

Administration and Realization of School, College, and Non-Formal Education Accreditation Certification

Kms.Badaruddin

Email: kmsbadaruddin34@gmail.com

Raden Fatah State Islamic University, Indonesia

Depi Kurniati

Email: depi.kurniati@polsri.ac.id

Sriwijaya State Polytechnic Palembang, Indonesia

Yanuar Arafat

Email: yanuararafat1995@gmail.com

Raden Fatah State Islamic University, Indonesia

Zailia

Email: zailia@gmail.com

Raden Fatah State Islamic University, Indonesia

Abstract: Accreditation is carried out as an effort to improve quality in the field of education, the aim is to improve quality which covers all aspects of education in the form of science, administration teaching, and educational staff. Accreditation activities contain a comprehensive assessment process of the suitability of an educational unit or program, as a form of recognition for the provision of education in an educational unit. In this discussion, we will discuss and explain educational accreditation. By using the literature review or literature study method. The results of this discussion explain that accreditation is defined as a process of evaluating and assessing the quality of an institution or institutions carried out by a team of experts who we as assessors are based on predetermined quality standards. To further encourage Pre-Schools, Schools or Islamic Schools, Non-Formal Education, and Higher Education institutions to always strive to improve quality in various aspects and in order to increase accountability to the wider



community, efforts to provide accreditation for educational institutions at every level are a very important need. Accreditation will achieve maximum results if each PAUD, School/Madrasah, Non-Formal Education, and Higher Education Institution always carries out regular and ongoing self-evaluations in an objective, honest, and transparent manner

Keywords: Administration, Accreditation, Education, and School.

INTRODUCTION

Efforts to gradually improve the quality of national education in the direction intended in accordance with Law Number 20 of 2003 concerning the National Education System, must be developed, and at the same time an education quality control system through four integrated programs, namely: education standardization, school quality evaluation, school accreditation and teacher quality certification.¹ Standardization of education must be interpreted as an effort to equalize the direction of education nationally which has freedom in its implementation. Accreditation is very important for the sustainability of Pre-Schools institutions, schools/madrasas, non-formal education, and higher education institutions. One of them is to guarantee the quality and caliber of Pre-Schools,² Schools/Islamic Schools, Non-Formal Education, and Higher Education graduates. According to the Big Indonesian Dictionary or KBBI, accreditation is defined as the recognition of an educational institution that is given to an institution by an authorized body after assessing that the institution meets certain standard requirements or criteria.³

Accreditation is an educational activity carried out by a body called the National Accreditation Body (BAN) to accredit or determine the suitability of educational programs and units. Accreditation is carried out as a form of objective, fair, transparent, and comprehensive accountability by education units to the public.⁴ Accreditation is carried out so that the

¹ Depdiknas, "Undang-Undang Ri Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Indonesia," Departemen Pendidikan Nasional § (2003).

² Ki Hajar Dewantara, "Pendidikan Sesuatu Yang Pendidikan Membebaskan Yang," *Pendidikan Usia Dini*, 2013.

³ Tutiarnynaibaho Et Al., *Manajemen mutu Pendidikan* (Media Sains Indonesia, 2021), <https://books.google.co.id/books?id=Rofveaaaqbaj>.

⁴ Agus Dudung, "Kompetensi Profesional Guru," *Jkkp (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 2018, <https://doi.org/10.21009/Jkkp.051.02>.



implementation of education in all areas refers to National Education Standards. The government established the National Accreditation Body (BAN) whose names are differentiated according to units, pathways, and levels of education. In the National Education System Law in Chapter I, Chapter 1, and (32) it is stated that accreditation is an activity to assess the suitability of programs in educational units based on predetermined criteria.⁵

Accreditation is a systematic and comprehensive assessment process of educational institutions (government and private institutions) carried out by an institution. The institution that carries out accreditation is the National Accreditation Body (BAN) which has been established by the government. This assessment is carried out to assess whether the educational program run by the institution is appropriate or not, both formal and non-formal education.⁶ This was confirmed by Malik et al that accreditation is a process of assessing the suitability of an educational program or institution which refers to established criteria as stated in Law Number 20 of 2003 concerning the national education system, chapter 1 (22).

Furthermore, in regulation's of ministry of education and culture number 13 of 2018 and number 1 of 2022 it is also stated that accreditation is a process of assessing the feasibility of educational programs implemented by educational institutions, both early childhood education units, primary education, secondary education, higher education, and non-formal education.⁷ The assessment carried out by the National Accreditation Body is expected to provide an overview of the feasibility of implementing the program by all educational institutions.⁸ In this case, all educational institutions are required to be accredited by the authorized institution. If an educational institution is not accredited, then the institution does not receive recognition and may not carry out educational activities.⁹

⁵Nirva Diana, *Manajemen mutu Pendidikan* (Malang: Cvliterasi Nusantara Abadi, 2023), <https://books.google.co.id/books?id=Hseoeaaaqbaj>.

⁶ Alhamuddin, "Sejarah Kurikulum Di Indonesia," *Nur El-Islam*, 2014.

⁷ Masdar Limbong, Firmansyah Firmansyah, And Fauzi Fahmi, "Integrasi Kurikulum Pendidikan Berbasis Multikultural," *Edu-Riligia: Jurnal Ilmu Pendidikan Islam Dan Keagamaan*, 2022, <https://doi.org/10.47006/Er.V5i4.12933>.

⁸ Caswita, "Manajemen Evaluasi Pembelajaran Pendidikan Agama Islam," *Deepublish*, 2021.

