

Developing A Module of Guidance's School Accreditation For School's Stakeholders

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Received 2 December 2021; Revised 25 February 2022; Accepted 17 March 2022

Abstract

Some primary schools in Palembang got problems related to the implementation of the school's accreditation. This research aimed at producing a module of guidance's school accreditation for school's stakeholders which valid, practical and effective. This research used Research and Development (R&D). The model development in this study used 4-D (Define, Design, Develop, and Disseminate). The objects of this research were the State Primary school 21, 22 and 29 in Palembang. The results concluded that the module was declared valid, practical and effective. This paper contribute to all educational stakeholders in primary, secondary and high education as an alternative module which can help to prepare accreditation.

Keywords: Modules, School's Accreditation, Stakeholders

1. Introduction

The educational quality assurance aimed at achieving the National Education Standards. Based on regulations provided by qualified schools by National Accreditation Board School (BAN-S/M, 2017). One effort to improve the quality of graduates and the quality of basic education carried out by Decree of the Indonesian Minister of National Education 087/U/2002 concerning School Accreditation. The decision was later strengthened by Indonesia Law Number 20 of 2003 concerning the National Education System, which is then described in Indonesian Government Regulation Number 19 of 2005 concerning National Education Standards born later. The Minister of Education's decision above explicitly appointed all schools to be accredited, both public and private schools. The accreditation is like quality based management, Kristiawan, et. al. (2018) state that the quality of management administration was seen from the administration of students' recruitment, curriculum, educators and staff, and counseling.

Suardika, et. al. (2014) states to measure the quality of each educational unit, school accreditation is required for every educational institution and program. The accreditation process is conducted periodically and openly with the aim of assisting and empowering the educational unit in order to achieve national educational objectives. The functions of Indonesian Government Regulation Number 19 of 2005 National Education Standards serves as a basis in planning, implementation and supervision to realize the quality national education (Barnawi and Arifin, 2017).

Accreditation is the process of assessing the appropriateness of an educational unit issued by an independent and professional institution. According to Sywelem (2014) accreditation is necessary for good reputation, recognition and fund from the government. According to Rokhani (2017) accreditation is a comprehensive appraisal process of the feasibility of educational unit, whose results are realized in the form of recognition and feasibility ratings issued by an independent and professional institution. The Minister of Education and Culture states that the assessment of school accreditation is not limited to labeling schools (Tempo, 2017). Accreditation is more aimed at improving the quality of education itself. With the accreditation process, the accountability of education providers at

the primary education level can be known from the accreditation ratings of schools. This is in line with paragraph 2 of Article 60 of Indonesian Law Number 20 of 2003 which states that accreditation of education programs and units is carried out by government and independent institutions that are authorized as a form of public accountability. The accreditation rating must really describe the quality of the school so that the community gets a clear picture of the quality of the school. Considering the importance of accreditation for both schools and the community, it is necessary to study the development of a model for the implementation of accreditation in basic education.

In addition, by the implementation of accreditation, it's expected to obtain additional data and information about the true state of the accredited school (BAN-S/M. (2017). Accreditation of schools should be put in the context of improving the quality of education and school autonomy. According to Inuwa (2013) accreditation is a powerful tool in quality improvement and quality control. Concerning about the low quality of education often viewed from accreditation ratings, if the rating of such accreditation is low then it is seen as the cause of the low quality of education. A component of the context of school credit that is needed to advance quality and quality education achievement, after observing, there are still schools that have not met the standards optimally such as not optimal cognitive abilities, effective abilities, and community participation and school committees are also not optimal. The input component of school readiness accreditation includes school management. School standards that implement school-based management are designated with independence, partnership, participation, spirit of togetherness, responsibility, openness, flexibility, accountability, and sustainability (Ministry of National Education, 2005).

