

Accreditation Automation as a Temporary Legality of Madrasah Quality

*Ilham Soleh Khudin¹, Farhan Khomsin², Suwadi³

^{1,2,3}Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta,

Jl. Laksda Adisucipto, DIY, Indonesia

*ilhamsoleh006@gmail.com

Abstract: *This research aims to dissect the process, implementation and impact of accreditation automation on the quality of education, especially in madrasah. The research method uses a qualitative research type with a library research approach. Data analysis techniques include summarisation, presentation, conclusion drawing, or verification. The results showed that several things must be passed in accreditation in Madrasahs in the form of Determination of School/madrasah Targets, Socialisation and delivery of accreditation tools, Filling and Submitting Accreditation Instruments, Determination of School/Madrasah Eligibility and Assignment of Assessors, Visitation to Schools/Madrasahs, Validation of the Process and Results of Visitation. Assessors who have completed the visitation provide a report to BAP-S/M. The visitation report needs to be validated to ensure the process and results of accreditation are credible and accountable, Verification of Validation Results and Preparation of Recommendations, Determination of Accreditation Results and Recommendations, Issuance and Delivery of Accreditation Certificates, Socialisation of Accreditation Results. Implementation of accreditation automation in the madrasah can be done through Dasbord BAN-S/M by updating madrasah secondary data and continuing by applying for accreditation on the SISPENA web. Accreditation automation has a positive impact on the efficiency of the accreditation process, improving data quality, transparency and accountability. Some risks that need to be considered from accreditation automation are data dependency, lack of direct interaction, and potential system errors.*

Keywords: Accreditation Automation, Legality of Accreditation, Madrasah Quality.

Introduction

Quality education must be maintained and even improved in various forms and ways, one of which is monitoring and assurance through accreditation. It has been demonstrated that accreditation

serves as a method for ensuring a nation's education quality. For instance, the Philippines and Vietnam have successfully established certification as a trustworthy mechanism for quality control (Conchada & Tiongco, 2015; Hanh, 2020). In Australia, the accreditation system has proven to have a positive role in developing education quality, especially in three main respects, and all three are interrelated. Namely, Accreditation assesses the quality of schools based on several criteria, can be used to increase brand recognition from the unique accreditation label, and contributes to actual school improvement (Shah & Lim, 2021). Similar to Vietnam, the Philippines, and Australia, Indonesia also ensures the quality of education through an accreditation process.

The Indonesian regulation states that the government is obliged to accredit all public and private schools, including madrasah, Islamic religious schools, which organise formal education . This shows that the government policy on accreditation needs to be prepared because it has an important meaning in building the nation (Azizah & Witri, 2021). The quality of a school is generally assessed by recognition in the form of school accreditation. A good school accreditation illustrates that the school has a good working and management method (Adha et al., 2019). Accreditation ensures the quality of education units, and even national and international accreditation status positively impacts the institution's reputation in the community (Fleseriu et al., 2020). The accreditation assessment of a school is expected to be a driver for educational progress and a guide in implementing sustainable school quality assurance (Iskamto et al., 2022).

Accreditation of madrasahs is carried out as a comprehensive assessment of the feasibility of formal education institutions (Amri et al., 2022). Accreditation is a process that assesses the performance and feasibility of the program in the education unit. Madrasah accreditation can be interpreted as an assessment process using standardised the government's or accreditation agencies' standardised quality criteria (Ikhwan, 2014). Accreditation is also a quality barometer to influence the quality of learning, which is the case in many developing and even developed countries (Cavaco et al., 2014). Frequently, problems regarding accreditation include re-accreditation, which is not obtained in a short time, and many series of activities are carried out to obtain re-accreditation results (Kautsar, 2022). Meanwhile, madrasah that have not been accredited or have expired their accreditation are considered poor quality (Syahrani, 2023). Therefore, it is important to carry out accreditation or extend it.

Therefore, breakthroughs need to be made to find relevant problem-solving to speed up the time of accreditation activities. One of the government's steps in digitising accreditation is the emergence of a new thing called accreditation automation.

Accreditation automation is a step taken by the government to make it easier to extend the accreditation period. In 2020, the school accreditation system has changed. This is evidenced by the assessment components in the 2020 Education Unit Accreditation Instrument (IASP), which divides the assessment system into two forms, namely performance-based and compliance-based (Azizah & Witri, 2021). Compliance-based assessments are based on data from DAPODIK, EMIS and PMP, while performance-based assessments are conducted through triangulation techniques, including document review, observation, interviews and focus group discussions. Four main components are the focus of education unit performance: the quality of graduates, learning processes, teacher quality, and school management (Hidayati & Hardiani, 2017). Accreditation automation is the right solution for the government to facilitate the extension of accreditation and provide accreditation status as a reference for the quality of educational institutions.

