

# Strategi Menghadapi Akreditasi Internasional ASIIN



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Sekretaris Jurusan Program Studi Gizi, Fisioterapi dan Kesehatan  
Masyarakat, Fakultas Ilmu Kesehatan, Universitas Pembangunan  
Nasional Veteran Jakarta

# Mengapa Akreditasi Internasional ASIIN?



**Pengakuan Global:** Menyetarakan kualitas program studi dengan standar Eropa dan internasional.



**Peningkatan Mutu Berkelanjutan:** Mendorong budaya evaluasi dan perbaikan yang sistematis berbasis *outcome* (luaran).



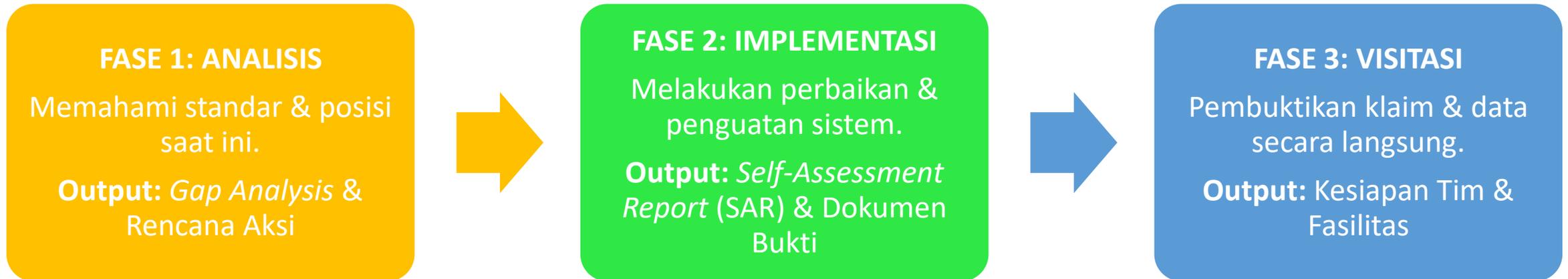
**Daya Saing Lulusan:** Membuka peluang lebih luas bagi lulusan untuk studi lanjut atau berkarir di tingkat internasional.



**Kolaborasi Internasional:** Meningkatkan kepercayaan institusi partner global untuk kerja sama.

**Fokus Utama ASIIN:** Pembuktian Ketercapaian *Learning Outcomes* (LO).

# Tiga Fase Utama Persiapan ASIIN



# PENDAMPINGAN AKREDITASI INTERNASIONAL SIMBELMAWA → [simbelmawa.kemdikbud.go.id](http://simbelmawa.kemdikbud.go.id)

Kami mendapatkan pendampingan akreditasi internasional dari SIMBELMAWA sepanjang tahun 2024.

Cluster Kesehatan yang diajukan utk akreditasi internasional ASIIN

1. Program Studi Gizi Program Sarjana
2. Program Studi Kesehatan Masyarakat Program Sarjana
3. Program Studi Keperawatan Program Sarjana
4. Program Studi Profesi Ners



The poster features the logos of the Directorate of Learning and Student Affairs and Kampus Merdeka Indonesia Raya at the top. The main text is in large, bold, blue and yellow letters. At the bottom, there is a QR code and a link to more information.

DIREKTORAT PEMBELAJARAN DAN KEMAHASISWAAN  
DIREKTORAT JENDERAL PENDIDIKAN TINGGI, RISET, DAN TEKNOLOGI  
KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI

Kampus  
Merdeka  
INDONESIA RAYA

**PENGUMUMAN  
PENERIMAAN PROPOSAL**

**BANTUAN FASILITASI PROGRAM STUDI  
UNTUK MENDAPATKAN  
AKREDITASI INTERNASIONAL**

**INFORMASI LEBIH LANJUT**  
<https://bit.ly/pengumuman-banpem-AI-2023>

SCAN ME



# FASE 1 - Pemahaman & Analisis Diri

Bentuk Tim  
Akreditasi  
yg SOLID

Libatkan dosen, tendik, mahasiswa, dan alumni. Tetapkan koordinator dan bagi tugas dengan jelas.

