

School Assistance Program Through Accreditation At SD Muhammadiyah 1 Bengkulu City

Adi Asmara^{a1}, Risnanosanti^{a2}, Winda Ramadianti^{a3}, Nyayu Masyita Ariani^{a4}, Selvi Riwayat^{a5}, Masri^{a6},
Rahmat Jumri^{a7}

^aProgram Studi Pendidikan Matematika FKIP Universitas Muhammadiyah Bengkulu
asmaraadi@gmail.com
winda@umb.ac.id (corresponding author)

Abstract

The Community Service Program (PPM) which was carried out aims to assist SD Muhammadiyah 1 Bengkulu City in compiling an IASP 2020-based accreditation form. In 2022, reaccreditation will be carried out. Based on the results of interviews with school principals and teachers, the school accreditation preparation team did not fully understand the 2020 IASP, the deadline for preparation for accreditation in the near future, insufficient physical evidence, incomplete accreditation guidelines, schools did not have time to conduct self-evaluations and lack of coordination. and communication between individuals and teams. Based on this, it is necessary to carry out assistance activities in preparation for accreditation. The method used is discussion and question and answer. The subject of this community service is the team that composes the accreditation form for SD Muhammadiyah 1 Bengkulu City. This activity has been carried out for 4 meetings, which include the socialization of IASP 2020, filling out accreditation forms, presenting the results of filling out forms, and evaluating forms. During this service activity, all teams have carried out the form preparation activities well. The result of this service activity is that SD Muhammadiyah 1 Bengkulu City has completed all components of the accreditation form and met the internal quality standard values.

Keywords: mentoring program, school accreditation, IASP 2020

A. Introduction

Accreditation is an external control through an evaluation process on the development of the quality of educational institutions. Accreditation is an activity to assess the feasibility of educational programs and/or units based on predetermined criteria as stated in Law Number 20 of 2003 concerning the National Education System, chapter 1 clause 22 [1]. School/madrasah accreditation is a comprehensive assessment process of the feasibility of an educational unit or program, as a form of acknowledgment of the implementation of education in an educational unit. [2], [3]. The existence of an accreditation program that is carried out regularly can be a reflection and motivation for the organizers of educational institutions to always strive to improve the quality of education [4], [5]. The implementation of school accreditation can encourage and accelerate the improvement of school quality so that better, relevant, and effective excellence is achieved [6], [7]. Accreditation is also an effort to equalize quality education [8]. The results of accreditation are realized in the form of recognition and eligibility ratings in the form issued by an independent and professional institution. The results of the accreditation need to be known by the public which shows the position of the educational institution concerned in producing quality products or services. The implementation of accreditation is carried out by an authorized independent body. In Indonesia, the implementation of school accreditation is carried out by the National Accreditation Board for Schools/Madrasah (BAN-S/M). The implementation of the accreditation process must be carried out carefully, thoroughly, transparently, fairly, and objectively, to produce a decision on the feasibility of an educational unit [9].

The implementation of effective accreditation and the quality of education cannot be separated like two sides of a coin, often stated in one standard slogan "Akreditasi Berkualitas untuk Pendidikan Berkualitas". The accreditation function is mapping or shooting in full or comprehensively the profile of educational units and programs that function as knowledge, accountability, guidance and development carried out based on the principles: objective, comprehensive, fair, transparent, accountable, and professional. The quality of the portrait of the quality of education produced by accreditation is largely determined by various factors, including: accreditation instruments or devices, capabilities, assessor integrity and accreditation management.

Comprehensive school/madrasah accreditation can map out the full profile of the school/madrasah, having the following functions.

- a. Knowledge is information for all parties about the feasibility of schools/madrasahs seen from various related elements that refer to national education standards and their indicators.
- b. Accountability, namely as a form of accountability for schools/madrasahs to the public, whether the services carried out and provided by schools/madrasahs have met the expectations or desires of the community.
- c. Guidance and development is as a basis for schools/madrasahs, government, and communities in an effort to improve or develop the quality of schools/madrasahs.

In order to realize accountability for the implementation of accreditation and to ensure the quality of education units in a sustainable manner, the National Accreditation Board for Schools/Madrasah (BAN-S/M) in 2020 has reformed the accreditation system. According to the Chairman of BAN-S/M, Toharudin, it is important for BAN S/M to evaluate itself after 20 years of ongoing accreditation so that reform of the accreditation system becomes a necessity [10]. One of the reform agendas that have been carried out is the development of the Education Unit Accreditation Instrument, better known as the IASP-2020.

