



**ACCREDITATION MANAGEMENT TO IMPROVE THE QUALITY OF
EDUCATION AT SDN GADUNG, KARANGTENGAH DISTRICT, CIANJUR
REGENCY**

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ABSTRACT

School accreditation is a systematic, objective, and comprehensive assessment process of the quality of educational units. This assessment is carried out by an independent and professional accreditation body. The general objective of the study is to obtain an overview and analyze accreditation management in improving the quality of education at SDN Gadung, Karangtengah District, Cianjur. The approach used in this study is a qualitative approach with a descriptive analytical method, a research method that functions to describe or provide an overview of an object being studied through analysis to make conclusions that apply to the public. The theoretical basis used is management according to Terry, management is understood as a process or can also be called a framework, which involves guidance/direction of a group of people towards organizational goals or real intentions with the management functions of planning, organizing, implementing and supervising. And accreditation according to Drs. I Gusti Agung Oka Yadenya, M.Pd, and Dwinita Apriyana Rangkuti. Meanwhile, the policy management is according to Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph 22. The management of the implementation of accreditation to improve the quality of education at SDN Gadung, Karangtengah District, Cianjur Regency has been implemented in accordance with the applicable theoretical principles and provisions, but there are still obstacles so that the implementation of school accreditation is carried out in accordance with the planning so that it can improve the quality of education based on recommendations given by assessors based on the results of observations of all parties.

Keywords: *Management, accreditation, quality, national education standards.*

INTRODUCTION

School accreditation is a systematic, objective, and comprehensive assessment process for the quality of an educational unit. This assessment is carried out by an independent and professional accreditation body. The results of school accreditation provide information about the quality of the school concerned to educational stakeholders, namely the government, schools, the community, and students. The implementation of accreditation activities refers to Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph (22) that the comprehensive assessment process for the eligibility of an educational unit or program, the results of which are manifested in the form of recognition and eligibility rankings in the form of criteria issued by an independent and professional institution.

With the implementation of accreditation, it is hoped that there will be an increase in the quality of education so that it can be directed to improving the quality of the Indonesian people as a whole. This increase in the quality of education is demonstrated by producing graduates who are in accordance with the demands of needs based on the potential of Indonesia's natural resources. And by paying attention to the assets in the environment of the educational unit to be used as a strength in improving the quality of the educational unit.

The quality of the educational unit is greatly influenced by how the management is carried out by the educational unit, especially the principal in carrying out his main duties and functions, namely as a manager in the educational unit itself. School accreditation has several objectives, including:

1. Improving the quality of education: Accreditation encourages schools to continuously improve the quality of education delivery.
2. Ensuring compliance with national education standards: Accreditation ensures that schools meet national education standards set by the government.
3. Providing information on the suitability of school quality: Accreditation results provide objective and reliable information on school quality to education stakeholders.
4. Increasing public accountability of schools for the provision of quality education.
5. Encouraging schools to innovate: Accreditation encourages schools to innovate and improve their performance in achieving educational goals.
6. School accreditation has proven effective in improving the quality of school education.

This can be seen from the increase in national exam scores, increased student interest in learning, increased quality of graduates, and increased public satisfaction with schools. Several factors that support the effectiveness of school accreditation in improving the quality of education include:

1. Objective, transparent, and accountable accreditation process
2. Valid and reliable accreditation instruments
3. High competence of the assessor committee

4. School commitment to improving the quality of education
5. Support from the government and the community

School accreditation is a systematic, objective, and comprehensive assessment process of the quality of an educational unit. This assessment is carried out by an independent and professional accreditation body, namely the National Accreditation Board for Schools/Madrasahs (BAN S/M) which was formed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek).

School accreditation is one of the tools that can be used by the Ministry of National Education to improve the quality of education in Indonesia. By implementing an effective accreditation system, it is hoped that the quality of education in Indonesia will continue to increase and be able to produce a young generation that is intelligent, creative, and has character by considering the strengths, weaknesses, challenges and threats of the educational unit and conducting analysis related to this by the educational unit. This is the background for the author to conduct research on accreditation management and how it impacts the quality of educational units.