Pelajari  
Kriteria  
ASIIN

- Tujuan Program & *Learning Outcomes*
- Kurikulum & Struktur Program
- Proses Belajar, Mengajar, & Penilaian
- Sumber Daya (Dosen, Fasilitas, Dana)
- Manajemen Penjaminan Mutu

Lakukan  
GAP  
Analysis

- Bandingkan kondisi nyata prodi dengan setiap standar ASIIN.
- Identifikasi "area lemah" yang perlu perbaikan.
- Buat Rencana Aksi (Action Plan) yang terukur dan realistis.

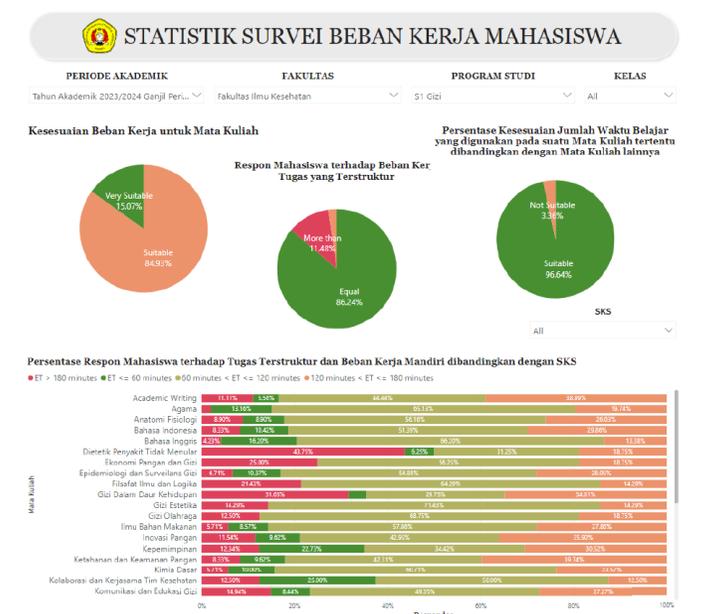
# PERSIAPKAN

1. Kurikulum OBE → ECTS (Perhitungan Konversi)
2. Modul Description (RPS, SAP/Monitoring Pembelajaran) → **sesuaikan dengan template yang diminta (berlaku untuk semua mata kuliah – 1 kurikulum penuh)**
3. Staf Handbook (Profil Dosen, Sesuaikan dengan template yang diminta)
4. Laporan student workload
5. Metode Pembelajaran : mis. Case based, Project, Ujian, Praktik, Praktikum lengkapi dengan panduan
6. Contoh laporan PKL Puskesmas (Gizi Masyarakat) dan PKL Rumah Sakit (MAGK dan MSPM)
7. Contoh 5 Skripsi mahasiswa (Print)
8. Website Universitas, Fakultas, yang menginformasikan VMTS, Kurikulum, Kegiatan, dll hingga di Tingkat prodi (persiapkan website dua Bahasa, Indonesia dan Bahasa Inggris)

The dashboard displays the following information:

