



The Role of School Accreditation in Improving the Quality of Graduates

Wahira¹, Abd Hamid²

Universitas Negeri Makassar, Indonesia | wahira@unm.ac.id¹

STKIP YPUP Makassar, Indonesia | abdamidypup@gmail.com²

Received: 02-05-2023

Reviewed: 10-05-2023

Accepted: 31-05-2023

Abstract

This paper aims to describe the role of school accreditation in improving the quality of graduates and inhibiting factors in retaining the quality of graduates. The study used a Literature Review approach by comparing school accreditation data from the accreditation documents of several schools. Based on the results of a literature study from journal articles describing the role of school accreditation in improving the quality component of graduates in the excellent category, the constraint factor is the lack of student filtration, numeracy skills, and teacher competence. Based on the results of the literature review, the author concludes that the role of accreditation in improving the quality of graduates has a vital role in improving the quality of graduates.

Keywords: Role, school accreditation, quality of graduates

Introduction

Permendikbud Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education mandates that each education unit is required to form SPMI with the following objectives: (1) to control the implementation of education by education units in primary and secondary education so that quality education is realized, and (2) to ensure the fulfillment of standards in education units in a systemic, holistic, and sustainable manner, So that the growth and development of a culture of quality in the education unit independently. (Basic 2019). School/madrasah accreditation is a comprehensive assessment process of the eligibility of academic units or programs; the results manifest in recognition certificates and eligibility ratings issued by an independent and professional institution. Given the importance of accreditation to improve the quality of national education, the government established the National Accreditation Board through the Permendikbud number. School accreditation is an

The Role of School Accreditation in Improving the Quality of Graduates

activity to assess the feasibility of a school based on criteria that have been determined and carried out by the National Accreditation Board for Schools/Madrasah (BAN-S/M), the results of which are manifested in the form of recognition of eligibility ratings. The activity aims to obtain an overview of school performance that can be used as a tool for coaching, developing, and improving the quality of education in determining the level of development and the level of feasibility of a school at the level of education implementation. Accredited school qualifications include elementary schools, elementary schools, junior high schools, high schools, and vocational schools, both organized by the government, local governments, and the community. In order to improve the quality of national education, in 2019, BAN S/M set a priority policy to compile a new accreditation tool called the Education Unit Accreditation Instrument (IASP-2020). (Amri et al., 2022)

The Education Unit Accreditation Instrument is developed on four assessment components: Graduate Quality, Learning Process, Teacher Quality, and School Management. The preparation of this new accreditation is to meet the needs based on the current conditions of the world of education, which has undergone many changes. The fundamental argument for this change is that BAN S/M will apply a new approach to assessing school accreditation from compliance-based assessment *to* performance-based assessment. The whole idea for this change is that BAN S/M will use a new approach to evaluating school accreditation, from compliance-based assessment *to* performance-based evaluation. (Wayan et al. 2020; Astuti 2022; Alawite 2017).

Quality does not stand alone, meaning there are many factors to achieve it and maintain quality (1). Quality education is a general term used as another word for all forms of monitoring, evaluation, or quality review activities (2). Quality activities focus on building trust by meeting requirements or minimum standards on input components, process components, and results or outcomes as expected by stakeholders (Saad, 2020). In relation to standardization, accreditation is an integral part of efforts to obtain information about the actual condition of an educational institution based on minimum standards that have been set towards directed education planning to realize the goals of quality national education. Accreditation is a form of effort to accelerate and encourage school growth and development. Not only that, but accreditation can also motivate schools to compete to improve themselves in order to achieve the desired standards, even exceeding or exceeding existing standards. (Adha, Supriyanto, and Timan 2019; Maria Immaculata Beautiful Cristianti 2020; Ula and Bakar 2021).

Literature Review

Accreditation

Accreditation is defined as an S / M feasibility assessment activity based on criteria that have been determined for education quality assurance. Thus, based on the current laws and regulations, it can be affirmed that every S/M must be accredited by BAN-S/M. BAN-S/M is an independent evaluation body that determines the feasibility of formal primary and secondary education programs and units by referring to the National Education Standards (SNP). Furthermore, in Permendikbud number 59 of 2012 article 9, paragraph (1), it is stated that the

task of BAN-S / M is to formulate operational policies, socialize policies, and carry out accreditation of schools/madrasahs. In the implementation of accreditation, BAN-S / M is assisted by the Provincial Accreditation Board for Schools / Madrasah (BAP-S / M) (Ivars 2007).