⁹ N Kusuma Et Al., *Transformasi administrasi Pendidikan* (Serang Banten: Sadakurniapustaka, 2023), <https://books.google.co.id/books?id=Bfw1eaaaqbaj>.



RESEARCH METHODS

The method used is a literature review or literature study which contains theories that are relevant to the problems to be discussed.¹⁰ The study describes the concepts and theories used based on available literature, from books and articles that have been published in scientific journals.¹¹ Literature review functions to build concepts or theories that form the basis of studies in a research study.¹² This method is carried out as a step to describe, analyze, and study education quality management from the perspective of national education policy.¹³

RESULTS AND DISCUSSION

A. School Accreditation

1. About School Accreditation

Accreditation is an activity to assess the suitability of educational programs and/or units based on predetermined criteria as stated in Law Number 20 of 2003 concerning the National Education System, article 1 (22). School/madrasah accreditation is a comprehensive assessment process of the suitability of an educational unit or program, the results of which are realized in the form of recognition and suitability ranking in the form published by an independent and professional institution.

Legal basis for implementing accreditation: (1) Law no. 20 of 2003 concerning the National Education System, Chapter XVI Part Two article 60 concerning Accreditation; (2) Government Regulation no. 19 of 2005 concerning National Education Standards articles 86 and 87; (3) Decree of the Minister of National Education number: 087/U/2002 of 2002 concerning school accreditation; and (4) Decree of the Minister of National Education number: 039/O/2003 concerning the establishment of the National School

¹⁰ Heting Chu, "Research Methods In Library And Information Science: A Content Analysis," *Library And Information Science Research*, 2015, <https://doi.org/10.1016/j.lisr.2014.09.003>.

¹¹ Wahyudin Darmalaksana, "Metode Penelitian Kualitatif Studi Pustaka Dan Studi Lapangan," *Pre-Print Digital Library Uin Sunan Gunung Djati Bandung*, 2020.

¹² Sujarweni W Wiratna, *Metodologi penelitian*, (Yogyakarta: Pustakabaru, 2014), 57.

¹³ Sugiyono, "Metode Penelitian Pendidikan. Bandung," *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 2015.



Accreditation Body (BASNAS) which is tasked with establishing various policies related to the implementation of school accreditation.¹⁴

School/madrasah is a form of formal education unit that includes Elementary School, Madrasah Ibtidaiyah, Junior High School, Madrasah Tsanawiyah, Senior High School, Madrasah Aliyah, Middle School Vocational Schools, Vocational Madrasah Aliyah, Special Schools, Cooperative Education Units, and other formal education units of the same level.

Eligibility for programs and/or educational units refers to the SNP. SNP is the minimum criterion regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. Therefore, SNP must be used as a reference to fully map the quality profile of schools/madrasahs. Government Regulation no. 19 of 2005 concerning National Education Standards article 2 paragraph (1) states that the scope of SNP includes: (1) content standards; (2) process standards; (3) graduate competency standards; (4) standards for educators and education personnel; (5) facilities and infrastructure standards; (6) management standards; (7) financing standards; and (8) educational assessment standards.¹⁵ Accreditation activities are expected to be a driving force and can create a conducive atmosphere for educational development and provide direction for carrying out sustainable school/madrasah quality assurance, as well as continuing to strive to achieve the expected quality. Apart from the matters relating to the accreditation activities above, there are also several things that a school/madrasah must fulfill when accreditation is to be implemented, namely: 1) Having an institutional decision letter from the school's technical implementation unit (UPT); 2) Have all students at all grade levels; 3) have educational facilities and

¹⁴Puspayuliastuti And Ferydiantoro, "Evaluasisekolah Dan Madrasah Melaluisistemakreditasidalamkebijakan Pendidikan Di Indonesia," Jurnal Kajian Kependidikan Islam Vi, No. 2 (2021): 149-164.

¹⁵ Abdul Malik Et Al., *Pedoman_Akreditasi_Sm_2020_06_02* (Jakarta Selatan: Badan Akreditasi Nasional Sekolah/Madrasah, 2020).



infrastructure; 4) Have educational staff; 5) Implementing the national curriculum; and 6) have completed students.¹⁶

2. Objectives of School/Madrasah Accreditation

School/madrasah accreditation aims to:

- (a) Providing information about the feasibility of the school/madrasah being implemented;
- (b) Providing recognition of eligibility ratings;
- (c) Mapping the quality of education referring to national education standards; and
- (d) Providing accountability to stakeholders as a form of public accountability.

3. Benefits of School/Madrasah Accreditation Results

The results of school/madrasah accreditation are useful as:

- (a) Reference in efforts to improve the quality and development of schools/madrasahs;
- (b) Feedback in efforts to empower and develop the performance of school/madrasah residents in order to implement the school/madrasah vision, mission, goals, targets, strategies, and programs;
- (c) Motivation for schools/madrasahs to continue to improve the quality of education in a gradual, planned, and competitive manner at the district/city, provincial, national, even regional, and international levels; and
- (d) Information and recommendations from the Government, regional governments, educational foundations/institutions, and school/madrasah committees in order to improve school quality.

Thus, for the Government and regional governments, the results of accreditation can be used as material for consideration in formulating policies to improve the quality of education for which they are responsible. For school/madrasah principals, it is hoped that the results of accreditation can be used as information for mapping indicators of suitability for the

¹⁶Astuti And Diantoro, "Evaluasi Sekolah Dan Madrasah Melalui Sistem Akreditasi dalam Kebijakan Pendidikan Di Indonesia."



quality of the school/madrasah, the performance of the school/madrasah community, including the performance of the school/madrasah principal during the period of his leadership. In addition, the results of accreditation are also needed by school/madrasah principals as input for preparing programs and school/madrasah income and expenditure budgets.