IASP-2020 is designed in an effort to respond to the dynamics of change in the field of education which is undergoing rapid changes, and which is no less important as an answer to public criticism that assesses [11]. Accreditation instruments so far have been very administrative and have not touched the root of the problems faced by schools/madrasahs. IASP-2020 which came into effect in 2020 was developed by focusing on assessments on 4 (four) assessment components, namely Quality of Graduates, Quality of Learning Processes, Quality of Teachers, and Quality of School/Madrasah Management. This change also marks a paradigm shift. The current accreditation pattern has shifted from compliance based to performance based, in another reference it is called shifting from rules based to principles based [12]. With this shift, the accreditation instrument underwent a fundamental change, not just perfecting the points and knowing analysis, but a paradigm shift. This paradigm shift in the implementation of accreditation is absolutely necessary as an important part of the efforts of BAN-S/M as an educational quality assurance institution to take part in encouraging continuous improvement, namely changing the accreditation of schools/madrasah to a better direction. Accreditation in the end does not depend on the fulfillment of administrative aspects, but will focus on the assessment of the School/Madrasah on the fulfillment of more substantive quality [11].

The existence of this paradigm shift makes schools have to study, understand and make various efforts to improve the accreditation rating of their respective schools. The process is not a simple activity. Based on interviews with several teams for preparing the accreditation forms, information was obtained that the team for preparing the accreditations encountered several obstacles in understanding and compiling the forms, for example not understanding what physical evidence could be evidence of the implementation of a program. Therefore, it is necessary to conduct training and assistance in preparation for accreditation to schools so that all schools receive comprehensive information about the scope of accreditation and the documents required. [13].

The condition of SD Muhammadiyah 1 Bengkulu City is currently accredited B, and is preparing for re-accreditation in 2022. Preparing for school accreditation is not easy because there are many problems that occur. Based on interviews with school principals and several teachers, the problems faced include the school accreditation preparation team not understanding IASP 2020, the deadline for preparation for accreditation in the near future, insufficient physical evidence, schools do not have time to conduct self-evaluations and lack of coordination and communication between schools. individual or team. Therefore, the service team is of the view that it is necessary to provide assistance to the team for compiling the form for SD Muhammadiyah 1 Bengkulu City. Based on the initial problem analysis, the activities that need to be carried out are the socialization of the 2020 IASP and provide direction and assistance to the school accreditation form drafting team in filling out the 2020 IASP and preparing physical evidence.

B. Methods

The accreditation assistance program is carried out for one month. Activities carried out included socialization, assistance in the preparation of accreditation forms, and presentations by the team for preparing accreditation forms for SD Muhammadiyah 1 Bengkulu City. The program implementation schedule is as follows.

Table 1. Schedule of Accreditation Assistance Activities

Activities	Time
Socialization	7 th March 2022
Assistance in Preparation of Accreditation Forms	14 th March – 4 th April 2022
Presentation of the results of the preparation of the Accreditation Form	4 th April 2022
Evaluation of the Accreditation Form	6 th April 2022

Socialization is an activity to expose materials for accreditation tools and accreditation assessment instruments that aim to provide understanding to the partner school form drafting team regarding the accreditation tools contained in the Regulation of the Minister of Education and Culture Number. 002 of 2017. This socialization was carried out as an effort to overcome the lack of understanding of the team preparing the form for the IASP 2020. The SD accreditation instrument consists of 36 statement items covering four quality components, namely the quality component of graduates as many as 11 items, the quality component of the learning process as many as 7 items, the quality component teachers as many as 4 items, the school management component as many as 14 items. In addition, the presentation of guidelines for the preparation of physical documents and supporting documents was also carried out with the aim of providing understanding to the form drafting team in preparing physical documents and supporting documents in accordance with technical instructions and a list of needs that had been made previously. The preparation of physical accreditation documents is expected to have implications for the orderliness of administrative filing, in this case the availability of substantial school documents. [14].

The mentoring phase aims to provide partner schools with intensive input regarding the preparation of accreditation forms. The method used is by dividing the partner school form team into several groups according to the quality component. This is done so that the companion team and the preparation of accreditation forms can work more effectively. During the mentoring process, the form drafting team and the mentoring team discussed and asked questions in accordance with the prepared quality components. This stage is carried out as an effort to overcome the problem of deadlines, physical evidence that has not been met, communication between individuals in the team.

The presentation stage is carried out after all groups that make up each quality component prepare physical documents. The presentation aims to review the forms that have been compiled by each team, and ensure that the overall accreditation forms are complete. The next stage is evaluation. At this stage, the community service team evaluates the partner school accreditation forms that have been prepared previously. The evaluation aims to compare existing data with data that match the criteria, so that in this service activity an evaluation is carried out to compare the results obtained through the service program with the set output targets [15]. Evaluation is carried out based on internal quality standards. If the results of the assessment of the accreditation form prepared by the partner are still below the targeted standard of 81, then the partner accreditation form team with the assistance of the community service team makes improvements to the components that are still below the standard. The presentation and evaluation stage is an attempt to overcome the problem of the limited time that schools have for self-evaluation.