- Dashboard Selamat Datang di Sistem Informasi Proses Pembelajaran** (Welcome to the Learning Process Information System)
- Periode Aktif** (Active Period): 07 Oktober 2025
- Statistik Utama** (Main Statistics):
  - 38 Jumlah Mahasiswa Sambilan Akademik
  - 36 Sudah Isi KRS
  - 2 Belum Isi KRS
  - 3.20 Skor Edom Periode 2024/2025 Gengil - LMS
  - 0 Perjuji Tugas Akhir
  - 35 Status Mahasiswa AKTIF
  - N/a Belum Isi Log Monitoring
  - 5 Prestasi Mahasiswa Tingkat Nasional
  - Pengaturan Akun
  - Sign out
- Jadwal Kuliah Hari Ini** (Today's Class Schedule): Tidak ada jadwal kuliah pada Selasa, 07 Oktober 2025.
- Jadwal Kuliah Besok** (Tomorrow's Class Schedule):
  - G2124309 - Bioteknik (08:00 - 09:00)
  - G2124309 - Bioteknik (11:00 - 12:00)
  - G2124309 - Bioteknik (13:00 - 14:00)
- 51 Daftar Tahun Kurikulum 2024** (2024 Curriculum List)
- Daftar Capaian Pembelajaran Mahasiswa** (Student Learning Outcomes List):
 

Alm	No	NIM	Nama Mahasiswa	Status	Program Studi	CP.1	CP.2	CP.3	CP.4	CP.5	CP.6	CP.7	CP.8	CP.9	CP.10	CP.11	CP.12	CP.13	CP.14	CP.15	CP.16	CP.17	CP.18	CP.19	CP.20	CP.21	CP.22	CP.23	CP.24	CP.25	CP.26	CP.27	CP.28	CP.29	CP.30	CP.31	CP.32	CP.33	CP.34	CP.35	CP.36	CP.37	CP.38	CP.39	CP.40	CP.41	CP.42	CP.43	CP.44	CP.45	CP.46	CP.47	CP.48	CP.49	CP.50	CP.51	CP.52	CP.53	CP.54	CP.55	CP.56	CP.57	CP.58	CP.59	CP.60	CP.61	CP.62	CP.63	CP.64	CP.65	CP.66	CP.67	CP.68	CP.69	CP.70	CP.71	CP.72	CP.73	CP.74	CP.75	CP.76	CP.77	CP.78	CP.79	CP.80	CP.81	CP.82	CP.83	CP.84	CP.85	CP.86	CP.87	CP.88	CP.89	CP.90	CP.91	CP.92	CP.93	CP.94	CP.95	CP.96	CP.97	CP.98	CP.99	CP.100
1	241074952	Pupi Aurelia Andri Setiawan	Aktif	S1 Gizi	85.34	85.35	84.48	83.90	83.04	80.86	84.09	83.70	0.00	84.12	20																																																																																										
2	241074953	Citra Valensya Dwi Pando	Aktif	S1 Gizi	80.13	69.65	76.58	81.70	69.41	77.30	81.74	77.73	0.00	78.06	20																																																																																										
3	241074954	Azzah Sekanti Mutia	Aktif	S1 Gizi	82.71	80.07	79.95	78.60	85.90	78.26	78.71	78.39	0.00	81.78	20																																																																																										
4	241074955	Nayla Putri Andya Haris	Aktif	S1 Gizi	82.60	79.73	79.28	81.77	79.18	77.77	81.91	78.46	0.00	82.49	20																																																																																										
5	241074956	Rayissa Samyha Elha Imam	Non-Aktif	S1 Gizi	81.18	75.90	78.09	76.47	75.16	77.63	76.80	78.09	0.00	81.11	20																																																																																										