Preliminary data were collected and it was known that the accreditation submission of Primary School in Palembang in Academic Year 2017 is 30 State Primary School. There are 4 schools accredited A, 20 accredited B and 6 accredited C. In this case, the accreditation ranking is done if the accreditation result meets the criteria of accreditation status. Akomolofe (2009) obtain accreditation rating in accordance with criterion A (Superior) if the school obtains the Accreditation Final Score (NA) 91 to 100 ($91 < NA < 100$); B (Good) if the school obtains the Accreditation Final Value of 81 to 90 ($81 < NA < 90$) and C

(Enough) if the school obtains the Accreditation Final Value of 71 to 80 ($71 < NA < 80$). The data were obtained based on the Provincial School of Accreditation Board (BAP-S/M) Decree No. 1033/BAP-SM/TU/XI/2011 on Stipulation of Results and Recommendation of School Accreditation dated November 24, 2017, while the data were as follow.

Table 1. Accreditation Result of State Primary School of Palembang City 2017 (SK BAP-S/M 2017)

No	Predicate of Accreditation	Number of Schools
1	A	4
2	B	20
3	C	6
	Total	30

From the table, it needs the school's attention, since accreditation is the result of recognition and the feasibility rating issued by an independent and professional institution. If there is school is in the rank C, it can be interpreted that the quality of education in the school is not good. According to Nairing (2017) the students from the A accredited public schools achieved the highest score for problem solving skills. Meanwhile, the students in the A accredited and the unaccredited private schools did not show a significant difference in the skills.

Accreditation becomes an important asset for establishing the position of the school institution in the management competition level with other schools as well as benchmarks for user institutions to ensure the graduates are viable as they result from a sound management process. Akomolafe (2009) in his research entitled "The Practice and Prospects of Academic Programs in Universities in Nigeria: The Perspective of Academic Staff". This study presents the findings of descriptive research conducted at universities in Nigeria. The study revealed the prospect of accreditation of academic programs that recommend that academic staff should be made aware of accreditation criteria and accreditation officers must demonstrate a high level of commitment to improve the quality of guarantees in academic programs.

Ruswidiono (2011) states the quality improvement is divided into the quality improvement to achieve the established quality standard, and quality

improvement in the context of improving the quality standard that has been achieved through benchmarking (Barnawi & Arifin, 2017). According to Decree of the Indonesian Minister of National Education 087 / U / 2002 benchmarking is an activity to set targets achieved within a certain period. Based on this opinion, the improvement is not only to achieve the established standard but also the quality improvement of the quality standard has been achieved. It means the school does not satisfy the accreditation rank of C or B, it is necessary to increase the rating accreditation.

Based on the exposure, it is important to develop the accreditation module for stakeholders, because the accreditation of schools aims to give accountability to stakeholders (Akomolafe, 2009). Based on observations in the field, there is an impression that accreditation is stalled only by administrative activities. However, the implementation of accreditation in SD Negeri 21, 22 and 29 Palembang is carried out with the aim of being a “means” to improve the quality of education. The school principal and all staff at SD Negeri 21, 22 and 29 Palembang collaborate in the implementation of the accreditation carried out every five years. The results and accreditation obtained also increased.

This cannot be separated from the management of accreditation carried out by the heads of SD Negeri 21, 22, and 29 Palembang. The phenomenon, it is known that some schools have problems related to the implementation of accreditation a) schools do not have the same perception of various aspects and standards of instruments; b) the implementation of guarantee and improvement of education quality is still limited to monitoring the quality component of educational unit; c) quality mapping is still in the form of data collection of unedited educational quality achievement from various education providers; d) follow-up of unqualified education quality data collection for the purpose of continuous quality improvement; e) the implementation of the accreditation assessment and its assessment instruments are not fully understood as the school’s needs; and f) the absence of a module of guidance’s school accreditation for school’s stakeholders in primary school in Palembang (Observation Results and Interview with Headmater of State Primary School 21, 22, 29 Palembang, 5 February 2018).

This study was related to the development of the Basic Education Accreditation, it needs the guidance module for stakeholders based National Education Standards. The quality standard according to the National Education Standards in Indonesian Government Regulation Number 19 of 2005 the graduation requires accreditation of educational implementation, and educational curriculum is important part that must be considered in improving the quality of education. According to Zulinto (Head of Education Office of Palembang) on March 28, 2018, the accreditation must meet eight standards, including facilities and infrastructure standards, content standards and graduation competency standards (www.amperanews.com). The principles used as the basis for implementing school accreditation cited from the school /*madrasah* accreditation book are objective, comprehensive, fair, transparent, accountable and professional. Accreditation is said to increase if the results of accreditation in the last year are better than the results of accreditation in the previous year. In addition to being seen from the results of accreditation from certificates issued by the National School/*Madrasah* Standards Agency (BAN S/M), increasing accreditation is also seen from 8 (eight) national education standards.