For teachers, the results of accreditation are an encouragement to always improve themselves and work hard to provide the best service for students in order to maintain and improve the quality of schools/madrasahs. For students, superior accreditation results will foster a sense of confidence that they are receiving quality education, and an accreditation certificate is a proof that they are attending a quality school/madrasah. For the community and especially parents of students, the results of accreditation are expected to provide accurate information about the educational services provided by each school/madrasah, so that the community and especially parents can consciously and responsibly make the right decisions and choices regarding their children's education according to their needs and abilities.¹⁷

4. School/Madrasah Accreditation Function

School/madrasah accreditation has the following functions:

- (a) Knowledge, namely information for all parties regarding the suitability of schools/madrasahs seen from various related elements that refer to national education standards.
- (b) Accountability, namely a form of responsibility of the school/madrasah to the public, whether the services carried out and provided by the school/madrasah have met the expectations or desires of the community.
- (c) Guidance and development, namely the basis for schools/madrasahs, government, and society in efforts to improve or develop the quality of schools/madrasahs.¹⁸

5. Principles for Implementing School/Madrasah Accreditation

¹⁷ Abdul Malik Et Al., Pedomanakreditasisekolah/Madrasah 2021, Badan Akreditasi Nasional Sekolah/Madrasah, 2021.

¹⁸ Ibid.



School/madrasah accreditation is carried out based on the following 6 (six) principles:

- (a) Objectively, various aspects related to the quality performance of schools/madrasahs are examined according to actual conditions based on predetermined indicators.
- (b) Comprehensive, assessment of the quality performance of schools/madrasahs is carried out on all aspects as a whole so that the results obtained can fully describe the feasibility conditions of each school/madrasah.
- (c) Fair, in implementing accreditation, schools/madrasahs do not differentiate on the basis of culture, beliefs, or social culture, and do not look at the status of the school/madrasah, whether public or private. Schools/madrasahs are served and treated fairly and non-discriminatorily.
- (d) Transparent, information relating to school/madrasah accreditation such as accreditation tools, standard operational guidelines (POS), schedules, assessment systems, and accreditation results can be accessed by the public.
- (e) Accountable: School/madrasah accreditation can be accounted for by stakeholders in terms of methods, implementation processes, and assessment results.
- (f) Professional School/madrasah accreditation is carried out by assessors who have adequate competence, training, and integrity.¹⁹

6. School/Madrasah Accreditation Mechanism

The flow of the school/madrasah accreditation process can be explained as follows:²⁰

a. IASP Socialization and Implementation of Accreditation.

BAN-S/M determines the number and list of target schools/madrasahs that will be accredited in each province. The basis for this determination is the output from the monitoring dashboard, re-accreditation applications, and community reports. EDS/M filling

¹⁹ Malik Et Al., *Pedoman_Akreditasi_Sm_2020_06_02*.

²⁰ Abdul Malik Et Al., *Pedomanakreditasisekolah Dan Madrasah Tahun 2023* (Jakarta Selatan: Badan Akreditasi Nasional Sekolah/Madrasah, 2023).



is carried out regularly in the integrated monitoring system in Sispena which has been determined by BAN-S/M. Sispena-S/M is not a tool, but rather one of the main tools used to determine whether or not the accreditation process is running. Sispena-S/M is the first gateway to determine whether a school/madrasah can take part in the accreditation process or not. It is possible for schools/madrasahs to be re-accredited if they regularly fill out annual input regarding school/madrasah performance.

b. Assessment of the Adequacy of Accreditation Targets and Assignment of Assessors.

The determination of schools/madrasahs that will be visited is based on the output of the monitoring dashboard which states that the school/madrasah's performance has decreased, or applications for re-accreditation (reaccreditation). The school/madrasah targeted for visitation must meet the absolute requirements determined by BAN-S/M to be able to visit. After determining the accreditation target, the assessor who will be assigned can carry out an adequacy assessment to assess the feasibility of the visitation. After the adequacy assessment is carried out, the provincial BAN-S/M next determines and assigns assessors to carry out visits to the target schools/madrasahs.

c. Visit to School/Madrasah

Schools/madrasahs that have been determined to be eligible for visitation must be visited by assessors assigned by the provincial BAN-S/M. Visitation is an activity to verify, validate, and clarify data and information that has been filled in by the school/madrasah in Sispena-S/M through interviews and observations of the objective conditions of the school/madrasah. Visitation can be done in 2 (two) ways, namely offline or online.

d. Validation and Verification

Visitation Results Assessors who have completed the visitation provide a report to the provincial BAN-S/M. The visitation report needs to be validated, to ensure the accreditation process and results are credible and accountable.



e. Verification of Validation Results and Preparation of Recommendations.

After the validation of the visitation process and results, the provincial BAN-S/M carries out verification of the validation results and prepares recommendations. This activity is carried out so that the determination of accreditation results is truly objective in accordance with the situation of the school/madrasah. Recommendations for the results of the accreditation visit must be prepared by the Provincial BANS/M based on an analysis of IASP2020 items and components using the recommendation preparation method which is carried out using a cross-cutting analysis model. Recommendations also need to pay attention to the recommendation notes prepared by the assessor.

f. Determination of Accreditation Results and Recommendation.