	A	B	D	E	F	G	H	I	J	K	L	M	N	O	P
1			<b>ECTS CONVERSION</b>												
2															
3	<b>SEM</b>	<b>Modules</b>	<b>Credit Point (CP)</b>	<b>CP Distribution</b>		<b>CP Hours</b>			<b>Total Hours</b>	<b>ECTS</b>			<b>Total ECTS</b>		
4		<b>Title</b>		<b>Theory</b>	<b>Practice</b>	<b>Theory</b>				<b>Practice</b>	<b>ECTS Theory</b>			<b>ECTS Practice</b>	
5						<b>Lecture</b>	<b>Structured</b>	<b>Self-Study</b>			<b>Lecture</b>	<b>Structured</b>		<b>Self-Study</b>	
6	<b>Bachelor Degree Programme</b>														
7															
8	I	Religion	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
9		Pancasila and Citizenship	3	3	0	35.00	42.00	42.00	0.00	119.00	1.40	1.68	1.68	0.00	4.76
10		Indonesian	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
11		Food Science	3	2	1	23.33	28.00	28.00	39.67	119.00	0.93	1.12	1.12	1.59	4.76
12		Sociology Anthropology Nutrition	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
13		Psychology of Nutrition	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
14		English	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
15		Anatomy Physiology	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
16		Basic chemistry	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
17		Health Communication	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
18															
19	II	Basics of Nutrition Biochemistry	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
20		Management Basics	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
21		Culinary Basics	3	2	1	23.33	28.00	28.00	39.67	119.00	0.93	1.12	1.12	1.59	4.76
22		National Defense Education	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
23		Nutrition Status Assessment	3	2	1	23.33	28.00	28.00	39.67	119.00	0.93	1.12	1.12	1.59	4.76
24		Biostatistics	3	2	1	23.33	28.00	28.00	39.67	119.00	0.93	1.12	1.12	1.59	4.76
25		Basic Nutrition Science	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
26		Bioethics	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
27		Food Microbiology	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
28															
29	III	Nutrition in the Life Cycle	3	2	1	23.33	28.00	28.00	39.67	119.00	0.93	1.12	1.12	1.59	4.76
30		Nutrition Communication and Education	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
31		Nutrition Communication and Education Practice	1	0	1	0.00	0.00	0.00	39.67	39.67	0.00	0.00	0.00	1.59	1.59
32		Energy Metabolism and Macronutrients	2	2	0	23.33	28.00	28.00	0.00	79.33	0.93	1.12	1.12	0.00	3.17
33		Leadership													

A	B	C	D
<b>1 sks (menit)</b>	<b>1 sks (jam)</b>	<b>ECTS</b>	<b>1 CPs (ECTS)</b>
2720	45.3	25	1.8
2720	45.3	26	1.7
2720	45.3	27	1.7
2720	45.3	28	1.6
2720	45.3	29	1.6
2720	45.3	30	1.5

# FASE 2 - Implementasi & Penyusunan SAR

## Susun *Self-Assessment Report* (SAR) dan Siapkan Appendices yang Argumentatif:

- SAR bukan deskripsi, tapi **argumentasi** yang didukung **bukti**.
- Untuk setiap kriteria, jawab dengan formula: **Klaim + Analisis + Bukti**.
- *Contoh*: "Metode penilaian kami valid (klaim) karena menggunakan rubrik berbasis LO untuk mengukur capaian proyek akhir mahasiswa, yang terbukti efektif meningkatkan rata-rata nilai kompetensi X sebesar 15% (analisis). (Lihat Bukti 5.1: Contoh Rubrik & Laporan Nilai)."

## Perkuat Siklus Penjaminan Mutu (PPEPP):

- Pastikan semua evaluasi (misal: survei kepuasan) **ditindaklanjuti**.
- Siapkan bukti: notulensi rapat evaluasi, SK perbaikan, dan hasil dari perbaikan tersebut.

## Libatkan *Stakeholder* Secara Aktif:

- Adakan lokakarya dengan industri, rumah sakit, dan asosiasi profesi.
- Tunjukkan bagaimana masukan mereka diadopsi dalam kurikulum.

# PERSIAPKAN

1. **SAR** berisi ringkasan dari proses tridharma, prestasi mahasiswa & dosen yang telah dilakukan oleh prodi. Linkkan semua dokumen saat penyusunan SAR, pastikan sudah ditranslate dalam Bahasa Inggris dan disahkan, jika ada dokumen yang tidak memungkinkan untuk ditranslate, berikan tambahan file penjelasan terkait dokumen tersebut.
2. PPEPP: Jika ada hasil data yang “kurang” maka harus ada “Upaya” dalam meningkatkannya melalui apa? (dibuktikan dengan dokumen, foto, notulensi, RTM, dll)
3. Stakeholder: memilih 1-2 stakeholder yang paling sering terlibat dalam kegiatan TRIDHARMA (pembelajaran, pengabdian Masyarakat, penelitian, pelatihan-pelatihan Bersama) sehingga dipastikan terlibat dalam pembuatan kurikulum mata kuliah.