In the accreditation of educational institutions, there is an accreditation calculation model through statistical data, namely the logistic regression model. This statistical data calculation model is usually called accreditation automation. Accreditation automation can be a solution, in the form of educational institutions that have been accredited but have not applied again because they have not received a quota (Ratu et al., 2020). Accreditation data and other data sourced from the Ministry of Education, Research and Technology and the Ministry of Religious Affairs can be utilised for research into the development of statistical models to predict S/M accreditation ratings. The prediction results from the statistical model can be the basis of the accreditation automation policy (Ayuningtyas, 2021). Accreditation automation is offered as a solution to the difficulty of bureaucracy, cost efficiency, time and management. However, it does not rule out the possibility that this policy has an opportunity for bad things to happen in the world of education. It would be interesting if the issues raised later discuss the accreditation process in educational institutions. The next topic discusses the process of implementing accreditation automation as a solution to shorten and provide certainty of the status of educational institutions. However, it should be noted that later on, in the last topic of discussion, the author will

criticise how the accreditation automation process impacts the quality of education.

Based on the above description, the problems raised in this study specifically include the following: first, how the form and process of accreditation in madrasah. Second, how can accreditation automation be implemented in madrasah? Third, how does accreditation automation impact the quality of education? This research tries to continue and focus on previous research that only examines how accreditation automation works in schools and madrasah without seeing its implications in education quality assurance. So, this research is expected to be a reference for further writers and be considered for running accreditation automation.

Method

In this research, the concept used to compile data is the qualitative approach with a library research method or literature study to collect, read, record, process and analyse the sources found. By using the critical and in-depth review of various relevant library materials, library research can be considered a solution to the problem (Sari & Asmendri, 2020). This study seeks to reveal and critique the form and process of accreditation in madrasahs with the application of accreditation automation and its impact on the quality of education. This study collected data from books and articles in online scientific journals. We used a referencing method based on accepted academic standards to create an appropriate reference list. Desk research can be an ongoing process. Keep updating the search to consider the latest literature that may emerge after the start of the research (Denzin & Lincoln, 2018; Ikhwan, 2021).

The data analysis method applied in this research is by the framework proposed by Miles et al. (2014). This approach involves three main steps: summarising data, presenting data, and making conclusions or verifying them. At the stage of summarising data, researchers select and focus on important things by the subject matter. Furthermore, the data is presented as a description to facilitate the drawing of a conclusion. In concluding researchers will draw conclusions based on the results of the data obtained in the previous data presentation. Hopefully, later researchers will get an in-depth conclusion about the problem under study.

Result and Discussion

Forms and Processes of Accreditation in Madrasahs

In general, the school accreditation system has the same role as any other quality assurance system (Can, 2016; Salis, 2014), namely as an education quality control system. School/madrasah accreditation is expected to increase educational productivity and ensure that school graduates can be prepared to become graduates who adapt to real situations (Ryan, 2011). The accreditation process in educational institutions is long and complicated. Applying for school and madrasah accreditation requires several steps and significant improvements (Istikomah & Ayuwanti, 2019).

The management of education unit accreditation must start; first, the planning of the education unit program must be based on accreditation, which is following the eight standards that will be evaluated as part of the planning management function. Secondly, the school forms a school accreditation team as an organisational management function consisting of the chairperson, principal and members who will jointly carry out meetings until the issuance of the committee decree (Afridoni et al., 2022). At this stage, School/Madrasah stakeholders need to plan what preparations will be accredited in the form of important documents and preparation of a conducive learning environment. This preparation requires a coordination team so that the preparation before accreditation goes well.

The School/Madrasah Accreditation mechanism includes stages such as setting school/madrasah targets, socialisation and submission of accreditation tools, filling out and submitting accreditation instruments, determining school/madrasah eligibility and assigning assessors, visitation to schools/madrasahs, validation of the process and results of visitation, verification of validation results and preparation of recommendations, determination of accreditation results and recommendations, issuance and submission of accreditation certificates, dissemination of accreditation results (BAN S/M, 2015). The following is a description of the accreditation process mechanisms that need to be considered:

First, school/madrasah goals are set; BAN-S/M determines the target number and list of education units to be accredited in each province based on the BAN-S/M database. BAP-S/M validates the data of schools/madrasahs to be accredited in the current year. Data validation ensures that schools/madrasahs are accredited, fulfil the

requirements, and are ready to be accredited. BAP-S/M coordinates with the Provincial Disdik and the Regional Office of the Ministry of Religious Affairs to ensure that schools fulfil all requirements. The validation results conducted by BAP-S/M are sent back to BAN-S/M to be determined as targets to be accredited in the current year.