The results and recommendations for school/madrasah accreditation are determined through the provincial BAN-S/M plenary meeting which is attended by BANS/M members. The provincial BANS/M plenary meeting determines the results of accreditation through a Decree on School/Madrasah Accreditation Results which is carried out every year. Recommendations prepared based on the results of accreditation are submitted to related parties to be used in planning to improve the quality of education.

g. Announcement of Accreditation Results

The public needs to obtain information about the accreditation status and ranking of schools/madrasahs. For this reason, BAN-S/M and provincial BAN-S/M need to announce the results of school/madrasah accreditation to the public via the BAN-S/M website and carry out outreach. Within 14 (fourteen) working days after the announcement the school/madrasah and community are given the opportunity to submit objections/rebuttals to the accreditation results to the provincial BAN-S/M and/or BAN-S/M. If up to 14 (fourteen) working days after the announcement there are no objections from the school/madrasah and/or community regarding the accreditation results, then the results of the



accreditation determination are considered final and cannot be contested.

h. Issuance of Accreditation and Recommendation Certificates

The certificate is issued within 14 (fourteen) days after the announcement of the accreditation results. If there are complaints/objections to the results of accreditation at a particular school/madrasah, the granting of certificates and recommendations to the school/madrasah will wait until there is a follow-up and a decision from the provincial BANS/M.

i. Collaborative Education Unit Accreditation Mechanism

The Collaborative Education Unit (SPK) accreditation mechanism refers to the school/madrasah accreditation mechanism using the SPK accreditation tool and is managed by BAN-S/M

7. School/Madrasah Accreditation Organizing Organization

School/madrasah accreditation is carried out by the National Accreditation Board for Schools/Madrasahs (BAN-S/M) which is a non-structural, non-profit, and independent government body, which is under and responsible to the Minister of Education and Culture. In carrying out its duties, BAN S/M appoints a team of experts, assessors, and ad hoc teams as needed, while in administrative activities BAN S/M is supported by a secretariat team. In implementing accreditation, BAN-S/M is assisted by the Provincial BAN-S/M. The number and members of the Provincial BAN-S/M are determined by BAN-S/M taking into account the number of educational units and area size. Provincial BAN-S/M in carrying out its duties, can be assisted by the Regency/City Accreditation Implementation Coordinator (KPA-S/M) with the approval of BAN-S/M.

a. National Accreditation Board for Schools/Madrasahs (BAN-S/M)

BAN-S/M members consist of experts in the fields of education evaluation, curriculum, education management, and professionals/practitioners who have insight, experience, and commitment to improving the quality and relevance of education. BAN-S/M has an organizational structure consisting of:

- (1) Chairman and member;



- (2) Secretary and member; and
- (3) Members.

BAN-S/M's duties and authorities include:

- (1) Establishing policies and developing an accreditation system in accordance with the principles of national continuous quality improvement;
- (2) Formulate accreditation criteria and tools to be proposed to the Minister;
- (3) Establish accreditation implementation policies;
- (4) Carrying out socialization of accreditation policies, criteria and tools;
- (5) Plan national accreditation targets based on priorities;
- (6) Evaluate the accreditation implementation process and follow up on accreditation results;
- (7) Developing and evaluating provincial BAN-S/M;
- (8) Provide recommendations on accreditation results;
- (9) Issue certificates of accreditation results to educational units;
- (10) Report accreditation results to the Minister of Education and Culture;
- (11) Collaborating with relevant stakeholders at national and international levels; and
- (12) Carry out administration of BAN-S/M.

b. Provincial National Accreditation Board for Schools/Madrasahs (BAN-S/M).

Provincial BAN-S/M members consist of experts in the fields of education evaluation, curriculum, education management, and professionals/practitioners who have insight, experience, and commitment to improving the quality and relevance of education. The provincial BAN-S/M has an organizational structure consisting of:

- (a) Chairman and member;
- (b) Secretary and member; and
- (c) Members.²¹

The tasks of provincial BAN-S/M include:

²¹ Malik Et Al., Pedomanakreditasisekolah/Madrasah 2021.



- (1) Implementing the accreditation system policies that have been determined by BAN-S/M;
- (2) Carry out policies for implementing educational unit accreditation, including reassessment of educational unit accreditation results;
- (3) Carry out mapping of educational units based on accreditation readiness based on self-evaluation through the application of the accreditation assessment system.
- (4) Plan annual accreditation programs and targets according to the readiness of educational units and BAN-S/M priorities;
- (5) Assign, monitor, and evaluate the performance of assessors in implementing accreditation;
- (6) Socialize the BAN-S/M policy to relevant government agencies, education providers, education units and the community;
- (7) Carry out guidance and socialization of the accreditation assessment system application;
- (8) Conduct assessor training in accordance with the guidelines set by BAN-S/M;
- (9) Manage the accreditation database system;
- (10) Carry out quality control of accreditation implementation;
- (11) Submit program implementation reports, accreditation results, and follow-up recommendations to BAN-S/M and stakeholders in the context of quality assurance in accordance with the scope of their respective authorities;
- (12) Handling appeals submitted regarding accreditation status and accredited ranking
- (13) Coordinate with KPA
- (14) Synergize with the Quality Assurance Technical Implementation Unit;
- (15) Carry out the administration of the Provincial BAN-S/M; and
- (16) Carry out other tasks in accordance with BAN-S/M policy.²²

²² Abdul Malik Et AL., Pedomanakreditasisekolah Dan Madrasah Tahun 2023.



c. School/Madrasah Accreditation Implementation Coordinator (KPA-S/M)

If necessary, Provincial BAN-S/M can appoint KPA-S/M in Regency/City whose duties are:

