staff which was approved through a Decree of the Governor of STIN. The formation of the selection team is carried out in accordance with the time of employee recruitment.

All lecturers and educational staff belong to STIN and are under the control of the Governor of STIN. Therefore, the placement of lecturers and educational staff is decided by the STIN Governor's Decree. The placement of lecturers and educational staff who have been accepted through the PNS acceptance procedure or the Non-PNS employee acceptance procedure will be placed in accordance with the proposed formation of each proposing work unit.

5.2 Assessment

Based on the self-report and the intense discussions with the STIN representatives, it was shown that a fundamental recruitment process exists and is applied within STIN. The selection system for lecturers and education personnel consists of two mechanisms. For employees who have the status of Civil Servants (PNS)/State Civil Apparatus (ASN), the employee selection system follows the existing mechanism at the National Intelligence Agency (BIN). As for non-civil servant/ASN employees, the selection mechanism is carried out by STIN internally. Because of this regulation, the head of the STIN forms a selection team of lecturers and teaching staff that is adequate to fulfill the strong requirements in teaching with the very special STIN-focus.

The research center of STIN is responsible for the implementation, coordination, monitoring and evaluation of research activities and support researcher in performing their daily activities like cooperation between domestic and foreign universities and/or other organizations as well as publishing research results that might fall under the confidentiality restrictions.

The teaching staff is motivated and possesses relevant skills, often directly based on professional experience in the intelligence domain, so that the students are taught by a diverse and very motivated team of teachers with experience and expertise in the intelligence field. Faculty members also have backgrounds or are guest lecturers from the intelligence agency, military intelligence, law enforcement, bringing real-world insights and practical knowledge to the classroom.

The new staff is trained to provide individual education at a Bachelor or Master level. The further development of teaching staff is an area that always needs attention as it is not clear



how and to what extent STIN supports and encourages its teaching faculty to conduct research. This is an essential element as teachers need to be at the cutting edge of the latest thinking in the field of intelligence and pedagogical developments to ensure their students remain current in their knowledge. Also new teaching methodologies and technologies need to be conducted to their teaching abilities with different specializations and skillset in the variety of Bachelor and Master programs available. In addition, many of the professors have other positions at other universities and are therefore in active exchange with colleagues regularly.

The overall assessment is that the programs are well-resourced in terms of content offered and qualified teaching staff to conduct the main teaching load. The content is kept relevant and up to date thanks to the alumni who are working for NIA and can bring that new cutting-edge knowledge gained back into the classroom. A clear strength of the teaching staff is their close relationship with professional practice, particularly through part-time appointments. Nevertheless, the output of research activities could still be elevated.

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Documentation

According to STIN the campus has modern facilities and infrastructure to support the implementation of learning, research, and community service activities. As an official college in coordination with BIN, STIN is required to produce intelligence personnel who have strong physical abilities, so STIN does not have facilities for those with special needs. In the last 3 years, investments have been made to improve facilities to support the learning process at STIN in general. Currently the facilities provided for the study program are considered very adequate. Most classrooms are equipped with computer facilities, LCD, AC, glass whiteboards and multimedia when needed. Lecturers and cadets can seamlessly stay connected to the Wi-Fi network on all campus facilities. For the implementation of the Tri dharma of Higher Education activities to run effectively, efficiently, and in accordance with STIN's vision in 2045,



adequate support from facilities and infrastructure is also needed. STIN facilities and infrastructure can be used every day for 24 hours, considering that intelligence education is held in the morning, afternoon, and evening. During their education, STIN cadets are boarded and live on campus 24 hours a day. STIN is structurally under the auspice of the State Intelligence Agency. Thus, all facilities used by STIN belong to the State Intelligence Agency. In detail, the STIN learning facilities include 51 classrooms divided into 6 buildings for the 590 cadets. Outdoor facilities like the swimming arena or the football court can also be used by the students during the daytime.

STIN offers its students a variety of possibilities to ensure that every student is possible to develop its own full potential:

- a Smart Campus with 7 laboratories consisting of a Drone Simulator Laboratory, Cyber Laboratory, Language Laboratory, Intelligence Technology and Economics Laboratory, Biomolecular Laboratory, Nuclear Laboratory, and Virtual Chemical Laboratory, which have adequate supporting facilities.
- Special photography laboratory equipment such as light stands, cameras, umbrellas, formed HD 600, HD-Cameras.
- Adequate library space and book collections to support the teaching and learning process and lecturer research activities. The library provides e-book and e-journal services.
- Sports, music, and art equipment for cadets to use.
- Hotspot areas on campus.
- Links to access international journals and e-books.
- Different cadet canteens

According to the STIN representatives, the facilities that are currently available are more than enough to meet the needs of instructors, cadets, students, and other educational staff. The individual demands can be satisfied by the many facilities that are offered. Given STIN's formal standing as a higher education school and its extremely substantial funding, its instructional facilities are deemed to meet the fairness standard. It is also quite easy and convenient to access these different services.