## Self-Assessment for an International ASIIN Program Accreditation



### Study Programs :

Bachelor of Public Health  
Bachelor of Nutritional Science  
Bachelor of Nursing and Nurse Profession

Universitas Pembangunan Nasional "Veteran" Jakarta

2024

## D. Appendices

### Checklist of Required Evidences

Required Evidence Submit all evidences in English	Relevant ASIIN Criteria	Brief explanation	Link Document	Provided?
Study regulations	All criteria	1. Academic Regulations 2. Academic guidelines 3. Regulation for Quality Management 4. Independent study guidelines 5. Student Admission 6. Lecturer Code of Ethics Book 7. Student Code of Ethics Book	<a href="#">Appendices Study regulations cs</a>  1. <a href="#">Academic Regulations</a> 2. <a href="#">Academic guidelines</a> 3. <a href="#">Regulation for Quality Management</a> 4. <a href="#">Independent study guidelines</a> 5. <a href="#">Student Admission</a> 6. <a href="#">Lecturer Code of Ethics Book</a> 7. <a href="#">Student Code of Ethics Book</a>	<input checked="" type="checkbox"/>
Documents/other sources where programme-specific objectives and learning outcomes are written down and	1.1, 1.3	1. Curriculum documents 2. Profil study program 3. Website Profil BPH	1. <a href="#">Curriculum documents</a> 2. <a href="#">Profile study program</a>	<input checked="" type="checkbox"/>

# ISI SAR

The Graduate Profiles and Learning Outcomes are prepared based on inputs and suggestions from various parties, including representatives from the Association (AIPGI), PERSAGI, resource persons from the Department of Nutrition of Universitas Gadjah Mada, alumni, and several users of graduates and Professional Placement (PKL) institutions in the field of community nutrition (represented by several community health centers in Depok area), the field of clinical nutrition (represented by hospitals in greater Jakarta area), and food/industry management (represented by one of national and international food industries/producers), Presidential Regulation Number 12 of 2012 concerning Higher Education, Presidential Regulation Number 8 of 2012 concerning Indonesian National Qualifications Framework, Minister of Education and Culture Regulation Number 3 of 2020 on National Higher Education Standards, the 2016 AIPGI KKN Curriculum, and the study materials in the 2020 AIPGI Undergraduate Program Curriculum. The profile of nutrition graduates is a characteristic that distinguishes between BNS UPNVJ and other nutrition study programs in Indonesia.

The profiles of the graduates of the Bachelor of Nutritional Science Program are as follows:

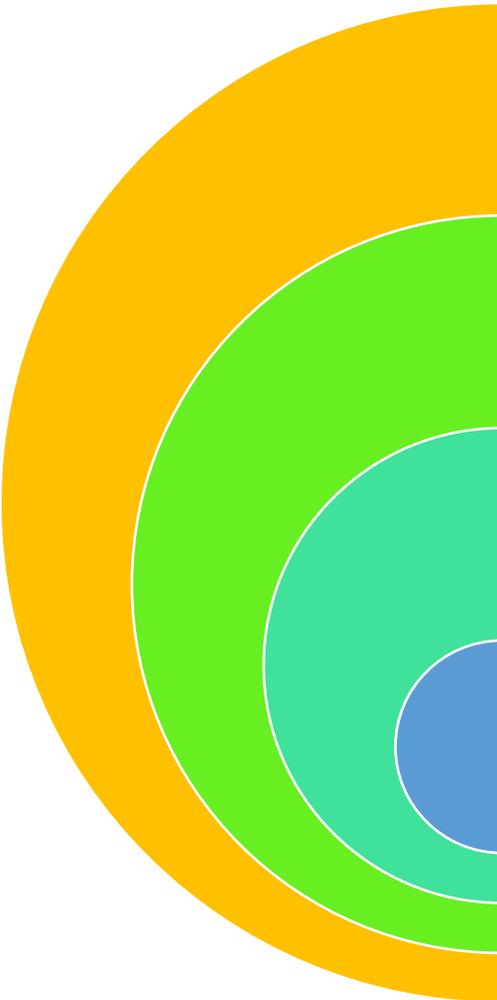
1. **Nutrition Care Provider:** Manage promotive, preventive, curative, and rehabilitative nutrition care/services independently or with a team for individual, group, and community targets in a structured manner based on a scientific basis
2. **Educator:** Manage the counseling, training, and education on nutrition using media that are in line with developments in science and technology and communicate it effectively
3. **Food Service Manager:** Manage arrangement of institutional food and quality control based on the principles of food safety
4. **Researcher:** Conduct research in the field of nutrition and disseminate the study results accurately and design recommendations in the form of policy briefs and advocacy
5. **Nutripreneur:** Develop a business plan for a nutrition program, product, or service including analysis of budget, staff, and facility needs

The Learning Outcomes (LO) of the nutrition program:

Table 3. BNS Learning Outcomes (LO)

LO-1	Demonstrate ability in providing professional nutrition services by showing an attitude of devotion to God Almighty and being critical, applying noble moral, ethical, legal, and applicable socio-cultural values, and upholding the value of adaptive and empathetic cooperation based on the principle of patriotism.
LO-2	Demonstrate/understand aspects of managing holistic, science-based nutrition services for individual, group, and community targets with logical, systematic, innovative thinking supported by technology, and build networks at the internal and external levels of the organization
LO-3	Use theoretical concepts based on a structured scientific basis in providing nutrition services for individual, group, and community targets
LO-4	Demonstrate effective communication skills, noble professionalism, introspection, and self-development to inform the public about nutrition and health and factors that influence them
LO-5	Analyze theories and concepts of research methodology as preventive and promotive efforts in the fields of clinical nutrition, community nutrition, and management of institutional food
LO-6	Able to manage promotive, preventive, curative, and rehabilitative nutrition services independently or with a team for individual, group, and community targets.
LO-7	Able to communicate effectively in managing counseling, training, education, and consultation on nutrition using media according to development in science and technology in solving nutritional problems according to targets
LO-8	Able to manage the system of institutional food arrangement and quality control based on the principles of food safety, clients' satisfaction, health, and safety
LO-9	Able to conduct research in the fields of nutrition, food, and health disseminate study results accurately, and design recommendations in the form of advocacy and policy briefs
LO-10	Able to demonstrate ability in developing product innovations, programs or services, and business plans in the nutrition sector by managing local resources

# FASE 3 - Persiapan Visitasi Lapangan



## Lakukan Simulasi / *Coaching Clinic*:

- Latih semua pihak yang akan diwawancarai: Pimpinan, Dosen, Mahasiswa, Alumni, Pengguna Lulusan, dan Tendik.
- Pastikan jawaban konsisten dan sesuai dengan data di SAR.

## Siapkan Ruang Eviden (*Exhibition Room*):

- Siapkan satu ruangan khusus berisi **semua bukti fisik** (laporan PKL, skripsi, modul, RPS, sertifikat, dll).
- Susun dokumen secara rapi sesuai urutan kriteria ASIIN untuk memudahkan verifikasi oleh asesor.

## Briefing Mahasiswa dan Alumni:

- Pilih perwakilan yang komunikatif.
- Minta mereka untuk berbagi pengalaman nyata secara jujur dan konstruktif. Perspektif mereka sangat penting bagi asesor.

## Pastikan Kesiapan Fasilitas:

- Laboratorium, perpustakaan, dan ruang kelas harus dalam kondisi terbaik. Siapkan SOP dan logbook penggunaan alat.