- (1) Helping to socialize BAN-S/M and BAN-S policies /M Province to schools/madrasas that will be accredited; and
- (2) Help verify school/madrasah data.²³

B. Higher Education Accreditation

1. About Higher Education Accreditation

Accreditation is a form of assessment (evaluation) of the suitability and quality of higher education institutions or study programs carried out by organizations or independent bodies outside higher education institutions. Another form of external quality assessment is assessment related to accountability, granting permits, and granting licenses by certain bodies. Different from other forms of quality assessment, accreditation is carried out by peer experts and those who understand the nature of higher education management as a Team or Group of Assessors. Decisions regarding suitability and quality are based on an assessment of various evidence related to established standards and based on the reasoning and considerations of peer experts (judgments of informed experts). Required evidence includes a written report prepared by the tertiary institution to be accredited which is verified and validated through visits by peer experts to the domicile of the tertiary institution.²⁴

Accreditation is an External Quality Assurance System as part of the Higher Education Quality Assurance System. In its implementation in accordance with Law Number 12 of 2012 concerning Higher Education, Higher Education accreditation is mandated by the National Accreditation Board for Higher Education (BAN-PT).²⁵ As a process, accreditation is BAN-

²³ Ibid.

²⁴ Badan Akreditasi Nasional Perguruan Tinggi, —Akreditasiperguruan Tinggi Kriteria Dan Proseduriapt3.0,|| Badan Akreditasi Nasional Perguruan Tinggi (2019).

²⁵ Badan Akreditasi Nasional Perguruan Tinggi, —Akreditasiperguruan Tinggi: Instrumenpantauan Dan Evaluasiperingkatakreditasi, Perguruan Tinggi Akademik Dan Vokasi,|| Badan Akreditasi Nasional Perguruan Tinggi (2022).



PT's effort to assess and determine the quality status of higher education institutions based on established quality criteria. As a result, accreditation is the quality status of higher education institutions that is announced to the public. Thus, the objectives and benefits of higher education accreditation are as follows.

Providing guarantees that accredited higher education institutions have met the quality criteria set by BAN-PT so that they are able to provide protection for the community from higher education institutions that do not meet the criteria. b. Encourage universities to continuously make improvements and maintain high quality. c. The results of accreditation can be used as material for consideration in credit transfers, proposals for assistance and allocation of funds, as well as obtaining recognition from interested bodies or agencies.²⁶

The validity period for Accreditation for Study Programs and Higher Education Institutions determined by BAN-PT is 5 (five) years. BAN-PT will again extend the Accreditation period without going through an application for an Accreditation extension after an evaluation has been carried out by BAN-PT using data and information obtained from the Ministry, and/or due to public reports regarding alleged violations of statutory provisions in the field of higher education, and/or a decline in quality in the provision of higher education based on PDDikti data (Law Number 12 of 2012 concerning Higher Education Article 52 paragraph (4) and Ministerial and Cultural Regulation Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education Article 6) According to Ministerial and Cultural Regulation Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education Article 12 paragraph (2) Accreditation stages consist of: a) evaluation of data and information; b) determination of Accreditation rating; and c) monitoring and evaluating Accreditation ratings.²⁷

²⁶ Badan Akreditasi Nasional Perguruan Tinggi, —Akreditasiperguruan Tinggi Kriteria Dan Proseduriapt 3.0.

²⁷ Badan Akreditasi Nasional Perguruan Tinggi, —Panduan Pelaksanaanpemantauan Dan Evaluasiperingkatakreeditasi - Perguruan Tinggi Akademik,| Badan Akreditasi Nasional Perguruan Tinggi (2020).



2. National Accreditation Board for Higher Education (BAN-PT)

The National Accreditation Board for Higher Education (BAN-PT) is a body formed by the Government to carry out and develop higher education accreditation independently. The National Accreditation Board for Higher Education (BAN-PT) was founded in 1994 based on Law number 2 of 1989 concerning the National Education System and further regulated by Government Regulation number 60 of 1999 concerning Higher Education. Accreditation by the National Accreditation Board for Higher Education (BAN-PT) began to be implemented in 1997.

The process and results of accreditation carried out by BAN-PT have been recognized and have had an impact on improving the quality of the implementation of study programs and higher education institutions in Indonesia. In October 2016, there were 1012 higher education institutions accredited by BAN-PT, while the number of accredited study programs was 18,873 study programs.

Law no. 12 of 2012 concerning Higher Education further regulates quality assurance of higher education and accreditation. Furthermore, based on the Regulation of the Minister of Research, Technology and Higher Education Number 32 of 2016, in carrying out its functions BAN-PT has a structure of organs: the Accreditation Council; and the Executive Board. Effective September 22, 2016, BAN-PT officially has 9 members of the Accreditation Council and 5 members of the Executive Board. BAN-PT has duties and authorities based on Minister of Research, Technology, and Higher Education Regulation Number 32 of 2016, namely:

- (a) Developing an accreditation system for Study Programs and Universities in line with higher education development policies;
- (b) Develop and establish Higher Education accreditation instruments based on Higher Education Standards;
- (c) Carry out higher education accreditation;
- (d) Issue, change, or revoke decisions regarding the accreditation status and accredited ranking of higher education institutions;
- (e) Examine, carry out truth tests, and decide on objections raised regarding the accreditation status and/or accredited ranking of the Higher Education Institution;