Library

STIN has two libraries at different locations, namely in the Smart Campus Building called the Smart Library, and in the Knowledge Center Building. STIN library media uses print and digital collection media which is supported by screen standing equipment, OPAC, tabs and computers. The STIN library organization, namely Library Services are available Monday to Friday from 08.00 to 16.00 WIB. Apart from that, the library provides additional services until 20.00 WIB at the Library Knowledge Center. The stock of books available in the library is



10,000 digital books, and 21,000 printed books (consisting of 20,000 in the Knowledge Center, and 1,000 in the Smart Library). Digital books can be accessed directly via computers available in the library, or via intranet internet access on campus with certain accounts. Currently the STIN Library subscribes to the Proquest Journal. The STIN library provides digital books, printed books, journals, theses, theses, newspapers, magazines, and audiovisuals.

For technical borrowing, users can borrow a maximum of 5 books and 2 theses/similar collections per person. The loan limit is 2 weeks / 10 working days. Library staff routinely carry out checks. If the book is lost, the borrower must replace it with a new book. The technical equipment owned by the STIN library is library manuals, classification books, labels, library stamps, ATK, and several computers for the library management system. Library personnel consist of 1 Head of Library Subdivision, 2 Library Staff at the Smart Library, and 2 Library Staff at the Knowledge Center. The STIN library reading room has a capacity of 100 people. The STIN library has not collaborated with other libraries. The development of the STIN Library was carried out by adding to the printed book collection which was carried out by purchasing new books. Apart from that, development is carried out by subscribing to international journals every year.

Student support

The STIN provides broad services for cadets and students. The types of services provided by STIN include nurturing activities, interests, and talents (extracurricular), guidance and counseling, scholarships for all cadets and students, and health services. All services have been provided optimally and can be accessed by all cadets and students.

Apart from studying in the classroom, STIN cadets also receive character education through a parenting program. The care of STIN cadets is carried out by the Cadet Corps (caregivers) and is regulated in accordance with Cadet Life Regulations Number concerning Learning, Teaching, Training and Care Activities. The parenting activities that have been carried out are aimed at disciplining and forming the character of cadets, including hall roll call, inspection of Internal Service Affairs Regulations (PUDD), arranging picket schedules, and other parenting activities carried out during roll calls, ceremonies, implementation of cadet traditions, and coaching activities. Other physical abilities, as well as providing sanctions and rewards to cadets for every violation or achievement committed. Meanwhile, for students, STIN organizes public lectures, seminars, and workshops as a form of developing students' soft skills in exploring nine strategic aspects (political ideology, economics, defense and security, telecommunications, transportation, geography, history, biography, and demography).

To develop the interests and talents of cadets, STIN provides services in the form of student activities and Cadet Activity Units (UKT) which are regulated in STIN Chairman concerning Standards for Cadet and Student Activity Units including: marching band, brass band, fighting



degree, choir, volleyball, basketball, swimming, badminton, tennis, table tennis, futsal, soccer, shooting, and agribusiness. The implementation of activities to develop the interests and talents of STIN cadets is trained by professional trainers brought in from outside the STIN campus. STIN sends representatives of outstanding cadets to take part in off-campus competitions aimed at improving cadet achievements in non-academic fields. STIN also facilitates cadets and students with various sports facilities such as a gym, shooting range, volleyball court, basketball court, badminton court, tennis court, futsal court, soccer field and swimming pool as a form of developing the interests and talents of cadets and students.

Every STIN Cadet and Student has an Academic Advisor who helps provide guidance and counseling while the cadets and students are studying at STIN. Academic Advisors consist of permanent STIN lecturers appointed based on the Order of the Chair of STIN. It is felt that Academic Advisors are very helpful in solving the problems of STIN cadets and students, especially cadets who live boarding life on the STIN campus where they are far from their place of origin and need a parent figure who can be a place to talk about their problems, both problems in lectures and personal problems. so that the Academic Advisor can provide the best solution. STIN is an Official High School where every cadet and student receives a full scholarship from BIN while studying at STIN and then works at BIN after they graduate. STIN provides optimal and accessible health services for all STIN cadets and students. Within the STIN campus, health services are in the form of a complete polyclinic which can accommodate STIN cadets and students who are sick and unable to participate in lectures, training and/or care activities.