Quality of Graduates

Quality can be seen in various reviews. According to Goetsech (2000), in the concept of quality, there are three components that need to be of mutual concern, namely: (1) able to meet customer desires, (2) focus on the products produced and service satisfaction, and (3) continue to adjust to the demands of existing changes because they continue to move dynamically to be able to maintain customer satisfaction. Quality is something that should not be underestimated by school institutions, how customers are able to continue to feel satisfactory results, and how educational institutions continue to be able to present innovations that are able to provide satisfaction to their customers (Darmaji et al., 2019). Referring to Permendikbud No. 20 of 2016 concerning Graduate Competency Standards, the competency standards for elementary school graduates are as follows: (1) Have behavior that reflects attitudes; (2) Have factual, conceptual, procedural, and metacognitive knowledge at the primary level; (3) Have thinking and acting skills (Wisnu Budi Wijaya 2018; Wayan et al. 2020). The 2013 curriculum and the independent learning curriculum strongly emphasize the achievement and improvement of the quality of graduates at each level of education. Indicators of the quality of graduates are reviewed based on three aspects, namely attitudes, knowledge, and skills.

Research Method

This study used qualitative research methods. This research design uses a literature study. Review theories from books and journals both offline in libraries and online sourced from Mendeley, Google Scholar, and other online media. (Sartika, 2023). Research data was collected through text review and then analyzed using content analysis techniques. The steps are: (1) collecting data and classifying them based on the problem being studied; (2) the data that have been collected are qualitatively researched and analyzed using content analysis; (3) Based on the results of data analysis and interpretation, the author draws conclusions.

Result/Findings

Based on conceptual ideas and theories, as well as the problems raised by several research results on the results of accreditation and graduate quality, can be explained as follows: The quality assurance system carried out in academic units has been regulated by the Ministry of Education and Culture in the General Guidelines for the Quality Assurance System for Primary and Secondary Education in 2016. The quality assurance system is divided into two according to its implementation, namely the internal quality assurance system of the education unit (SPMI) and the external quality assurance system of the education unit (SPME). SPMI is implemented within the education unit and by all stakeholders in the education unit. Meanwhile, SPME is implemented by Government Institutions and the National Accreditation

The Role of School Accreditation in Improving the Quality of Graduates

Board for Schools/Madrasahs for Education units (Maria Immaculata Indah Cristianti 2020; Ula and Bakar 2021).

Adequate quality assurance is the goal of all quality educational institutions. Internal quality assurance serves to support academic targets, and external quality assurance is designed to ensure institutions have implemented effective internal quality assurance processes. External quality assurance also serves to help direct public and academic perceptions about the quality of an educational institution (Fadhli 2020). Quality competition between education units today makes people more aware and critical in choosing the right school for their children. Accreditation Assessment conducted by the National Accreditation Board (BAN) makes people understand how significant the value of accreditation is in choosing schools. Therefore, it is essential for each education unit to maintain the quality of its graduates while still meeting the eight national education standards (Maria Immaculata Indah Cristianti 2020; Ula and Bakar 2021).

The implementation of internal quality assurance needs to be carried out to improve the quality of graduates. It can be realized in learning activities that take place starting from planning, preparation, implementation, and evaluation. The actions of teachers in quality assurance of graduates are manifested in making learning documents ranging from (1) syllabus development and (2) mapping. (Competency Standards) and KD (Basic Competencies), (3) determine KKM, (4) determine Graduate Competency Standards (SKL), (5) supervise programs, and (6) carry out evaluations. Teachers develop active, creative, and innovative learning planning by optimizing the environment and utilizing ICT or other means appropriate to the context. Therefore, to realize the quality of graduates and quality learning, it is necessary to provide guidance and counseling services in the personal, social, academic, further education, and career fields to support the achievement and development of the accomplishments on an ongoing basis with the support of quality human resources. Therefore, it is necessary to manage teachers and education personnel by school principals effectively, efficiently, and accountably in recruitment, selection, assignment, competency development, performance appraisal, compensation, and award/sanction.