- (f) Building and developing networks with stakeholders at both national and international levels;
- (g) Carry out an assessment of the feasibility of establishing LAM as a basis for recommendations for the Minister's recognition of LAM;
- (h) Evaluate LAM performance periodically with the results submitted to the Minister;
- (i) Prepare evaluation instruments for the establishment of Higher Education Institutions based on National Higher Education Standards together with the Director General of Institutions for Science, Technology and Higher Education;
- (j) Provide recommendations for fulfilling the minimum accreditation requirements for the establishment of higher education institutions to the Directorate General of Institutional Science, Technology and Higher Education; and
- (k) Submit accreditation results reports accompanied by periodic recommendations to the Minister.²⁸

C. Accreditation of Early Childhood Education and Non-Formal Education

1. Regarding Accreditation of Early Childhood Education and Non-Formal Education

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states in Chapter 1 (22) that accreditation is an activity to assess the suitability of programs in educational units based on predetermined criteria. Article 60 paragraph 1 states that accreditation is carried out for educational programs and units in formal and non-formal education pathways, at every level and type of education.²⁹ Non-formal education units consist of Pre-School institutions, course institutions, training institutions, study groups, community learning activity centers, taklim assemblies, and early childhood education in the form of

²⁸ Badan Akreditasi Nasional Perguruan Tinggi, Organisasi Dan Tata Laksana Ban-Pt, Diakses melalui [Http://Ban-Pt.Kemdikbud.Go.Id/Organisasi-Dan-Tata-Laksana-Ban-Pt](http://Ban-Pt.Kemdikbud.Go.Id/Organisasi-Dan-Tata-Laksana-Ban-Pt), Pada Tanggal 10 Mei 2023.

²⁹ Badan Akreditasi Nasional Pendidikan Anak Usia Dini Dan Pendidikan Non Formal, Pedoman Kebijakan Dan Mekanisme Akreditasi PAUD Dan PNFTahun 2018 (Jakarta: Badan Akreditasi Nasional Pendidikan Anak Usia Dini Dan Pendidikan Non Formal, 2018).



playgroups, child care centers, and similar educational units.³⁰ Republic of Indonesia Government Regulation Number 13 of 2015 which is the second amendment to Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) which further regulates PAUD and PNF accreditation is wrong in chapter 2 (2) states that accreditation is wrong one tool for Education Quality Assurance and Control in accordance with SNP. The government regulation above in article 86 paragraph 3 states that accreditation is carried out as a form of public accountability, carried out objectively, fairly, transparently and comprehensively using instruments and criteria that refer to the SNP.

Thus, PAUD and PNF accreditation is an activity to assess the suitability of PAUD and PNF education units based on predetermined criteria to provide educational quality assurance. In its operations, PAUD and PNF accreditation uses assessment instruments that are designed based on open criteria. These criteria were developed from eight (8) SNPs. The results of accreditation itself are a form of public accountability that must be carried out objectively, fairly, transparently, and comprehensively.³¹ PAUD and PNF accreditation is mandatory for all PAUD and PNF education units. They are required to submit an application, when they are ready the educational unit will carry out a self-evaluation using technical instructions officially issued by BAN PAUD and PNF. PAUD and PNF education units are required to provide honest answers and correct documents so that funding for accreditation by the state can run effectively and efficiently. PAUD and PNF education units must prepare themselves to take part in the accreditation process. This must be designed as an effort to improve quality and develop educational units in a sustainable manner.

The accreditation process and results are open to the public. The general public can thus make considerations in choosing an educational unit based on the desired quality. It is also hoped that this will encourage PAUD and PNF education units to always develop a culture of quality in

³⁰ Badan Akreditasi Pendidikan Non Formal, Kebijakanakreditasi Pendidikan Non Formal (Jakarta: Badan Akreditasi Pendidikan Non Formal, 2011).

³¹ Formal, Pedomankebijakan Dan Mekanismeakreditasipaud Dan Pnftahun 2018. 6



the management/delivery of education. In this way, PAUD and PNF education units will always be ready to provide the best service as well as be ready to accept programs related to other quality improvements.³²

The aims and benefits of accreditation of PAUD and PNF education units are as follows.

- a. The purpose of accreditation of PAUD and PNF education units is to control and guarantee the quality of PAUD and PNF education programs and units in the territory of the Republic of Indonesia.
- b. Benefits of accreditation of PAUD and PNF education units:
 - (1) Building a culture of quality in a sustainable, planned, and competitive manner at the district/city, provincial, regional, national, and even international levels;
 - (2) Encourage PAUD and PNF Units to always strive to improve the quality of PAUD and PNF programs;
 - (3) Utilize all reliable and accurate accreditation results information as feedback in an effort to improve the performance of PAUD and PNF units;
 - (4) As a map of education quality in one region and nationally; and
 - (5) Can access educational resources from the government and community.³³

2. National Accreditation Board for Early Childhood Education and Non-Formal Education (BAN PAUD and PNF)

Article 60 paragraph 2 Law no. 20 of 2003 concerning the National Education System states regarding accreditation that accreditation of educational programs and units is carried out by the Government and/or authorized independent institutions as a form of public accountability. Based on the latest Government Regulation regarding accreditation PP No. 13 of 2015 which is the second amendment to PP number 19 of 2005 in article 1 (32) states that the National Accreditation Body for Early Childhood Education and Non-formal Education, hereinafter referred to as BAN PAUD and PNF, is an independent evaluation body that determines the

³² Ibid. 7

³³ Ibid. 28.



suitability of programs and/or units of early childhood education and non-formal education by referring to National Standards. Education (SNP).³⁴