6.2 Assessment

The institution's infrastructure at STIN, including buildings, libraries, laboratories, and IT equipment, is modern and well-equipped, providing students with ample resources to support their learning journey effectively. The institution prioritizes the diverse needs of its student body by offering a wide range of learning materials and support services, ensuring that every student has access to resources tailored to their individual learning styles and preferences according to the individual study program.

STIN is committed to the ongoing professional development of its supervisory and administrative staff, offering a wide range of training and enrichment opportunities to enhance their skills and expertise in supporting comprehensive student success.

STIN has achieved this standard effectively and the learning resources are clearly one of the main strengths of STIN as an education institution.



6.3 Conclusion

The criterion is **fulfilled**.

7 ESG 1.7: Information management

Institutions should ensure that they collect, analyze, and use relevant information for the effective management of their programs and other activities.

7.1 Documentation

According to STIN, the HEI implemented an Information and Communication Technology System to facilitate the development of plans, decision-making, program implementation, and evaluation of activities, to enhance future institutional growth. The leaders of STIN can make prompt and precise decisions by using an Information and Communication Technologies (ICT) based information system.

STIN's educational services are administered via the Academic Information System (SIKAD). Furthermore, STIN students are granted privileges to utilize the e-Library System, encompassing e-journals, e-books, and e-repositories, alongside the general e-Learning system. The entire information system relies on a Wide Area Network (WAN) that connects computers to the internal network. It also utilizes licensed software and a suitable database. The retrieval of pertinent data is exceptionally rapid and precise. The application functions in an online environment and provides real-time access to current data, accessible from any location. STIN employs two information systems, SIMONJI (Monitoring and Networking Information System) and SAKIP (Government Agency Performance Accountability System), for non-educational services.

7.2 Assessment

STIN's current procedures for collecting and analyzing information on study programs and activities within the student's progress serve as a foundational element for internal quality assurance. The institution appears to have established systematic methods for gathering data, such as student feedback, academic performance metrics, and program evaluations. However, there is room for enhancement in ensuring the comprehensiveness and accuracy of the data collected. It's essential to conduct a thorough review of the existing processes to identify any gaps or inefficiencies.



While STIN demonstrates a commitment to collecting data, there may be challenges regarding the completeness, timeliness, and usability of the information gathered. It's imperative to assess whether the data collected covers all relevant aspects of program performance and whether it is collected in a timely manner to inform decision-making processes effectively. Additionally, ensuring the usability of collected data involves making it accessible and understandable for stakeholders involved in internal quality assurance activities.

STIN recognizes the importance of involving both students and employees in the data supply, evaluation, and planning of follow-up activities. Engaging stakeholders in these processes fosters a kind of ownership and accountability, leading to more meaningful outcomes.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG 1.8: Public information

Institutions should publish information about their activities, including programs which are clear, accurate, objective, up-to date and readily accessible.

8.1 Documentation

STIN's official website provides information to the public. This website provides information which includes the overall objectives like vision, mission and general information related to facilities and activities carried out by cadets and students. The individual information of the study programs can be seen integrated on the individual program's website and social media platforms. The program websites provide access to general information and curricula regarding new student admission selection, registration forms and registration. In addition, realizing the widespread use of WhatsApp in Indonesia for additional communication, most of the programs have created a group on a special WhatsApp channel to provide direct access for study program staff, lecturers, and students to obtain information regarding courses, lecture schedules and other information regarding activities in the study program.

Nevertheless, general information about specific information and the individual program outcomes are very limited to be accessed by the public due to the confidentiality of this information.



8.2 Assessment

Ensuring accessibility of relevant information to students, prospective students, graduates, stakeholders, and the public is essential for transparency and accountability in educational institutions like STIN.

STIN demonstrates a commitment to providing relevant information to various stakeholders, including students, prospective students, graduates, and the public. The institution offers basic information about its programs, selection criteria, intended learning outcomes, qualifications awarded, teaching, learning, and assessment procedures, as well as pass rates and learning opportunities. However, there may be areas where accessibility can be improved to ensure that all stakeholders have easy access to this information and beyond, not just via a Google account with servers in the US.