Second, socialisation and delivery of accreditation tools; BAN-S/M decisions on accreditation quotas and targets are communicated to schools/madrasahs through BAP-S/M, Disdik and Kanwil/Kankemenag. Socialisation of the preparation of documents on accreditation preparation needs to be conducted for schools that are about to enter accreditation or schools that are about to extend school accreditation (re-accreditation) as a form of preparation in facing the accreditation process (Simarmata et al., 2022). The purpose of this activity is for schools/madrasah to prepare themselves to participate in accreditation by (a) studying accreditation tools, (b) stages and implementation schedules, (c) duties and responsibilities of schools/madrasah, and (d) filling out instruments and completing supporting data. The essence of this socialisation activity is to maintain madrasah quality services (Dewi & Ali, 2020). The quality of madrasah services ranges from the quality of administrative services to the quality of learning services. So, it is impossible to do this with only one unit. Thus, the cooperation of all units can facilitate the preparation for accreditation.

Third, the completion and submission of the accreditation instrument; schools/madrasah download and study the Accreditation Tool document consisting of (a) Accreditation Instruments, (b) Technical Guidelines, (c) Data Collection Instruments and Supporting Information, (d) Scoring Techniques and Ranking of Accreditation Results. Schools/madrasah fill in online through the Sispena application: (a) accreditation instruments and (b) supporting data and information collection instruments, according to the real conditions in the school/madrasah.

Fourth, the determination of school/madrasah eligibility and the assignment of assessors; BAP-S/M downloads and evaluates the results of school/madrasah accreditation forms from Sispena S/M to determine the eligibility of schools/madrasahs to be accredited. This activity ensures that the school/madrasah to be visited has fulfilled the eligibility requirements. BAP-S/M sends the results of the determination of eligibility to be visited schools/madrasah and assigns assessors to conduct visitation to schools/madrasah that fulfil the requirements.

Fifth, visitation to schools/madrasah. The visitation is verifying and clarifying the contents of accreditation instruments, data collection instruments and supporting information (IPDIP), referring to the technical instructions for filling out accreditation instruments and observing learning activities in the classroom and environmental conditions of schools/madrasah. The visitation activity is carried out to clarify the data contained in the madrasah accreditation instrument and to find out directly the performance of the school/madrasah (Komariah & Mirnawati, 2023).

Sixth, validation of the visitation process and results: The assessor who has completed the visitation provides a report to BAP-S/M. The visitation report must be verified to guarantee the legitimacy and accountability of the accrediting process and its outcomes. The validation stage of the process and results of the assessor's visit to schools/madrasah is a step that must be considered because data input errors can be minimised by visiting educational institutions. Data input errors are usually caused by teachers and principals having difficulty filling out accreditation instruments developed by BAN S/M. Validation of visitation results helps reduce these difficulties by ensuring that the data collected follows the established standards.

Seventh, the validation results are verified, and recommendations are prepared. After the site visit, BAP-S/M validates and verifies the visit's findings for further recommendations (Haryati, 2014). BAP S/M (School/Madrasah Provincial Accreditation Board) verifies the validation results and prepares recommendations as part of the school/madrasah accreditation process. In this process, BAP S/M verifies the validation results to ensure that the evaluation results obtained are following the established standards and criteria (ruhanian, 2016). This process is used to ensure that the accreditation findings are determined in a way that is objective and takes the condition of the institution or madrasah into account.

Eighth, determination of accreditation results and recommendations: The results and recommendations of school/madrasah accreditation are determined through a plenary meeting of the School/Madrasah Accreditation Board (BAP-S/M) attended by members of the National School/Madrasah Accreditation Board (BAN-S/M). This decision is then recorded in a decision letter. In addition to the accreditation results, BAP-S/M also provides recommendations to relevant parties. These recommendations aim to be applied in education quality improvement planning. Thus, the

recommendations guide schools/madrasah in improving the quality of education.

Ninth, issuance and delivery of accreditation certificate. The BAP-S/M plenary and BAN-S/M results determine the accreditation results through a decision letter with accreditation recommendations. The decision letter contains data on all accredited schools/madrasahs, both accredited and unaccredited. As evidence of the accreditation status and rating achieved by the school/madrasah, BAP-S/M issues and submits an accreditation certificate to each accredited school/madrasah. The School/Madrasah accreditation results will be reported to various parties by their respective duties and functions. They can be accessed by various parties related to and interested in improving the quality of education (M. Zulkifli, 2015).

Tenth, socialisation of accreditation results: The public needs to obtain information about school/madrasah accreditation status and rating. Therefore, accreditation results need to be shared by BAN-S/M and BAP-S/M with the community. Socialisation activities are conducted through seminars, mass media, websites, compact discs, and other media (Dapodik, 2020). Socialisation ensures that the National Accreditation Board for Schools/Madrasah (BAN-S/M) and the Provincial Accreditation Board (BAP-S/M) are publicly accountable for accreditation decisions. This creates accountability and trust in the community.