C. Result and Discussion

The School Assistance Program Activities Through the Accreditation of SD Muhammadiyah 1 Bengkulu City conducted by FKIP lecturers at the University of Muhammadiyah Bengkulu for groups of teachers at SD Muhammadiyah 1 Bengkulu City began by conducting socialization regarding the IASP in 2020. The socialization activity was carried out at SD Muhammadiyah 1 Bengkulu City which is located at Jalan K.H. A. Dahlan 14 Kebun Ros Teluk Segara, Bengkulu City. The socialization will be held on Monday, March 7, 2022, starting at 08.30 – 17.30. This activity was opened by Mr. Sainul Ependi, S.Pd, as the Principal of SD Muhammadiyah 1 Bengkulu City and was attended by all teachers. While the resource persons from the FKIP lecturer at the University of Muhammadiyah Bengkulu are Dr. Adi Asmara, M.Pd, Dr. Risnanosanti, M.Pd, Dr. Winda Ramadanti, M.Pd, Dra. Nyayu Masyita Ariani, M.Pd, Selvi Pribadi, S.Si, M.Pd, Masri, M.Si, and Rahmat Jumri, M.Pd.

In the socialization activity, resource persons explained about IASP 2020. Figure 1 shows the atmosphere during the socialization activity of the School Assistance Program Through Accreditation at SD Muhammadiyah 1 Bengkulu City.



Figure 1. Socialization activity

After finishing the presentation of the material from the resource persons, participants were asked to group together to discuss each standard that would be used as material for the preparation of the accreditation form. Participants were given material on matters relating to the preparation of accreditation forms according to IASP 2020, namely madrasa school accreditation policies, reform of the 2020 accreditation system, basic concepts of IASP 2020 and the application of IASP 2020 sispena. Each group is accompanied by 1-2 assistance teams. In the mentoring activities, sharing was carried out among the trainee teachers to then complement each other and discuss the efforts that could be made to reach a solution. In the mentoring process, the service team provides input regarding documents that can be physical evidence. Then participants were given the opportunity to ask questions. When participants were given the opportunity to ask questions, participants seemed very enthusiastic to ask things related to accreditation (figure 2). The mentoring process is carried out continuously for three weeks.



Figure 2. Discussion of the Form Compiling Team

At the next meeting of the community service program, each team presented the results of the preparation of the forms that had been carried out. All of the form writing teams were present at the presentation. The results of the presentation of each small group based on quality components indicate that all components are complete, and it means that the accreditation form has been compiled. The presentation activity is shown in Figure 3 below.



Figure 3. Presentation of Accreditation Materials and Accreditation Assessment Instruments

At the last meeting, the assistance team evaluated and assessed the partner school accreditation forms. The service team refers to the internal quality standard guidelines in conducting evaluations and assessments. The results of the assessment show that the score obtained is 85. Even though it has met the standard score of 85, the service team believes that the partner school can still increase the score by preparing the physical evidence that is still needed.

In general, the service activities went smoothly. Although there are obstacles related to the compatibility of time between the mentoring team and the school accreditation form team, they can be overcome with other communication media. The mentoring team provided the opportunity for the form writing team to ask questions through communication media such as Whatsapp and email.

D. Conclusion

Implementation of School Assistance Program Activities through Accreditation at SD Muhammadiyah 1 Bengkulu City through collaboration of FKIP lecturers at the University of Muhammadiyah Bengkulu with SD Muhammadiyah 1 in Bengkulu City successfully accompanied SD Muhammadiyah 1 in Bengkulu City so that they have prepared an accreditation form that is in accordance with IASP 2020. The team for compiling the accreditation form for SMA Muhammadiyah 1 Bengkulu City has completed all components of the accreditation form. Based on the guidelines for internal quality standards, the accreditation form for SD Muhammadiyah 1 Bengkulu City has met the specified standard values. The team for compiling the accreditation form for SD Muhammadiyah 1 Bengkulu City can complete the physical evidence that is still needed.