# Persiapan

1. Latihan dalam menjawab, diperbolehkan ada translator
2. Jawablah dengan meyakinkan disertai bukti
3. Mahasiswa, alumni, stakeholder yang akan hadir di briefing, utk mengingatkan kembali kegiatan-kegiatan yang pernah dilaksanakan bersama prodi.
  - Pilihlah mahasiswa yang sekiranya aktif berbahasa inggris dan aktif menjawab pertanyaan.
  - Alumni yang sudah berpengalaman dan atau menjabat disuatu jabatan cukup lama atau yang melanjutkan S2 diluar negeri. (Bekerja sbg ahli gizi Puskesmas dan RS dan industri)
  - Stakeholder; yang selalu terlibat dalam kegiatan prodi (VMTS, kurikulum, kuliah Bersama, tridharma PT) → bukti kegiatan Bersama diceritakan dan dilampirkan di SAR



# Contoh Template Modul Description & Staff Handbook

ASIIN Template for Module Description (Module Handbook)

Module designation	Course Module: Health Communication
Semester(s) in which the module is taught	I
The person responsible for the module	1. Dr. Nur Intania Sofianita, S.I.Kom, MKM 2. Sintha Fransiske Simanungkalit, SGz, MKM 3. Lia Awwalia Majida, SKM, MGz
Language	Indonesian
Relation to curriculum	<i>Compulsory (The focus of this course is to apply the basic concepts of communication in fostering interpersonal relationships with individuals and groups in various situations and conditions groups in various situations and conditions, effective communication and factors that influence effective communication and apply various effective communication techniques in interpersonal relationships with patients/clients, families, groups, staff, and other stakeholders. Apply various effective communication techniques in interpersonal relationships with patients/clients, families, groups, health workers, and the community. The learning process is carried out through active learning methods in the form of Small Group Discussion (SGD), presentations, collaborative learning (CL), Case Study and Project Based Learning (PBL) with the learning form of implementing the value of state defense in the field, in order to achieve cognitive ability 4, namely analyzing, affective 3, namely showing value, and psychomotor 3 which is accuracy.)</i>
Teaching methods	<i>Student-Centered Learning: Project Based Learning Lecturer (Interactive collaborative learning) Structured assignments (group discussion) Discovery learning Flip Learning</i>
Workload (incl. contact hours, self-study hours)	<i>In this course, students are required to meet the minimum of 79.33 hours (3.17 ECTS) in one semester, which consists of: - 23.33 hours for lecture (0.93 ECTS) - 28 hours for structured assignments (1.12 ECTS) - 28 hours for Self-study (1.12 ECTS)</i>
Credit points	2 credit points (equivalent to 3.17 ECTS)
Required and recommended prerequisites for joining the module	

Module objectives/intended learning outcomes	<i>After completing this course, students are expected to: CLO 1: Analyze and apply the concepts of basic communication in fostering interpersonal relationship with individuals or groups in various situation and condition. CLO 2: Analyze and apply effective communication and factors that affect to effective communication CLO 3: Apply various effective communication techniques in interpersonal relationship with patients/clients, families, groups, health workers, and the community.</i>
Content	<i>Students will learn about: 1. Introduction of communication, trends and issues in health communication 2. Basic Concepts and types of effective and therapeutic communication 3. Effective and Therapeutic Communication Techniques and Procedures 4. Factors that Affect Communication 5. Health Communication Process and Effects 6. Theories of Motivation and Behavior Change 7. Health Communication and Health Literature 8. Health Communication Method Planning 9. Health Communication Media Planning 10. The Principle of Health Worker as Educator 11. The Role Communication in Individuals Health Services 12. The Role Communication in Community Health Services 13. Community Health Application 14. Evaluation of Health Communication</i>
Examination forms	<i>MCQ, Task/Quiz, Project, Participative activity/Group Presentation</i>
Study and examination requirements	<i>Quiz (15%) Completed Project (25%) Midterm exam (30%) Final exam (30%)</i>
Reading list	<ol style="list-style-type: none"> <li>Harahap, R.A., Putra, F.E. 2019. Buku Ajar Komunikasi Kesehatan. Jakarta: Prenadamedia Grup</li> <li>Putri, K.Y.S., Ambarwati, NSS., Hadiyanto, A. 2021. Komunikasi Kesehatan. Jakarta: Rajawali Pers</li> <li>Bahan bacaan penunjang:</li> <li>Bela Negara dalam Perspektif Kesehatan: Peran Perawat dalam Bela Negara. 2022. Jakarta: Rajawali Pers</li> <li>Notoadmodjo Soekidjo, 2012. Promosi Kesehatan dan Perilaku Kesehatan, Jakarta: Rineka Cipta</li> <li>Renata Schiavo. Health communication from theory to practice. 2007</li> </ol>