Graduate quality improvement is by the abilities and limitations of the school, especially from the implementation, governance of annual programs, and control of learning support and supervision by considering environmental and local conditions. In particular, (1) Planning for improving the quality of graduates needs to i: (a) The school collaborates with parents and school committees for the planning process, (b) Increase learning hours the school, (c) provide facilities and infrastructure to support learning; (2) The organization of management of quality improvement of graduates is seen in the distribution of teacher duties in teaching; (3) The implementation of improving the quality of graduates includes facilities and infrastructure, facilities that support the learning process, learning tools consisting of the Education Unit Level Curriculum (KTSP), Annual Program, Semester Program, Syllabus, and RPP.; (4) Management monitoring and evaluation. (Tien 2015; Sari, Syaifuddin, and Tambak 2022; Gunawan, Riyadi, and Musthofa 2023). One of the functions of standardization, assurance, and quality control of education is mentioned in Chapter VI PP No. 57 of 2021, namely accreditation. Accreditation is carried out to determine the eligibility of educational units / or programs using instruments and criteria that refer to SNP.

Based on the analysis of the accreditation instrument work table carried out through a review of the results of the document review, it can be concluded that the achievement of the performance level of the school / madrasah accredited in the graduate quality component is: Based on the reference to the accreditation instrument in the graduate quality component, one of the aspects observed is: (1) Discipline of attendance at school, in class and in extracurricular activities; (2) Dress discipline; (3) Compliance with rules of conduct indoors (classrooms, workshops, laboratories, workshops, libraries, UKS, BK, places of worship, canteens), outdoors (sports fields, parks, parking lots, yards etc.) and other rules of conduct (smoking, cellphones, makeup; Code of conduct and enforcement covering rights, obligations, rewards and sanctions (among others a points system); (4) Picket books containing student slowness and student absenteeism and violating dress codes; (5) Records of teachers and education personnel containing student discipline; (6) Class journal that lists student absenteeism data in class and subject data attended by students.

Creating quality standards for the educational process, starting from the quality of teaching to the quality required to establish academic quality standards. Quality assurance is a procedure that helps guarantee that graduate output is of high quality meets all established standards, and complies with all applicable laws and regulations. (Hasan et al. 2022; Hasanah 2021). Getting good quality graduates does not seem to change. Recruitment standards are needed according to recruitment procedures and stages, and graduate quality indicators are guided by educational outcomes that refer to achievements achieved by schools in each specific period (for example, every quarter, semester, year, five years, and so on) (Permana 2020; Suryana and Ismi 2019). Graduate quality standards include academic and non-academic qualities. To realize the quality of these graduates does not seem to change the courses of various structured study programs; various structured programs were developed. These programs then become a quality culture of a school. (Makruf et al., 2022).

Conclusion

Realizing quality graduates the role of accreditation is very necessary for preparing the quality of graduates who have challenging and responsible behavior; the results of school accreditation expect the need to build a climate for the implementation of the learning process by involving students actively participating in learning and the learning atmosphere in the classroom is pleasant. Teachers habituate reading and writing literacy, students actively participate in learning, and the learning atmosphere in class is lovely; principals and teachers need the training to develop creative and innovative strategies, models, methods, techniques, and learning media. Teachers must develop active, creative, and innovative learning planning by optimizing the environment and utilizing ICT or other means appropriate to the context. Principals of schools/madrasahs consistently, participative, Collaborative, transformative, and influential leaders lead teachers, education personnel, and students to develop teachers' creative and innovative ideas. to achieve quality learning.