Furthermore, Kristiawan et al, (2017) concepts of national education standard must meet 1) content standard; 2) learning; 3) the competency of graduation; 4) educators; 5) facilities and infrastructure; 6) management; 7) financing; and 8) assessment. The issue of the quality of education is not only a problem for Indonesia. The problem faced is how to get all children in school get the same quality of education. The management of educational units at primary, secondary and high school education levels should implements school-based management in the form of self-reliance, partnership, participation, openness and accountability. Based on the National Education Standards, the role of school stakeholders becomes the determinant in the accreditation rankings in schools. To achieve accreditation results according to objectives, it is important to develop a module of guidance's school accreditation for school's stakeholders. The development of this module is expected to help schools prepare themselves when implementing accreditation.

2. Methods

This research is R & D (research and development). The R & D method is the research method used to produce a particular product, and test the effectiveness of the product (Sugiyono, 2017). Furthermore R & D is the research approach to conduct research, development, and testing a product. To conduct research, it based on needs analysis. In addition, research and development aimed at testing the effectiveness of the product, so that the product can function and benefit the community (Mulyatiningsih, 2014). Further explains that the goal of R & D to produce new products through the process of developing research activities are integrated during the product development process The products developed in this study are the guidelines for the implementation of primary school accreditation for school stakeholders. The research and development steps in this study follow the 4-D theory of Triagarajan et al (1974) among others as follows (Mulyatiningsih, 2014).

Definition

Needs analysis, in this case researcher did literature study and preliminary research, researcher do literature analysis at Primary School around Palembang, that is SDN 21 Palembang, SDN 22 Palembang, and SDN 29 Palembang. Preliminary research conducted by researchers by way of observation, interviews, documentation on schools for the implementation of primary school accreditation; and 2) Stakeholder analysis, researchers conduct stakeholder analysis on Principals, Teachers, TU and related elements in the implementation of accreditation in Primary School.

Design

The researchers develop a module of guidance's school accreditation for school's stakeholders that can be used during the implementation of primary school accreditation in Palembang

Development

Module validated by expert, the things that are validated include guidelines on the implementation module of primary school accreditation for

stakeholders involving expert and practitioner, in which case the accreditation experts are BAP S/M assessors; revise the module, based on input from experts at the time of validation; conduct limited trials in this case researchers conducted at SDN 21 Palembang, SDN 22 Palembang, and SDN 29 Palembang; and revise the module based on test results.

Disseminate

At this stage is done with three stages 1) validation testing, ie researchers doing product development that has been revised the possibility of being implemented on the real target; 2) packaging, researchers do the packaging in this case the researchers print the product; and 3) adoption, at this stage the researcher disseminates the product, which is the Implementation Basic School Accreditation Guideline for School Stakeholders so that it can be absorbed, understood and used by schools that will implement school accreditation. Population in this research were all stakeholders of Primary School of State of Palembang consist of 30 schools. The sample in this study is as follows.

Table 2. Sample Research

No	School Name	Predicate of Accreditation
1	SD Negeri 21 Palembang	A
2	SD Negeri 22 Palembang	B
3	SD Negeri 29 Palembang	C

The instruments of data collection in this study were observations, interviews, documentation, and questionnaires developed by the researchers themselves.

3. Results and Discussion

Stakeholders of State Primary Schools 21, 22, and 29 in Palembang in Utilizing Guidelines for School Accreditation Implementation.