References

- [1] Depdiknas, *Undang-undang sistem Pendidikan Nasional*. Jakarta: Depdiknas, 2003.
- [2] A. A. R. Awaludin, "Akreditasi Sekolah Sebagai Suatu Upaya Penjaminan Mutu Pendidikan di Indonesia," *SAP*, vol. 2, no. 1, pp. 12–21, 2017, doi: <https://doi.org/10.1017/CBO9781107415324.004>.
- [3] M. H. Rahman, S. Saprudin, H. Mubarak, and F. Hamid, "Evaluasi Program IbM Pendampingan Penyusunan Borang Akreditasi bagi Sekolah Dasar di Kota Ternate," *Titian Ilmu J. Ilm. Multi Sci.*, vol. 9, no. 2, pp. 59–65, 2017, doi: 10.30599/jti.v9i2.93.
- [4] S. Nuryanto and O. Irmade, "Pendampingan Akreditasi Lembaga PAUD di IGTKI Wonosegoro," *J. Pengabd. Masy. Ilmu Kegur. dan Pendidik.*, vol. 2, no. 2, pp. 86–92, 2019, doi: <https://doi.org/10.31326/jmp-ikp.v2i02.443>.
- [5] Fredy, M. Ilham, R. Purwanti, and D. P. Rahayu, "Pelatihan dan Pendampingan Penyusunan Borang Akreditasi SD YPK SOTA," *Mitra Mahajana*, vol. 2, no. 1, pp. 7–14, 2021, [Online]. Available: <https://e-journal.uniflor.ac.id/index.php/mahajana/article/view/802>
- [6] H. Asy'ari, Z. Munawwaroh, and U. Azmi, "Analisis Pelaksanaan Akreditasi Sekolah dalam Meningkatkan Mutu Pendidikan di MTs Pembangunan UIN Jakarta," *J. Idarah Pendidik. dan Kependidikan*, vol. 5, no. 2, pp. 143–162, 2021, [Online]. Available: <https://ejurnal.iainlhokseumawe.ac.id/index.php/idarrah>

- [7] D. Asopwan, "Studi Tentang Akreditasi Dalam Meningkatkan Produktivitas Sekolah," *Indones. J. Educ. Manag. Adm. Rev.*, vol. 2, no. 2, pp. 264–271, 2018.
- [8] D. Hidayati and N. Hardiani, "Peningkatan Kualitas Madrasah melalui Sosialisasi Regulasi Akreditasi Sekolah di Madrasah Ibtidaiyah Nurul Jannah NW Ampenan Kota Mataram," *Transformasi*, vol. 13, no. 2, pp. 219–226, 2017, [Online]. Available: <https://journal.uinmataram.ac.id/index.php/transformasi/article/view/2206/1094>
- [9] W. Kogoya and H. Uruwaya, "Pendampingan Penggunaan Iasp2020 Untuk Meningkatkan Kelayakan Akreditasi Sekolah Di Sma Yppk Asisi Sentani Tahun 2021," *J. Pengabd. Masy.*, vol. 2, no. 1, pp. 9–18, 2022, [Online]. Available: <https://jurnal.penerbitwidina.com/index.php/JPMWidina/article/download/182/92>
- [10] T. Toharudin, "Kebijakan Pelaksanaan Akreditasi Sekolah / Madrasah Tahun 2019," 2019.
- [11] BAN-S/M, *Panduan Akreditasi Sekolah/Madrasah*. Jakarta: Badan Akreditasi Sekolah Madrasah, 2020.
- [12] R. Kayyis and S. Khoiriyah, "Pendampingan Peningkatan Mutu Sekolah Sesuai Standar Iasp 2020 Di Sd Negeri 86 Oku," *J. Bagimu Negeri*, vol. 5, no. 2, pp. 38–48, 2021, doi: 10.52657/bagimunegeri.v5i2.1575.
- [13] E. Herianto, Rispawati, Dahlan, and B. Alqadri, "Pelatihan dan Pendampingan Tentang Persiapan Akreditasi dan Dampaknya Bagi Kesiapannya dalam Menyongsong Akreditasi," *Pendidik. dan Pengabd. Masy.*, vol. 2, no. 4, pp. 509–516, 2019, doi: 10.32938/jpm.v2i1.561.
- [14] U. G. Karyanto, A. Rahman, and Darwin, "Implikasi Akreditasi Sekolah Terhadap Peningkatan Mutu Tata Kelola Smk Negeri 1 Oku," *Manaj. Pendidik. Indones.*, vol. 7, no. 2, pp. 43–57, 2015, [Online]. Available: <https://jurnal.unimed.ac.id/2012/index.php/jmpi/article/view/8104>
- [15] Marjuki, D. Mardapi, and B. Kartowagiran, "Pengembangan Model Akreditasi Sekolah Menengah Atas/Madrasah Aliyah (SMA/MA)," *Penelit. Dan Eval. Pendidik.*, vol. 22, no. 1, pp. 105–117, 2018, [Online]. Available: <https://pdfs.semanticscholar.org/af95/ed9306ba31b77bf1204aba2613f196e468aa.pdf>