References

- Adha, M. A., Supriyanto, A., & Timan, A. (2019). Improvement strategy for madrasah graduates using the fishbone method. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(01), 11–22.
- Alawiyah, F. (2017). Standar nasional pendidikan dasar dan menengah. *Aspirasi*, 8(1), 81–92.
- Amri, K., Riyantini, S., & Sohiron. (2022). Peran Akreditasi Sekolah dalam Upaya Meningkatkan Mutu Pendidikan di Sumatera Selatan. *Jurnal Ilmu Multidisiplin*, 1(2), 408–421.
- Astuti, I. P. (2022). Manajemen Kurikulum dalam Peningkatan Mutu Lulusan Peserta Didik. *Journal Of Education Research P*, 2(1), 2808–5558.
- Darmaji, D., Supriyanto, A., & Timan, A. (2019). Sistem Penjaminan Mutu Internalsekolah Untuk Meningkatkan Mutu Lulusan. *Jurnal Manajemen Dan Supervisi Pendidikan*, 3(3), 130–136. <https://doi.org/10.17977/um025v3i32019p130>
- Fadhli, M. (2020). Ekstenal Pada Lembaga Pendidikan Tinggi. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 04(02). <https://doi.org/10.33650/al-tanzim.v4i2>
- Gunawan, A., Riyadi, A. A., & Musthofa, A. H. (2023). Kompetensi Guru Mata Pelajaran Agama Islam Dalam Meningkatkan Mutu Lulusan Peserta Didik di MTSN 1 Kota Kediri. *Greenation JIM Jurnal Ilmu Multidisiplin*, 1(4), 788–798.
- HASAN, M., Andi Warisno, Nasruddin Harahap, & Nurul Hidayati Murtafiah. (2022). Implementasi Manajemen Mutu Terpadu Dalam Meningkatkan Mutu Lulusan Di SMP IT Wahdatul Ummah Kota Metro. *An Naba*, 5(2), 34–54. <https://doi.org/10.51614/annaba.v5i2.156>
- Hasanah, E. (2021). Best Practice Penjaminan Mutu Lulusan Berbasis Iasp 2020 Di Sekolah Menengah Kejuruan. *Jurnal Administrasi Dan Manajemen Pendidikan*, 4(2), 178. <https://doi.org/10.17977/um027v4i12021p178>
- Ivars, M. J. (2007). PERATURAN MENTERI PENDIDIKAN NASIONAL REPUBLIK INDONESIA NOMOR 12 TAHUN 2007. *Permen*, 7(3), 213–221.
- Makruf, I., Tejaningsih, E., & Mudofir. (2022). The Manajemen Pengembangan Mutu Lulusan Madrasah Berbasis Pesantren Tasawuf. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 217–229. [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).9096](https://doi.org/10.25299/al-thariqah.2022.vol7(1).9096)
- Maria Imaculta Indah Cristianti. (2020). *Analisis Pelaksanaan Penjaminan Mutu Internal Satuan Pendidikan Smp Kolese Kanisius Jakarta*.
- Permana, W. A. (2020). Manajemen Rekrutmen Peserta Didik Dalam Meningkatkan Mutu Lulusan . *Jurnal Isema: Islamic Educational Management*, 5(1), 83–96. <https://doi.org/10.15575/isema.v5i1.5989>
- Sari, A. I., Syaifuddin, M., & Tambak, S. (2022). Supervisi Peserta Didik Dalam Meningkatkan Mutu Lulusan Sekolah. *Jurnal Manajemen Pendidikan Dan ...*, 3(2), 857–866.
- Sartika, D. (2023). Role of the Principal on Teacher Pedagogic Competence. *Journal of Education Method and Learning Strategy*, 1(01), 29–34. <https://doi.org/https://doi.org/10.59653/jemls.v1i01.14>
- Suryana, Y., & Ismi, F. M. (2019). Manajemen Kurikulum Dalam Meningkatkan Mutu

- Lulusan. *Jurnal Isema : Islamic Educational Management*, 4(2), 257–266. <https://doi.org/10.15575/isema.v4i2.6026>
- Tien, Y. (2015). Manajemen peningkatan mutu lulusan. *Manajer Pendidikan*, 9(2), 579–787.
- Ula, H., & Bakar, M. Y. A. (2021). *Implementasi Sistem Penjaminan Mutu Internal (SPMI) pada Masa Pandemi Covid-19 di Sekolah Menengah Pertama Pendahuluan Undang-Undang No . 20 Tahun 2003 tentang Sistem Pendidikan Nasional merumuskan , bahwa pendidikan dilaksanakan melalui satu sistem pen.* 7(2), 192–203.
- Wayan, N., Darmayanti, S., Muliani, N. M., Hindu, U., Gusti, N. I., & Sugriwa, B. (2020). Pengembangan keterampilan hidup dan karir siswa dalam rangka peningkatan mutu lulusan sekolah dasar. *Jurnal Penjaminan Mutu*, 6(2), 171–179.
- Wisnu Budi Wijaya, I. K. (2018). Mengembangkan Kecerdasan Majemuk Siswa Sekolah Dasar (SD) Melalui Pembelajaran IPA Untuk Meningkatkan Mutu Lulusan Sekolah Dasar. *Jurnal Penjaminan Mutu*, 4(2), 147. <https://doi.org/10.25078/jpm.v4i2.568>