Article 60 paragraph 2 Law no. 20 of 2003 concerning the National Education System states regarding accreditation that accreditation of educational programs and units is carried out by the Government and/or authorized independent institutions as a form of public accountability.³⁵ Based on the latest Government Regulation regarding accreditation PP No. 13 of 2015 which is the second amendment to PP number 19 of 2005 in chapter 1 (32) states that the National Accreditation Body for Early Childhood Education and Non-formal Education, hereinafter referred to as BAN PAUD and PNF, is an independent evaluation body that determines the suitability of programs and/or units of early childhood childhood education and non-formal education by referring to National Standards. Education (SNP).³⁶

Members of BAN PAUD and PNF are appointed by the Minister of Education and Culture and consist of experts in the fields of education evaluation, curriculum, education management, or professional experts/practitioners who have insight, experience and commitment to improving the quality and relevance of education. Based on the ministerial regulations above, BAN PAUD and PNF have the following duties:

- (a) Establishing policies and developing an Accreditation system in accordance with the principles of national continuous quality improvement;
- (b) Formulate Accreditation criteria and tools to be proposed to the Minister; e. determine Accreditation implementation policies;
- (c) Carry out socialization of Accreditation policies, criteria and tools;
- (d) Planning national Accreditation targets based on Ministry priorities;

³⁴ Candra Wijaya Et Al., "Management Of Islamic Education Based On Interreligious Dialogue In The Learning Process In Schools As An Effort To Moderate Religion In Indonesia," *Review Of International Geographical Education Online*, 2021, <https://doi.org/10.48047/Rigeo.11.05.310>.

³⁵ Firmansyah Firmansyah, "A New Paradigm On Human Resources Management In State Islamic University," *Al-Ishlah: Jurnal Pendidikan* 14, No. 1 (2022): 71-84, <https://doi.org/10.35445/alishlah.v14i1.1513>.

³⁶ Ibid. 15.



- (e) Evaluating the process of implementing Accreditation and following up on Accreditation results;
- (f) Developing and evaluating BAN PAUD and Provincial PNF;
- (g) Provide recommendations on Accreditation results;
- (h) Issue certificates of Accreditation results to Education Units;
- (i) Report Accreditation results to the Minister;
- (j) Collaborate with relevant stakeholders at national and international levels; and
- (k) Carry out BAN administration.³⁷

BAN PAUD and PNF have the following organizational structure: Chairman concurrently member;

- (a) Secretary cum member; and
- (b) Member.³⁸

3. BAN PAUD and PNF Accreditation Process

The accreditation process will begin with checking the completeness of the accreditation files/documents using the Sispena application at the Accreditation Application Classification (KPA) stage which is carried out by the BAN PAUD and PNF Provincial secretariat during working hours. In the KPA process the secretariat checks the existence of Major documents and the minimum number of scores. 392 (PAUD), 472 (LKP) and 438 (PKBM/SKB) as well as checking the completeness of the documents attached by the Institution, including the Application Letter, Statement of Absolute Responsibility (SPTJM), 8 SNP document attachments and supporting photo attachments. If there are still documents that have not been uploaded, the BAN PAUD and PNF Provincial secretariat will immediately contact the institution to complete them.

If the PAUD and PNF units are declared to have passed the KPA, they will proceed to the next process, namely the Accreditation Application

³⁷ Rahmi Wardah Ningsih, Slamet Suyanto, And Fauzi Fahmi, "A Development Of Number Circuit Game Based Learning Strategy To Introduce Numeral Symbols For Children Aged 4-5 Years," *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 4, No. 01 (2020): 47-58, <https://doi.org/10.46963/Mash.V4i01.231>.

³⁸ Ibid. 16



Feasibility Examination (PKPA) carried out by assessors assigned by BAN PAUD and PNF for 3 days. The PKPA process continues with the Visitation stage which is carried out for 10 days with a report upload deadline of 5 days. The next stage is Validation and Verification carried out by assessors assigned by BAN PAUD and PNF for 3 days.

The final stage is the determination of validation and verification by BAN PAUD and PNF members with a time limit of 7 days from the time the validation and verification results are received. The validation and verification results will be reported by members of BAN PAUD PNF who were present during the validation process in the RPKA BAN PAUD and PNF to obtain accreditation results in the relevant province. Henceforth, BAN PAUD and PNF will issue a Decree on Accreditation Results and an Accreditation Certificate signed by the Chair of BAN PAUD and PNF. The provisions for implementing the stages of the accreditation process above follow the procedures contained in the guidelines for implementing the stages issued by BAN PAUD and PNF and follow the quality guide procedures owned and approved by BAN PAUD and PNF.³⁹

CONCLUSION

Accreditation is defined as a process of evaluating and assessing the quality of an institution or institutions carried out by a team of experts who we as assessors are based on predetermined quality standards. Accreditation also means the process of evaluating and assessing whether an institution is worthy or not, which is carried out on an ongoing basis. To further encourage PAUD, School/Madrasah, Non-Formal Education and Higher Education institutions to always strive to improve quality in various aspects and in order to increase accountability to the wider community, efforts to provide accreditation for educational institutions at every level are a very important need. Accreditation will achieve maximum results if each PAUD, School/Madrasah, Non-Formal Education and Higher Education Institution always carries out regular and ongoing self-evaluations in an objective, honest and transparent manner.

³⁹ Ibid. 41.