To ensure that information provided to stakeholders is presented in a clear, transparent, and easily understandable manner, STIN could also think about implementing mechanisms for regularly updating and reviewing the information available to stakeholders on the website and translating this information also in English. To achieve this, further feedback from students, graduates, and other stakeholders could be obtained to identify areas for improvement and address any gaps or inaccuracies in the information provided. This could include surveys, focus groups, or feedback forms on the institution's website.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG 1.9: On-going monitoring and periodic review of programs

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Documentation

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning National Higher Education Standards and Regulations for the Chair of State Intelligence Colleges concerning Guidelines for the Internal Quality Assurance System of State Intelligence Colleges. STIN established the STIN quality policy in 2017 which aims to



market the quality standards or targets that have been set and improve quality on an ongoing basis. STIN's internal quality assurance system can foster a quality culture so that continuous quality improvement will be achieved.

Quality improvement strategy

The STIN higher education quality assurance system is carried out based on the Internal Quality Assurance System (SPMI STIN), the External Quality Assurance System (SPME) and self-evaluation which is linked to licensing for implementing Study Programs. SPMI at the tertiary level is carried out by LPM STIN and at the study program level it is carried out by the Study Program Quality Assurance Unit (UPM). The internal quality assurance system is carried out by Internal Quality Audit (AMI) and SPI every year. SPME is implemented by the National Accreditation Board for Higher Education (BAN PT), ISO 9001:2015 Quality Management System. The results of the internal quality assurance each year largely meet the annual performance indicator targets. Based on the results of the analysis of performance achievements on all criteria through monitoring and evaluation methods as well as satisfaction surveys of cadets, lecturers, and stakeholders.

9.2 Assessment

STIN should evaluate the existing instruments used to consider various aspects in the development of study programs. These instruments should include mechanisms for assessing the content of programs considering the latest research, societal needs, student workload and progression, assessment procedures, student expectations and satisfaction, and the suitability of the learning environment and support services. The effectiveness of these instruments can be assessed based on their ability to capture relevant data, inform decision-making, and drive meaningful improvements in program design and delivery.

The participation of students and other industry stakeholders in measures to ensure efficient study design is a key indicator of programs quality and relevance. STIN should evaluate the extent to which students and other stakeholders are actively involved in the development processes, including curriculum design, review committees, and feedback sessions. This assessment should consider the inclusivity of participation mechanisms, the representation of diverse perspectives, and the impact of stakeholder input on decision-making.

Positively, STIN demonstrates a commitment to continuous improvement through regular program reviews and stakeholder engagement. The institution also appears to value student and stakeholder input in program development processes. However, there may still be



opportunities for optimization in several areas by implementing more feedback mechanisms to capture diverse perspectives and ensure comprehensive input from students and stakeholders.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

10.1 Documentation

According to STIN, quality assurance also reflects insights from national and international auditors, accreditation, and certification institutions, so that STIN quality can be guaranteed and produce well educated graduates. STIN's commitment to high service standards in all study programs is realized through systematic and sustainable efforts. All units at STIN are also audited by external quality institutions such as the National Accreditation Board for Higher Education (BAN-PT) and quality certification institutions ISO 9001:2008 and ISO 9001:2015. Based on the provisions of the Law of the Republic of Indonesia of 2012 concerning Higher Education, higher education accreditation is carried out by the National Accreditation Board for Higher Education (BAN-PT). The results of BAN-PT accreditation determine the accreditation status and accredited ranking of superior universities on STIN. To improve the quality assurance of universities and institutions, STIN also takes part in external accreditation from the international accreditation agency ACQUIN in February 2024. Apart from that, STIN also carries out quality assurance carried out by external parties for its laboratories, such as the Cyber Deputy of the State Intelligence Agency for the STIN Cyber Laboratory, the National Accreditation Committee for the STIN Integrated Language Laboratory, the International Electrotechnical Commission for the STIN Electronics Laboratory and the National Standardization and Accreditation Agency Sports for Swimming Pools at STIN.

10.2 Assessment

Based on the self-evaluation report and the discussions held between the expert panel and the STIN management, lecturers, staff, and students, it is observed that the external quality



assurance mechanisms implemented by the Indonesian government are comprehensive and encompass all academic levels, including the university, faculty, and study program levels. The external quality assurance framework not only monitors internal developments over a five-year period but also ensures adherence to legal requirements. Given that STIN operates under stringent national regulations, its internal quality assurance system has been meticulously aligned with the external standards. Due to confidentiality, the outcomes of these accreditation processes are not publicly disclosed but were taken into consideration internally so that the ratings assigned to study programs, faculties, and STIN significantly influence students' decisions regarding their choice of study institution.

From the perspective of the expert panel, the rigorous process of accreditation and periodic re-accreditation raises internal quality assurance. This framework distinguishes between core competencies, additional competencies, and other competencies in relation to the learning outcomes of each individual study program.