From the initial research that the author did, by conducting observations and observations in several schools, including SDN Gadung, Karangtengah District, Cianjur Regency, with good accreditation status, it is certainly one of the efforts that can be made to improve the quality of the educational unit by paying attention to 8 educational standards. Various efforts have been made by educational units which are one of the targets of the implementation of accreditation that has been carried out to improve the quality of education

METHODOLOGY

The approach used in this study is a qualitative approach. In this study, the researcher used a descriptive method, namely a research method that focuses on actual problems by collecting data that is compiled, explained, then analyzed. The type used in this study is interactive qualitative research with a case study method. This method is an in-depth study using direct data collection techniques from people in their natural environment and interpreting them. The subjects in this study were SDN Gadung, Karangtengah District, Cianjur Regency. The objects of this study were the Supervisor, Principal, School Committee, and teachers at SDN Gadung Karangtengah Cianjur Observation Sheet, Interview, Document Study. Data Collection Techniques use several techniques, including: Interviews, Observations or Document Study Observations. Data Analysis Techniques in this qualitative study, the analysis is qualitative narrative.

RESULT AND DISCUSSION

In the discussion of the results of this study, the results of data processing obtained from interviews, documentation studies and field observations related to the research questions that we have formulated previously will be outlined, namely as follows:

Accreditation planning to improve the quality of education at SD Negeri Gadung, Karangtengah District.

In accreditation planning, all elements of the school are actively involved in the planning, including supervisors, principals, teachers and committees, because all have a very important role at this stage, supervisors provide guidance based on IASP 2020 and education reports and SWOT analysis, to assist schools in providing quality services that have an impact on accreditation values. Basically, each element must be able to formulate school policies that are in accordance with accreditation standards so that supervisors, principals, teachers and even the committee are able to collaborate in making strategic plans according to accreditation standards. During planning, the principal, accompanied by the supervisor, forms an accreditation committee in an effort to identify weaknesses and deficiencies in the school as a recommendation for school improvement in order to compile a self-evaluation as an internal assessment effort of the education unit, so that they are able to identify things that need to be improved such as physical facilities, curriculum and school management and always monitor the implementation of accreditation, by paying attention to the situation and conditions of the school environment based on input from the committee.

Teachers play a very important role in helping the principal, including preparing the required documents including learning devices in the classroom. In addition, teachers are actively involved in determining the school accreditation committee and filling out the accreditation self-evaluation. The small committee drafts the program of activities, drafts the tasks and functions of the accreditation committee, and prepares a meeting schedule to make a joint commitment related to planning. In the work program, various activity plans are seen such as discussions, filling out self-evaluation instruments, preparing documents that must be prepared when the implementation takes place and other activities. Thus, the accreditation program of SDN Gadung, Karangtengah District has gone through the planning stages well.

Organization of accreditation at SDN Gadung, Karangtengah District.

The management structure is formed based on the submission of the committee's draft which is then agreed upon in a meeting of all members. In the management structure, the principal is responsible. The management structure consists of a chairman, secretary, treasurer and several sections that are arranged based on the details of national education standards that are used as instruments for implementing accreditation. The role of the supervisor in organizing accreditation includes developing and implementing a comprehensive accreditation strategy, coordinating and supervising the preparation of all documents required for accreditation applications,

renewals, and site visits, and ensuring the accuracy and completeness of these documents. The supervisor is also responsible for ensuring that the organization meets and maintains the standards set by the accreditation body. The principal ensures that the school meets the quality standards set. The principal is responsible for managing various aspects of the school by forming an accreditation committee referring to 8 national education standards including graduate competency standards, content standards, process standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, assessment standards. to achieve the desired goals. The principal also collects the necessary data and documents. At this stage, the principal is assisted by a small accreditation committee involving the school committee by supervising the education unit regarding the readiness of the requirements, the necessary documents and communicating with the small accreditation committee in the school. This small accreditation committee helps ensure that adequate resources are mobilized to support the accreditation process. Based on the results of the observation data, the author obtained some information about organizing the accreditation committee. The organizational structure of the accreditation committee was created based on the results of a meeting of all school residents involving accompanying supervisors, principals, and education personnel.

