A Qualitative Study of Indonesian Teacher's Perspective About School Accreditation

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Abstract

School accreditation as a quality assurance system for education in Indonesia aims to assure the entire community that education is professional and quality. The accreditation process requires serious efforts from all relevant parties so that the accreditation value becomes a reflection of the quality of the school being assessed. This study explores teachers' views on school accreditation as a quality assurance system for education in Indonesia based on their experiences. The problem of this research is how Indonesian teachers view school accreditation based on their experiences. This study used qualitative research methods. Participants were determined by purposive sampling, namely as many as two principals and eight teachers. We collected the data through individual in-depth interviews. The results of the study show that, in general, 1) the participants view that fulfilling the evidence of accreditation performance is not easy; 2) school accreditation as a school quality assurance system has been carried out according to standards and is transparent; 3) The value of school accreditation plays a role in influencing public interest in making decisions about the destination school where their children study. Thus, all participants recognize the school accreditation system as a quality assurance system trusted by process and results.

Keywords: Quality Assurance System, Accreditation, Schools, Teachers, School Quality.

Introduction

The school quality assurance system is provided to ensure the quality of education services in schools to produce quality education services. Quality management standards are the central pillar supporting continuous school quality improvement through a quality management system (El-Bakry et al., 2010). The quality assurance system directly influences the co-existence of schools in the community and the development of teacher professionalism (Egido Gálvez et al., 2016). In addition, school quality management has been shown to correlate with student performance (Crawfurd, 2017) positively. Education quality assurance has become an essential dimension in teacher professional development, standard maintenance, quality assurance process, infrastructure and resources adequacy, and educational quality risks (Shah & Lim, 2021)particularly when the third-party arrangements occur in the form of a cross-border education (or widely known as transnational education. Thus, a quality assurance system needs to be done by every school providing education services.

School accreditation is one of the external education quality assurance systems to improve quality standards in teaching and learning following established standards (Azhari et al., 2020; Makhoul, 2019). The value of Accreditation also serves as the basis for mapping the quality of education in Indonesia (Setyaningsih, 2017), more comprehensively based on national education standards (Kumar et al., 2020)economic, cultural, scientific and political respects. Education empowers people to transform from a human being to having human resources. In present context of globalization, quality higher education is needed to uplift creativity, talent, adaptability and research mindset. In order to fully utilize the outcomes of education, it is important to ensure that education is meeting the minimal prescribed standards to fulfill ever-changing requirements worldwide. Accreditation, a powerful tool of quality assurance, is used to assess the national system of higher education. Accreditation is considered as a quality stamp, which ensures that an accredited institution/ programme has undergone a rigorous process of external peer evaluation based on predefined standards/principles and complies with the minimum requirements. This paper focuses on the outcomes of accreditation to enhance excellence in higher education institutions (HEIs. The advantage of Accreditation when compared to other quality assurance systems is that the accreditation value is a description of the quality of educational services that includes all quality components, starting from the quality of students, quality of learning, quality of teachers, quality of educational facilities, quality of financial management, and quality of school management (Hendarman, 2013)

In general, the school accreditation system has the same role as other quality assurance systems (Can, 2016; Sallis, 2014), namely as an education quality control system. School/Madrasah accreditation is expected to increase inincrease education productivity (Istikomah & Ayuwanti, 2017) and ensure that school graduates can be prepared to become graduates with adaptive power in actual situations (Ryan, 2011). The role of Accreditation as a school quality assurance system has proven to be a source of success for a country's education. For example, Vietnam and the Philippines have succeeded in making Accreditation a reliable quality assurance system (Conchada & Tiongco, 2015; Hanh, 2020). In Australia, the accreditation system has proven to have a positive role in the process of developing the quality of education, especially in three main areas, and all three are interrelated. Namely, in Accreditation, there is an assessment of school quality based on several criteria; can be used as a means of increasing brand recognition from the provision of unique accreditation labels; and contribution to the actual improvement of the school (Shah & Lim, 2021)particularly when the third-party arrangements occur in the form of a cross-border education (or widely known as transnational education. Similar to Vietnam, the Philippines, and Australia, Indonesia also guarantees the quality of education through the school accreditation process.