BIBLIOGRAPHY

- Abdul Malik, AmatNyoto, Arismunandar, Budi Susetyo, Capri AnjayaMarjuki, Maskuri, Muchlas, et al. PedomanAkreditasiSekolah Dan Madrasah Tahun 2023. Jakarta Selatan: Badan Akreditasi Nasional Sekolah/Madrasah, 2023.
- Astuti, PuspaYuli, and FeryDiantoro. —EvaluasiSekolah Dan Madrasah MelaluiSistemAkreditasiDalamKebijakan Pendidikan Di Indonesia. ||Jurnal Kajian Kependidikan Islam VI, no. 2 (2021): 149–164.
- Badan Akreditasi Nasional Perguruan Tinggi. —AkreditasiPerguruan Tinggi: InstrumenPemantauan Dan EvaluasiPeringkatAkreditasi, Perguruan Tinggi Akademik Dan Vokasi. || Badan Akreditasi Nasional Perguruan Tinggi (2022).
- Badan akreditasipendidikannon formal. KebijakanAkreditasi Pendidikan Non Formal. Jakarta: Badan akreditasipendidikannon formal, 2011.
- Diana, Nirva. MANAJEMEN MUTU PENDIDIKAN. Malang: CV Literasi Nusantara Abadi, 2023.
<https://books.google.co.id/books?id=hseoEAAAQBAJ>.
- Firmansyah, Firmansyah. "A New Paradigm on Human Resources Management in State Islamic University." AL-ISHLAH: Jurnal Pendidikan 14, no. 1 (2022): 71–84.
<https://doi.org/https://doi.org/10.35445/alishlah.v14i1.1513>.
- Formal, Badan Akreditasi Nasional Pendidikan AnakUsia Dini dan Pendidikan Non. PedomanKebijakan Dan MekanismeAkreditasi PAUD Dan PNF Tahun 2018. Jakarta: Badan Akreditasi Nasional Pendidikan AnakUsia Dini dan Pendidikan Non Formal, 2018.
- Kusuma, N, A C Ma'arif, Y Yani, H Agustian, L U Sholihannisa, M Alwi, A A W Putra, A H Arribathi, and R Susiloningtyas. TransformasiAdministrasi Pendidikan. Serang Banten: SadaKurniaPustaka, 2023.
<https://books.google.co.id/books?id=bfW1EAAAQBAJ>.



- Malik, Abdul, AmatNyoto, Arismunandar, Budi Susetyo, and Capri Anjaya. *Pedoman Akreditasi Sekolah/Madrasah* 2021. Badan Akreditasi Nasional Sekolah/Madrasah, 2021.
- Malik, Abdul, AmatNyoto, Arismunandar, Budi Susetyo, Capri Anjaya, ItjeChodidjah, Marjuki, et al. *Pedoman_Akreditasi_Sm_2020_06_02*. Jakarta Selatan: Badan Akreditasi Nasional Sekolah/Madrasah, 2020.
- Naibaho, Tutiarny, DiksonSilitonga, U Supriatna, WakhibahDwiKhusnah, FransiskusXaverius Rema, Maria Editha Bela, RirinFebriyanti, Umi Nur Qomariyah, Mutiara Sofa, and Tambunan. *Manajemen Mutu Pendidikan*. Media Sains Indonesia, 2021. <https://books.google.co.id/books?id=roFVEAAAQBAJ>.
- Wiratna, Sujarweni W. *Metodologi Penelitian*, Yogyakarta: Pustaka Baru, 2014.
- Alhamuddin. "Sejarah Kurikulum Di Indonesia." Nur El-Islam, 2014.
- Caswita. "Manajemen Evaluasi Pembelajaran Pendidikan Agama Islam." Deepublish, 2021.
- Chu, Heting. "Research Methods In Library And Information Science: A Content Analysis." *Library And Information Science Research*, 2015. <https://doi.org/10.1016/j.lisr.2014.09.003>.
- Darmalaksana, Wahyudin. "Metode Penelitian Kualitatif Studi Pustaka Dan Studi Lapangan." *Pre-Print Digital Library Uin Sunan Gunung Djati Bandung*, 2020.
- Depdiknas. *Undang-Undang Ri Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Indonesia*, Departemen Pendidikan Nasional § (2003).
- Dewantara, Ki Hajar. "Pendidikan Sesuatu Yang Pendidikan Membebaskan Yang." *Pendidikan Usia Dini*, 2013.
- Dudung, Agus. "Kompetensi Profesional Guru." *Jkjp (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 2018. <https://doi.org/10.21009/jkjp.051.02>.
- Firmansyah, Firmansyah. "A New Paradigm On Human Resources Management In State Islamic University." *Al-Ishlah: Jurnal Pendidikan* 14, No. 1 (2022): 71-84.



<https://doi.org/10.35445/Alishlah.V14i1.1513>.

- Limbong, Masdar, Firmansyah Firmansyah, And Fauzi Fahmi. "Integrasi Kurikulum Pendidikan Berbasis Multikultural." *Edu-Riligia: Jurnal Ilmu Pendidikan Islam Dan Keagamaan*, 2022. <https://doi.org/10.47006/Er.V5i4.12933>.
- Sugiyono. "Metode Penelitian Pendidikan. Bandung." *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 2015.
- Wardah Ningsih, Rahmi, Slamet Suyanto, And Fauzi Fahmi. "A Development Of Number Circuit Game Based Learning Strategy To Introduce Numeral Symbols For Children Aged 4-5 Years." *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 4, No. 01 (2020): 47-58. <https://doi.org/10.46963/Mash.V4i01.231>.
- Wijaya, Candra, Abdurrahman, Edi Saputra, And Firmansyah. "Management Of Islamic Education Based On Interreligious Dialogue In The Learning Process In Schools As An Effort To Moderate Religion In Indonesia." *Review Of International Geographical Education Online*, 2021. <https://doi.org/10.48047/Rigeo.11.05.310>.