The process of implementing accreditation at SD Negeri Gadung, Karangtengah District. The implementation of accreditation supervisors have a very important role so that educational units are able to carry out accreditation, namely by providing assistance when the visit takes place, school supervisors act as intermediaries between the assessor team and the school. They help bridge communication and answer questions that the accreditation committee may have. They continue to monitor schools to ensure that schools continue to comply with accreditation standards and continue to improve the quality of education. In the implementation of accreditation, supervisors and each component of the educational unit have a very close relationship in an effort to develop effective strategies to when implementing accreditation. The activity aims to accompany the principal when the assessor carries out a visitation and validation based on the information that has been filled in the SISPEN application when planning and preparation are carried out before accreditation is carried out, at the implementation stage the assessor conducts interviews with the principal, school committee, teachers and students and observations of the objective conditions of the educational unit. In addition, the principal is also an element that can be used as a source in providing reports to the assessor to be used as material for assessment when the evaluation takes place as authentic evidence to be reported to BAN S/M. During the implementation of the accreditation visitation, the school committee provides information and accommodates aspirations conveyed by the community which gives rise to operational policies in the implementation of accreditation based on the conditions of the educational unit itself. In addition, the committee can also be a partner for schools in exploring information available at the school. While teachers

convey information related to the condition and state of the school when implementing the visitation and validation based on the information submitted in the SISPENA application, in addition, during the implementation the assessor conducts interviews and observations of the objective conditions of the educational unit. In addition, teachers are also used as elements used by assessors in implementing learning in the educational unit itself so that they are used as material for assessing the quality of learning for students

Accreditation supervision at SD Negeri Gadung, Karangtengah District.

Evaluation of the school accreditation process is a reference for analysis in providing recommendations to complete administrative deficiencies in accordance with the standards applied from the results of the visitation process and then reflect on the results of the visitation to be used as discussion material with the accreditation committee regarding deficiencies that can be used as follow-up material based on recommendations from assessors after conducting observations with all parties at school to obtain objective values and used as report material to BAN S/M.

After validation, BAN-S/M verifies the accreditation results and prepares recommendations. This activity is carried out so that BAN-S/M can determine the results and prepare objective recommendations according to the conditions in the school. Based on the results of the interview with the Principal in the verification of the validation results that have been filled in by the assessor, it will be re-verified by the National Accreditation Agency to check the report that has been filled in by the assessor. Verification activities are carried out directly in one series with validation activities, usually this implementation is carried out for a maximum of two days. The approved verification results are formed in an electronic document which will later be uploaded through the Accreditation Assessment System

CONCLUSION

The management of the implementation of accreditation to improve the quality of education at SDN Gadung, Karangtengah District, Cianjur Regency has been carried out in accordance with the applicable theoretical rules and provisions, but there are still obstacles so that the implementation of school accreditation is carried out in accordance with the planning so that it can improve the quality of education based on recommendations given by assessors based on the results of observations of all parties.

School Accreditation Planning at SDN Gadung, Karangtengah District, Cianjur Regency has been carried out in accordance with the planning. Planning activities begin with accreditation preparation by filling out the SISPENA application to be used as a recommendation material by assessors before conducting a visit to the school, preparing accreditation instruments (Evadir), forming an accreditation committee,

filling in the evadir with the committee and preparing supporting documents for accreditation in accordance with the Self-Evaluation (Evadir) submitted.

Before the implementation of accreditation, SDN Gadung had a fairly complete organizational structure. The formation of this organization is quite important for the division of tasks in each field. management is taken from various elements in the school, such as supervisors as mentors, principals as those in charge, teachers, and the involvement of the committee as secretary, treasurer, and sections of certain fields. In the organizational structure, it is accompanied by the main tasks and functions of each. With good organization, accreditation activities at SDN Gadung, Karangtengah District can run well, and the goals set can be achieved. The implementation of Accreditation at SDN Gadung, Karangtengah District went quite well, smoothly and according to plan. Each field coordinator was able to carry out their duties well in accordance with the national education standards used as a reference for assessment. The assessor team made a report on the findings of the visitation conducted at SDN Gadung, Karangtengah District. The report will be submitted to the National Accreditation Agency for validation, so that the report becomes a consideration for determining credible and accountable accreditation results. In addition to submitting reports from assessors to BAN-S/M, the assessor must also carry out an assessment process in the Accreditation Assessment System (SISPENA) application with the admin as the assessor. After the visitation, SDN Gadung, Karangtengah District is also required to fill in the 'Control Action' in SISPENA to assess the assessor's performance. Supervision is carried out by the team after validation, BAN-S/M verifies the accreditation results and prepares recommendations. This activity is carried out so that BAN-S/M can determine the results and prepare objective recommendations according to the conditions in the school. Based on the results of the interview with the Principal in the verification of the validation results that have been filled in by the assessor, it will be re-verified by the National Accreditation Agency to check the reports that have been filled in by the assessor. Verification activities are carried out directly in a series with validation activities

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