In Indonesian education system, school accreditation is defined as a quality assurance system for education that the government carries out regularly to all primary and secondary education institutions, both educational institutions under the auspices of the ministry of education, research and technology, as well as educational institutions under the aegis of the ministry of religion (Raharjo, 2013)trend kuantitas dan kualitas pendidikan, status akreditasi sekolah, tingkat pemenuhan, rasional dan tanggapan terhadap SNP, urutan delapan standar nasional yang harus dicapai, standar nasional yang paling sulit dicapai, tingkat kepuasan peserta didik terhadap pelayanan sekolah dan hambatan-hambatan dalam mencapai SNP. Metode penelitian yang digunakan adalah dengan Focus Group Discussion (FGD. The primary purpose of the school quality assurance process through Accreditation is to assure the public that schools in Indonesia can provide educational services in accordance with the standards set by the government (Asopwan, 2018; SNP, 2011). However, the public still question the credibility of the results and process of school accreditation in Indonesia. One indicator that is in the public eye is that the school's accreditation score is not linear with the national exam scores achieved by students at school (Wahyuni et al., 2019)one of them is the curriculum. Madrasah as islamic educational institution contains more religious lessons compared to public schools. As a result, madrasah are considered less able to provide good result in educational achievement. Overall, the education system which is based on National Education Standards (SNP. In addition,

several cases show that accreditation status does not correlate with students' thinking abilities (Dewi Sukriyah, 2019). These indicators show that many things still need to be addressed in Indonesia's school/madrasah accreditation system so that The community can fully recognize Accreditation as a reliable quality assurance system.

Some of these indicators have encouraged BAN SM to improve the accreditation system to be right on target. In 2020, BAN SM has developed a school accreditation digitization system called the Dashboard monitoring system (DMS). Through DMS, the development of school quality can be reviewed continuously by BAN SM. In addition, starting in 2020, BAN SM has developed school accreditation instruments, from the compliance to the performance paradigm. The Accreditation instrument is called the IASP 2020, which stands for the Education Unit accreditation instrument which was ratified in 2020 (Hasanah, E., ; Purnawan, P.; Kuat, K., Hamidun, 2020). With the development of new school/madrasah accreditation systems and instruments, it is not yet known how the public perceives these changes. This study seeks to explore the implementation of Accreditation as a school quality assurance system from the perspective of teachers and principals because teachers and principals are the users of the accreditation system and actors in the school quality assurance process.

Methods

The research process refers to a qualitative research approach model (Cassell & Bishop, 2019), which seeks to explore the phenomenon in depth without engineering the phenomenon. The source of data in this study was determined by purposive sampling (Campbell et al., 2020), namely as many as ten people consisting of two principals and eight teachers in Yogyakarta, Indonesia The determination of participants was carried out by considering that principals and teachers as research participants were principals and teachers who had directly experienced the school accreditation process after there was a change in the school/madrasah accreditation system with a performance paradigm, and used IASP 2020 [IASP 2020 is the Education unit accreditation instrument in the Indonesian school accreditation system], as a new school accreditation instrument. All data was collected through in-depth individual interviews (Rachmawati, 2007) (Figure 1).
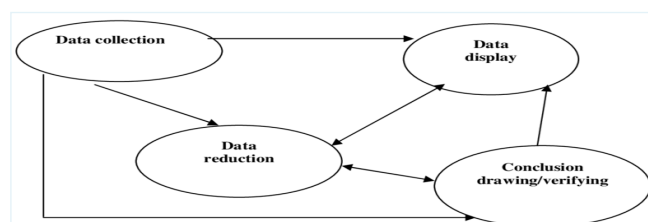

Fig. 1: Data Analysis Process

The data analysis method is carried out using qualitative analysis methods, where data management is carried out through five stages, namely exploring, describing, ordering, explaining, and predicting (Ridder et al., 2014).The flow of the data analysis process is shown in Figure 1.

RESULTS AND DISCUSSION

Based on the results of data analysis, it is known that several principles are found in the perspectives of teachers and school principals regarding the new school accreditation system using the performance paradigm until there is a sense of public trust in the value of Accreditation. The flow of thought and perspectives of teachers and principals regarding the accreditation system as a quality assurance system can be described as follows in Figure 2.

Based on Figure 2, it is known that teachers and school principals consider the school accreditation system is school accreditation system a reliable system; when viewed from performance bills and accreditation implementation, the linearity of the accreditation value with school quality and community interest. In more detail, the explanation in Figure 2 .