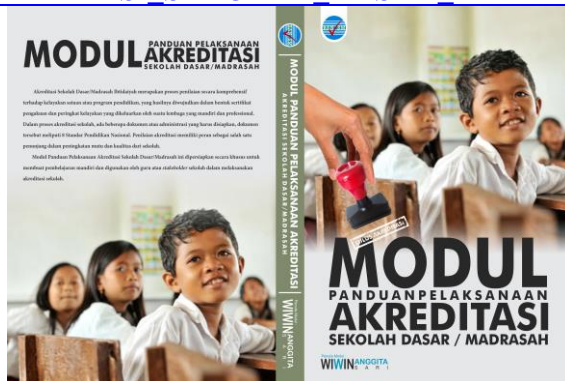
The results states that a school has fulfilled the specified educational feasibility standard. Accreditation is a step so that schools in the future have the

spirit of competing with one another. The actual school accreditation has meaning as a process of comprehensive evaluation of the appropriateness and performance of an institution or an educational program carried out as a form of public accountability, a self-regulation tool where schools recognize strength and weakness and continually increase strength and improve their weakness (Luhulima, 2007). From all data either through observation or interview, it can be concluded that Stakeholder of State Primary School 21, 22, and 29 in Palembang in Utilizing Guidance of School Accreditation has not been effective or accreditation as a tool to improve education quality. It shows that the need to present a product that can overcome the weaknesses of schools in utilizing accreditation as a tool to improve the quality of education.

Developing a module of guidance's school accreditation for school's stakeholders.

The module could be accessed on the below website:

https://www.researchgate.net/publication/332605240_MODUL_PANDUAN_PELAKSANAAN_AKREDITASI_SEKOLAH_DASAR_MADRASAH



The empirical data found through questionnaires in the Need Analysis indicate that the answers to Stakeholder needs of State Primary Schools 21, 22, and 29 in Kota Palembang against the objectives, materials, assessment techniques and follow-ups in "module for implementation of primary school accreditation for school stakeholders "the average respondent chooses to be in dire need. Need Analysis of each Primary School is as follows.

Table 3. Summary of Teachers' Response of Each Primary School to Model

No.	Primary School	Percentage Needs	Criteria
1	SD Negeri 21	85.36%	Really need
2	SD Negeri 22	83.93%	Really need
3	SD Negeri 29	94.17%	Really need

Furthermore, the researcher conducted Contextual Analysis where the applied module. The module is implemented in SD Negeri 21, 22, and 29 in Kota Palembang by applying the module of guidance's school accreditation for school's stakeholders as a tool in improving the quality of education. In this stage, the researcher develops a conceptual framework on "development of the basic school accreditation implementation guide for school stakeholders" in the form of school accreditation module. Design is made in accordance with the results of needs analysis conducted on the research sample. The design here explains the picture of the flow of the work system. This description is stratified, the top level is the login and at the lowest level there is the level of achievement of respondents.

This model was developed by (Thiagarajan et al (1974). This includes the four stages of defining, design, development and dissemination which can be explained in the following figure.

1. Definition

- a. Needs analysis, in this case researcher do literature study and preliminary research, researcher do literature analysis at Primary School around Palembang, that is SDN 21 Palembang, SDN 22 Palembang, and SDN 29 Palembang. Preliminary research conducted by researchers by way of observation, interviews, documentation on schools for the implementation of primary school accreditation; and
- b. Stakeholder analysis, researchers conduct stakeholder analysis on Principals, Teachers, TU and related elements in the implementation of accreditation in Primary School.



2. Design

The researcher develops a module for the implementation of primary school accreditation for school stakeholders that can be used during the implementation of primary school accreditation in Palembang.



3. Development

- a. Module validation by expert. The things that are validated include guidelines on the implementation module of primary school accreditation for stakeholders involving expert and practitioner validators, in which case the accreditation experts are BAP S / M assessors;
- b. Revise the module, based on input from experts at the time of validation;
- c. Conduct limited trials in this case researchers conducted at SDN 21 Palembang, SDN 22 Palembang, and SDN 29 Palembang; and
- d. Revise the module based on test results.



4. Disseminate

At this stage is done with three stages: 1) validation testing, ie researchers doing product development that has been revised the possibility of being implemented on the real target; 2) packaging, researchers do the packaging in this case the researchers print the product; and 3) adoption, at this stage the researcher disseminates the product, which is the Implementation Basic School Accreditation Guideline for School Stakeholders so that it can be absorbed, understood and used by schools that will implement school accreditation.