Staff Handbook

Name	Dr. Nur Intania Sofianita, S.Ikom, MKM		
Post	Nutrition		
Academic career	Nutrition Science (Doctoral)	Institut Pertanian Bogor	2021
	Community Nutrition (Master)	Universitas Indonesia	2010
	Communication - Public Relations (Undergraduate)	Universitas Padjadjaran	2008
Employment	Head of Nutrition Study Program	Faculty of Health Science	2022
Research and development projects over the last 5 years	<ol style="list-style-type: none"> <li>An Overview of the Consumption of Vegetables and Fruit in Public Elementary School Children in Bogor Regency (2020)</li> <li>Education and Nutrition Practices for the First 1000 Days of Life to Prevent Stunting Toddlers in Indramayu Regency (2022)</li> <li>Socio-Cultural Nutrition Study in Indramayu Regency (2022)</li> <li>Education and Practice of Varying Balanced Nutrition Menus to Improve the Nutritional Status of Adolescent Santri (2023)</li> <li>The Relationship between Emotional Eating and the Occurrence of Obesity in Students of the Faculty of Health Sciences, UPN "Veteran" Jakarta (2023)</li> <li>The Relationship between Food Intake and Physical Activity Factors and the Nutritional Status of Swimming Athletes in Indonesia (2023)</li> </ol>		
Industry collaborations over the last 5 years	- Expert Team Audit Kasus Stunting/audit of stunting cases in Bandung district (2022-2023)		
Patents and proprietary rights	1. Textbook of Anthropometric Measurements in the Life Cycle	Textbook	2020

## Visitasi Lapangan:

1. Project Manager ASIIN
2. Expert dari luar negeri : 2 orang
3. Expert dari Indonesia : 2 orang
4. Mahasiswa S2 Indonesia : 1 orang



Galaxy S24 FE



Galaxy S24 FE



Galaxy S24 FE



Johann Jakob Winter, M.Sc.  
Project Manager  
Responsible for: [Agriculture, Forestry and Food Sciences and Medicine](#)

# Prinsip Kunci Keberhasilan

**Fokus pada OBE (*Outcome-Based Education*):**  
Jadikan *Learning Outcomes* sebagai pusat dari seluruh narasi dan bukti.

**Dokumentasi:**  
Kumpulkan data dan bukti secara rutin dan sistematis, jangan mendadak.

**Jujur & Transparan:** Akui kelemahan dan tunjukkan rencana perbaikan yang jelas.

**Kerja Tim & Komunikasi:**  
Keberhasilan akreditasi adalah hasil kerja kolektif.

# Timeline



Seal ASIIN saat ini masih berlaku 1 tahun hingga 2026, ada beberapa **requirement** dari setiap prodi yang harus di selesaikan sebelum 2026 agar dapat diperpanjang hingga 2030.



Akreditasi bukan hanya tujuan akhir, tetapi sebuah perjalanan untuk membangun budaya mutu yang unggul dan berkelanjutan.