All Process is Transparent

The interviews showed that the participants recognized the new school accreditation implementation procedure [effective in 2020] as a breakthrough in the school quality assurance system. Amid a learning atmosphere in schools that predominantly use the distance learning system, BAN SM, [BAN SM is National Accreditation Council for School/ Madrasa in Indoensia] has launched a school accreditation business system that allows schools not to accredit once every five years. The accreditation system that has used high technology has increasingly provided space for schools to know their respective quality positions transparently. The following is the relevant statement from P2 regarding this matter:

Starting in 2020, BAN SM will develop a school quality monitoring system through the dashboard. For us, it is fun because schools can update school progress at any time so that BAN SM can detect developments in improving school quality. But on the other hand, this is also difficult because the demands of schools must always be good in the eyes of stakeholders. This seems easy but hard. One of the indicators of stakeholder satisfaction is that the PPDB number cannot go down, which is tricky, especially in our and private schools. (P2, lines 34-39)

Other participants, namely P3 and P7, stated similarly to P2 that the dashboard system developed by BAN SM is part of the new BAN SM business system, which they think is significant progress as a continuous quality assurance process. However, because the dashboard system is still new, the teachers and principals feel they do not understand the implementation process. P9, one of the principals, supports the statement of the other participants that the new accreditation system still needs to be clarified regarding each aspect used as a benchmark for measuring school quality from the developed dashboard. The following is P9's statement regarding this matter:

Last year [2020], when our school was going to be visited through an online system with IASP 2020, we received socialization about this dashboard system, but we also don't really understand how it will be implemented in the future. We also haven't seen any demo or desktop examples of the accreditation dashboard. But basically, I, as the principal of the school, consider that it is a positive breakthrough in the quality assurance process. Schools must always try to maintain quality at all times, this is a good thing, but it is also necessary to pay attention so that schools are not misguided. It is essential to socialize more massively and in detail about this new accreditation system (P9, lines 78-85).
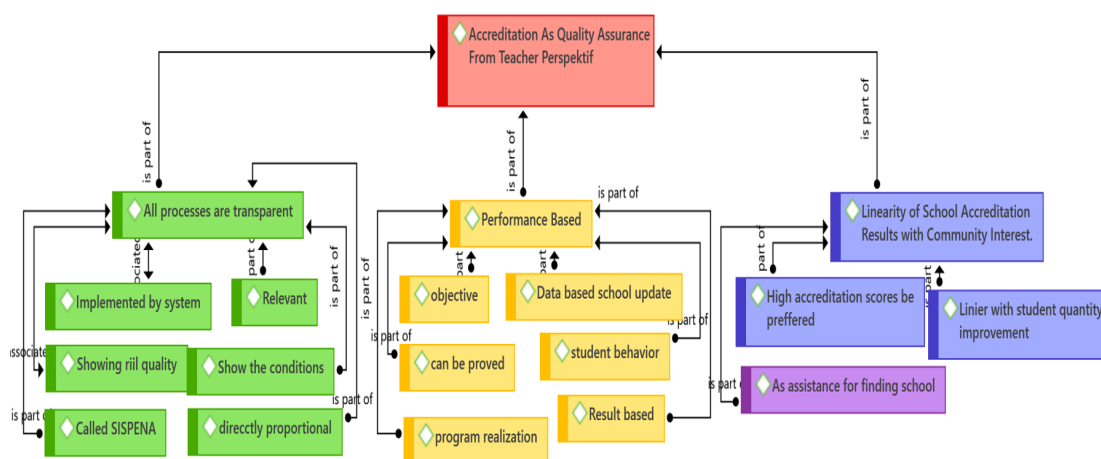

Fig. 2: School accreditation as a reliable education quality assurance system.

The results of interviews with the participants showed that the participants had the view that the implementation of school accreditation carried out in Yogyakarta was fair. All stages are carried out openly, starting from the socialization process to the assessment process. However, the participants stated that in 2020 there were still some technical obstacles that caused some sudden technical changes, especially in relation to SISPENA. However, the participants understand these weaknesses because they know that the SISPENA is a new system that still needs improvement.

10 participants to find out the truth, it is known that the participants have the perception that the accreditation process from the beginning to the end of the announcement of the results is carried out transparently. All Aprospective participants in the accreditation visitation stages are educated and socialized about each stage. The views of teachers and principals regarding the transparency of the implementation of school accreditation are positive things in a quality assurance process because it can encourage the development of healthy organizational behavior (Langford et al., 2020).