At this stage the researchers undertook the development of “the module of guidance’s school accreditation for school’s stakeholders” based on the design that has been prepared and the focus is on the presentation of the material. Then

the module is given to the validator to be validated and tested limited in focus group discussion. The result of t-test analysis in SD Negeri 21, 22 and 29 Palembang explained that t-count in the module is bigger than t-table and P-value is very small with score acquisition, 000 (influential and significant). This concludes that the module is effective for SD Negeri 21, 22, and 29 of Palembang. Furthermore, in the implementation, the researchers also distributed questionnaires about the practicality of module of guidance's school accreditation for school's stakeholders through questionnaires from school's stakeholders as a result the module can be considered practical.

In the evaluation phase, the researchers evaluate the learning process to see the suitability of the module implementation with the design made. Then evaluation of outcome is done by posttest to see respondent's level of pretest and after training by using the module. The results of evaluation on the process in SD Negeri 21, 22, 29 Palembang concluded that the module was implemented relevant with the designed. The results of the evaluation on the results showed overall that the module is influential and meaningful, since there is an increase in the score of respondents from before and after training.

The results showed that the module in this paper is valid, practical and effective. The research findings in this paper are supported by Sywelem (2014) accreditation becomes necessary for any institution looking for good reputation, recognition and fund from the government. The findings in this paper are then supported by research written by (Nadya, 2012). The results showed that there are still many accredited schools of C and not yet accredited either in the city or in the outskirts of Pekanbaru. This is due to the National Education Standards that have not met the standards, especially the standard infrastructure, educator and educational personnel. The findings in this paper are also supported by Mairing (2017) that the students from the A-accredited public schools achieved the highest score for problem solving skills. Meanwhile, the students in the A-accredited and the unaccredited private schools did not show a significant difference in the skills. Similar results are also found in the public schools which are accredited B and C, and unaccredited.

The results were supported by Suaradika et al (2014) he concluded that the readiness of public primary schools in Gerokgak. The school fulfilled the

components of school accreditation of standard content was in the very ready category, the process standard was in the very ready category, the graduate competency standards were in the very ready category, educators standards and educational personnel were in the very ready category, the infrastructure standard was in the ready category, the management standard was in the very ready category, the financing standard was in the ready category, and the assessment standard was in the very ready category. The next was Supriyatno et al (2013) he found 1) the preparation of school self-evaluation in SD Negeri 2 Mranti was conducted every five years by a special team formed by the principal. Preparation is carried out before the new lesson year takes place which is carried out by collecting data from National Education Standards.

School's Self Evaluation contains filling in School's Self Evaluation instruments and physical evidence for each National Education Standard items; 2) visitation process in improving school accreditation in SD Negeri 2 Mranti runs smoothly and according to procedures. The process begins with the submission of letters of implementation of accreditation supplemented by School's Self Evaluation documents to the National Accreditation Board School; 3) the results of school accreditation in SD Negeri 2 Mranti have increased from the results of previous accreditation. In 2015 the accreditation results showed SD Negeri 2 Mranti got score 79, while in 2010 it got score 86.81. the accreditation was done to improve the quality of education, and the quality of education will improve the human resources. Accreditation made also teachers' satisfaction. The teachers who are satisfied with their work will improve their performance and will have a positive impact on improving the quality of education.

4. Conclusion

This study concluded that (1) State Primary School 21, 22, 29 of Palembang had not used school accreditation as a tool to improve the quality of education. The module of guidance's school accreditation for school's stakeholders should be presented; (2) the results of the development concluded that the module was valid, practical and effective.

5. Acknowledgement

Authors wishing to express our special thanks and gratitude to our rector (Bukman Lian) who gave us the golden opportunity to do this wonderful project on the topic (Developing a Module of Guidance's School Accreditation for School's Stakeholders). Secondly, we would like to thank our graduate director (Houtman) and friends from Magister Educational Management in Universitas PGRI Palembang who helped us a lot in finalizing this project within the limited time frame.

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