However, the expert panel notes that the criteria for external quality assurance are predominantly formal and heavily reliant on already existing structures. STIN therefore should consider incorporating additional external quality assurance networks or tools, such as an assessment of research activities conducted by an international expert panel, e.g. from other ASEAN countries. This approach could enhance STIN's commitment to being internationally visible and part of global intelligence initiatives in the near future.

10.3 Conclusion

The criterion is **fulfilled**.



IV Recommendation to the Accreditation Commission of ACQUIN

1 Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)

The study programs “Bachelor Program of Intelligence Analyst Study Program” (Bachelor of Science in Intelligence (B.Sc.In.)), “Bachelor Program of Intelligence Agent Study Program” (Bachelor of Arts in Intelligence (B.A.In.)), “Applied Bachelor Program of Economic Security and Financial Intelligence Study Program” (Bachelor of Applied Economics (B.App.E.)), “Applied Bachelor Program of Technology Intelligence Study Program” (Bachelor of Applied Engineering (B.App.Eng.)), “Applied Bachelor Program of Cyber Security and Intelligence Study Program” (Bachelor of Applied Computer Science (B.App.C.S.)), “Master Program of Intelligence Studies Study Program” (Master of Science in Intelligence (M.Sc.In.)), “Applied Master Program of Medical Intelligence Study Program” (Master of Applied Health Science (M.App.H.S.)) were assessed on the basis of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programs), 1.3 (Student-centered learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programs) and 1.10 (Cyclical external quality assurance) are fulfilled.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programs: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their



objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualification's framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

Standard 1.3 Student-centered learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensures that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programs: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend **unconditional accreditation of all study programs**.

The peer-review experts recommend the following **conditions and recommendations**:

2.1 (General) conditions:

None

2.2 Conditions for study programs

None

2.3 (General) recommendations:

None

2.4 Recommendations for study program “Bachelor Program of Intelligence Agent Study Program” (AGI)

- **Recommendation for the AGI program:** As discussed with the program responsables, the title of the program should also incorporate the word “applied” as 60+% of the education involves practical work. It could be clarified that the program is undergoing an internal review, and this will be considered by the end of the year.
- **Recommendation for the AGI program:** As discussed with the program responsables, the program could benefit from greater effort to reach out to partners in the western hemisphere. Right now, the outreach is to China and Russia alone.



V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN decided on its meeting on the 6 of June 2024:

Bachelor Program of Intelligence Agent Study Program (Bachelor of Arts in Intelligence (B.A.In.))

The study programme „Bachelor Program of Intelligence Agent Study Program” (Bachelor of Arts in Intelligence (B.A.In.)) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendations are given for the further development of the study programme:

- As discussed with the program responsables, the title of the program should also incorporate the word “applied” as 60+% of the education involves practical work. It could be clarified that the program is undergoing an internal review, and this will be considered by the end of the year.
- As discussed with the program responsables, the program could benefit from greater effort to reach out to partners in the western hemisphere. Right now, the outreach is to China and Russia alone.

Bachelor Program of Intelligence Analyst Study Program (Bachelor of Science in Intelligence (B.Sc.In.))

The study programme “Bachelor Program of Intelligence Analyst Study Program” (Bachelor of Science in Intelligence (B.Sc.In.)) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Applied Bachelor Program of Economic Security and Financial Intelligence Study Program

(Bachelor of Applied Economics (B.App.E.))

The study programme “Applied Bachelor Program of Economic Security and Financial Intelligence Study Program” (Bachelor of Applied Economics (B.App.E.)) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Applied Bachelor Program of Technology Intelligence Study Program (Bachelor of Applied Engineering (B.App.Eng.))



The study programme “Applied Bachelor Program of Technology Intelligence Study Program”

(Bachelor of Applied Engineering (B.App.Eng.)) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Applied Bachelor Program of Cyber Security and Intelligence Study Program (Bachelor of Applied Computer Science (B.App.C.S.))

The study programme “Applied Bachelor Program of Cyber Security and Intelligence Study Program” (Bachelor of Applied Computer Science (B.App.C.S.)) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Master Program of Intelligence Studies Study Program (Master of Science in Intelligence (M.Sc.In.))

The study programme “Master Program of Intelligence Studies Study Program” (Master of Science in Intelligence (M.Sc.In.)) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Applied Master Program of Medical Intelligence Study Program (Master of Applied Health Science (M.App.H.S.))

The study programme “Applied Master Program of Medical Intelligence Study Program” (Master of Applied Health Science (M.App.H.S.)) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