Performance-Based Evidence

Based on the interview results, it is known that the participants stated that the invoices for proof of performance in the IASP 2020 were heavier than the bills for evidence of performance using the previous instrument because the performance evidence required is not something abstract or can be engineered, but must exist and its performance can be seen. The following is a relevant statement from one of the participants regarding this matter:

> I have taught at this school for 16 years, and have participated in preparing for Accreditation 3 times. Their performance must be seen of the three processes, which are now more demanding for schools to show educational results in the form of performance. For example teacher assessment. There used to be items that checked whether the teacher made lesson plans. So if there is an RPP that has fulfilled one point, now there is nothing like that. The question becomes more difficult, the teacher carries out active learning. Now what is seen is not only the RPP but also its realization. So in my opinion it is more difficult, evidence of performance must be tangible, something that has been seen and has indeed been implemented by the teacher (P1, lines 9-15).

P5, who comes from a different school from P1, and has experience as the head of the quality assurance team at the school where he works, also considers that the performance bills for school accreditation with IASP 2020 are heavier when compared to performance bills when using the same accreditation instrument. long. According to P5, it is difficult because all performance bills are not sufficiently shown with

documents, but there must be tangible evidence, behavior or work that is used as evidence of performance. In addition, the evidence of performance must be more complete and visible and seen and felt by the graduate user community. In this case, P5 mentions one of the things that caused the IASP 2020 bill of evidence because there tend to be things that are relative and qualitative and also the search goes through several stages. In this case P5 mentions one example of an item on the quality component of graduates, the instrument reads: Students have an average school/madrasah test score and final grade report card that has consistently increased in the last 3 (three) years and has an impact on the positive perception of the community towards the school. / madrasa. Now to prove whether the value of the last 3 years has an impact on the positive perception of the community, the school needs to conduct a search to the community about it. One way to do this is to conduct interviews with the public.

P5's opinion was also supported by other participants including P6 and P8 who considered that the IASP 2020 performance demands were more severe. In this case, P8 highlights that although there is no percentage limit in determining the level of school performance for each question item, however, the assessor will still provide an assessment based on the majority of conditions that are visible and can be directly observed.

Of the 10 participants, 9 of them stated that the performance bill in the IASP 2020 was indeed heavier when compared to the old accreditation instrument. Moreover, if the school wants to get an A level of performance, then the school must be able to build a school culture in every aspect. This is in line with the quantitative data that has been produced, most of which state that the demands for proof of IASP 2020 performance are difficult.

The thing that became the focus of the participants was the demands of schools to be able to cultivate quality sustainably and comprehensively, namely when schools want to achieve the highest level of performance, namely performance level 4, then schools must be able to make every aspect of quality in IASP 2020 as part of the school culture. For example, P6 highlights the demand for schools to be able to cultivate the ability to collaborate among students. This requires serious efforts and abilities of teachers to be able to build a culture of collaboration among students. The following is a statement from P6 which affirms his views as follows:

For example, as teachers, it seems impossible to be able to teach collaboration procedures if we ourselves have not been able to develop collaboration skills personally and institutionally. That is, it is impossible for schools that do not cultivate something good to achieve the highest level of performance (P6, lines 57-90).

The results show that the bill for proof of school accreditation performance using the IASP 2020 is more

difficult than the demand for Accreditation using the old instrument. This is in line with the results of previous research that the IASP 2020 requires real performance as evidence of school quality so that proving it is more difficult and requires ongoing seriousness from all parties (Enung; Hasanah et al., 2021). This condition is a good indicator because as an education quality assurance system, a new performance-based accreditation system can increase the trustworthiness of the system as a quality assurance (Murphy, 2020).

On the one hand, Accreditation is believed to have an influence on improving the quality of schools/madrasahs. On the other hand, the implementation of school/madrasah accreditation tends to increase the workload of teachers and school principals. The increase in the workload of teachers and principals has a direct impact on the stress experienced by teachers and principals (E Hasanah et al., 2020).

The level of stress on work for employees who have high awareness and integration is lower than the stress level of employees who do not have awareness and integration. This study provides support for ongoing interest and research on the challenges and barriers of stressors (Liu et al., 2013). The level of stress on work for employees who have high awareness and integration is lower than the stress level of employees who do not have awareness and integration. This study provides support for ongoing interest and research on the challenges and barriers of stressors (Glazzard & Rose, 2019). The close relationship between teacher workload and teacher stress levels shows the importance of paying attention to teacher stress management in the practice of quality assurance based on Accreditation. This is part of the duties of the school leaders (Citra Resmi & Hasanah, 2020; Enung Hasanah, 2019; Hasim & Hasanah, 2020).

Linearity of School Accreditation Results with Community Interest.

Based on the results of the interviews, it is known that the participants have the view that the accreditation score achieved by the schools visited by using the IASP 2020 is considered to be more representative of the actual condition of the school. The accumulated value of the 4 accreditation components produced becomes the school's accreditation value, generally showing the quality of each component.

The participants also realized that the dominant school accreditation value according to IASP 2020 is the quality value of graduates, so they think that the IASP really sees the results [output] as an indicator of school success in ensuring the quality of education. In this case, P6, who had been the head of the team in charge of the accreditation process at his school in 2020, stated that schools should pay more attention to performance results, especially on the quality component of graduates because the quality of graduates is the component that has the highest weight in the assessment score. In addition, the process of preparing evidence of quality performance of graduates is not only limited to internal school circles, but requires recognition from other parties, either in the form of a championship certificate or recognition from the community in the form of a positive community response to the school.

P8 also stated that the process of proving performance in IASP 2020 is not only document-based, but there really must be an acknowledgment from every relevant party regarding its quality, there must be a rational form and explanation regarding everything that is recognized as the quality of educational outcomes in schools, then the value of Accreditation owned by a school that is assessed using the IASP 2020, is more reliable as a real picture of the quality of its graduates. Therefore, schools must always check every process of quality education services provided and must also check the results, quality, and what are the obstacles faced so that everything meets the standards.

From the results of data collection, it is known that teachers and principals have the view that the results of Accreditation are directly proportional to the quality of teachers. This is due to the various evidences of performance used to meet the quality demands of the IASP 2020, most of which comes from the implementation of teachers. RPP, the work of teachers, PKB, and also evidence of teacher creativity, are things that are assessed in the accreditation assessment process

When these data were confirmed to several participants, they reinforced it with various supporting statements. According to the interview results, it is known that the participant's view that the value of the quality of learning resulting from the accreditation assessment process shows the actual learning conditions. So there can be no good grades if the education process is not good.

The participants said that nowadays, people are more literate about the value of Accreditation. During PPDB, most parents of prospective guardians will ask about the school's accreditation score because they prefer schools with good accreditation scores. According to the participants, parents look for schools with high accreditation scores because they know that companies looking for SMK graduates to work in their companies are graduates from schools with a minimum score of B. Of course, A is preferred.

In responding to this, the participants realized how important it is to carry out accreditation-based school quality assurance because this Accreditation is the government's benchmark in assessing school quality. The value of Accreditation can also impact the policies that schools will receive from the government.

The participants mentioned that the best thing they could get from a school with a high accreditation score was to gain stakeholders' trust. That means it will make it easier for schools to get new students during New student acceptance period and receive various assistance for schools that are centers of excellence.

DISCUSSION

The description of the quality of schools in the accreditation instrument consists of the quality of graduates, the quality of teachers, the quality of the learning process and the quality of school management (Hasanah, E., ; Purnawan, P.; Kuat, K., Hamidun, 2020). From the answers of the participants, it shows that there is a positive attitude from teachers and school principals that the value of Accreditation is linear with the actual condition of school quality. The participants believe that the value of Accreditation has implications for the community's interest in sending their children to school. Thus the importance of Accreditation affects people's interest in sending their children to school. Teachers and school principals recognize public awareness about the meaning value of Accreditation as an undeniable fact in Yogyakarta. This fact has succeeded in encouraging the growth of the motivation of teachers and principals in Yogyakarta to continually build the quality of continuing education in their respective schools so that their schools remain the community's choice.

Based on careful analysis and proper deliberation, the accreditation process encourages evaluation and improvement while providing a means of ongoing accountability to institutional stakeholders and the public. The culmination of the accreditation process is a public statement of an institution's ongoing capacity to provide effective programs and services on agreed terms (SACSCOC, 2018).

Some research results show that the Benefits of Accreditation are evident in the transfer of student credit from one accredited institution to another, acceptance of higher degree qualifications for further education worldwide, comparison with other institutions and application of best practices, continuous improvement in the whole process. and availability of funds. Impacts on these dimensions are interrelated and may result in restructuring of the accreditation function. The impact of Accreditation on the quality and excellence of higher education institutions has been seen globally through its results, based on established processes (enablers) which are reviewed and revised regularly by professionals in the relevant fields, e.g. curriculum/academics, teaching-learning and research, etc. Academic reputation is affected by position at the top of an educational institution (Kumar et al., 2020). Accreditation of schools and madrasas directs educational programs towards the formation of a better educational process (Blouin et al., 2018). In addition, schools are under pressure to implement continuous improvement and quality assurance processes in order to remain competitive in the globalized education market. Accreditation as an external pressure that has encouraged the improvement of the quality of the Institution in order to meet the accreditation criteria (Bryant, 2013). Accreditation can also serve as an optimal guiding mechanism that incorporates effective evaluation criteria for the quality of learning in education institutions (Makhoul, 2019).

In addition, the value of Accreditation is one of the factors that can attract citizens to choose a school (Fira et al., 2020; Hanina Alifah & Roesminingsih, 2018).The results of this study indicate that Accreditation has functioned as a quality assurance system for education in this country. This is useful so that Indonesia can meet the demand for skilled workers in the global market, through ensuring the quality of education (Conchada & Tiongco, 2015). Accreditation is one of the pillars of the national quality infrastructure, because the competence of conformity assessment institutions is guaranteed through Accreditation carried out by accreditation agencies (Rankin & Welsh, 2013). The concept of quality assurance and quality improvement in education needs to be carried out as part of a continuum of activities and shows the need for both as a continuous process (Elassy, 2015). The objectives of the accreditation process include continuous improvement of the quality of education and professional training to respond to the needs of a growing society and fulfill professional practice in education (Prabowo et al., 2017).

The results of this study indicate that Accreditation has functioned as a quality assurance system for education in this country. This is useful so that Indonesia can meet the demand for skilled workers in the global market by ensuring the quality of education (Conchada & Tiongco, 2015). Accreditation is one of the pillars of the national quality infrastructure because the competence of conformity assessment institutions is guaranteed through Accreditation carried out by accreditation agencies (Rankin & Welsh, 2013) small, or individual. The concept of quality assurance and quality improvement in education needs to be carried out as part of a continuum of activities and shows the need for both as a continuous process (Elassy, 2015). The objectives of the accreditation process include continuous improvement of the quality of education and professional training to respond to the needs of a growing society and fulfill professional practice in education(Prabowo et al., 2017)115 returned and 105 questionnaires were processed. About 60% of the returned questionnaires were from Java University and the rest from other regions throughout Indonesia. From processed data, most of them (54%.

The implementation of Accreditation is a method used by the government to control the quality of education. Quality assurance is in most cases driven by ongoing self-assessment and by seeking internal or sometimes external validation or Accreditation. Accreditation, in education, is the process by which an association or institution evaluates an institution or educational study program and officially acknowledges that the institution or study program has met, met, or exceeded certain predetermined requirements and criteria or educational quality standards (Ibrahim, 2014). There are at least two effects of implementing Accreditation on schools/madrasahs namely, the first is the progress of an administrative ethos that seeks

to create ways to demonstrate the quality of evidence-based education. The second is about the mentality of instructions. The presentation of the teaching quality assessment is impressive and considers the performance capacity within educational institutions, for example, looking at how to educate, observing the educational process and looking for approaches to improve it (Makhoul, 2019). Implementation of quality assurance and quality accreditation is the secret behind the success of most educational institutions around the world. Thus, implementing school accreditation is an effort to ensure that the quality of education runs according to predetermined standards.

CONCLUSION

The results of the study show that the fulfillment of evidence of School Accreditation performance by using IASP 2020 is not just to meet administrative needs, but must be in the form of performance. Therefore, its fulfillment is not easy and cannot be prepared instantly. The implementation of school accreditation in Yogyakarta is carried out transparently. In addition, teachers and school principals believe that school accreditation carried out in Yogyakarta is a quality assurance process for education that can be trusted for its credibility, because what results from the school accreditation process generally show the true quality of schools. Accreditation can also reflect the quality of education services in schools so that it can affect the public's interest in sending their children to school. In connection with research findings showing that Accreditation is a quality assurance system trusted by the community, school leaders and teachers should enrich themselves with various knowledge and skills regarding school accreditation. Further research on the accreditation-based quality assurance process is needed to produce an appropriate accreditation-based quality assurance model.

Thank-you note

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