The accreditation process, from the planning stage and preparation to the accreditation stage, can take a long time while schools and madrasahs need the legality of accreditation. This legality will provide legal certainty for educational institutions and clarity for the wider community interested in the school or madrasah.

Implementation of Accreditation Automation in Madrasah

Accreditation automation is one form of reform programmed by the National Accreditation Board for Schools/Madrassas (BAN S/M). The main objective is to develop a dashboard monitoring system that enables proxy and detection of school/madrasah quality performance based on secondary data inputted through the existing system (Bansm, 2023). BAN-S/M then uses the results of the dashboard assessment to decide whether the school/madrasah needs to be revised or automatically extended its status (Fatkhuri & Nurdin, 2023). An automatic accreditation assessment model, of course, makes equalisation of the accreditation status of educational institutions under the Ministry of Education or the Ministry of Religion. Where

schools or madrasahs that have not been able to get accreditation turns can be extended until the time the assessor can carry out the visitation.

In general, the mechanism of the accreditation process in schools and madrasahs consists of (1) preparation, which includes collecting relevant documents and data; (2) submission of applications; (3) initial assessment, which includes examining the documents submitted; (4) field visits; (5) evaluation and assessment; (6) granting accreditation status; (7) monitoring and renewal (Isilaku et al., 2023). At the application stage, schools or madrasahs are required to use an automated accreditation system known as SISPENA. Once the application is submitted through this system, the documents will be reviewed as part of the initial assessment process. This stage involves checking the accreditation documents to ensure all requirements are met. This process is an integral part of the accreditation automation system, which aims to speed up and simplify the accreditation process by reducing the need for manual checks.

Implementation of accreditation automation based on Article 21 paragraph (4) of the Regulation of the Minister of Education and Culture Number 13 of 2018, BAN-S/M needs to establish a policy of extending the accreditation status of schools/madrasahs that have expired their certificates and have not been re-accredited in order to obtain legal certainty over the status of schools/madrasahs (Permen No. 13, 2018). BAN-S/M, which has not been able to provide legal certainty about the accreditation status of schools/madrasah, offers a solution by extending the accreditation period as a form of temporary accreditation. The steps for applying for madrasah accreditation are the same as the procedures for temporary accreditation extensions, so the process is similar. The final decision on whether an accreditation extension or visitation will be conducted depends on the eligibility of the madrasah and the number of quotas available in each location, which will determine the extent to which they can receive an extension or evaluation visit.

The following steps are to automate accreditation in Madrasahs: First, update the secondary accreditation data. The secondary data in question are EMIS/SIMPATIKA, Character Survey, Learning Environment Survey, and Minimum Competency Assessment (AKM). SIMPATIKA itself is an information system for educators and education personnel owned by the Directorate General of Islamic Education (Ditjen Pendis) and the Ministry of Religion (Kemenag) to manage all the interests of PTK (Damayanti & Rizal, 2021). Second,

the submission of accreditation through SISPENA, in facilitating the school/madrasa accreditation process, BAN-S/M uses a web-based system, namely the School/Madrasha Accreditation Assessment System (Sispena-S/M). In the Sispena S/M application, all data related to accreditation is uploaded and entered in the available application features (Nurhayadi et al., 2023). BAN S/M will consider the data uploaded to the SISPENA dashboard to continue the accreditation process or only be temporarily extended.

The National Accreditation Board for School/Madrasah (BAN-SM) developed SISPENA S/M to simplify the accreditation assessment process and ensure transparency and honesty. SISPENA is a web-based school accreditation assessment information system which can be accessed from anywhere, anytime, as long as the user is connected to the internet. The SISPENA BAN S/M and BAP S/M applications are systems that use multi-level users. Where it is used, each user will be divided into four levels, namely the school level, assessor, BAP and admin (Martati & Kusrihandayani, 2020). At the school level, it is used by users who represent each school, whereas at this level, the content includes various menus for data input from the school/madrasah, evaluation assessment simulations, and so on. At the assessor and BAP levels, each has access rights to SISPENA. At the admin level, the administrator has the highest access rights on the SISPENA site; at this level, an admin can access all website content, including web control and web maintenance.

Since it was first launched in 2018, SISPENA was initially a conventional approach that has transformed into an online approach. The system innovation was chosen because it is relevant to the quality needs in Indonesia. For example, geographically, Indonesia is an archipelago that is quite difficult to reach (Ahmad et al., 2023). This application can not only be accessed by one party, in this case, the school/madrasah. All schools registered with the Ministry of Education and Culture can and must become users and upload information related to their schools in order to comply with national standards. The second level is the assessor, the third is the BAN-S/M Province, and the fourth has full access and is the BAN-S/M Admin (Nurhayadi et al., 2023).

Impact of Automated Accreditation on Education Quality

Schools or Madrasahs that, based on prediction models, are believed to maintain their quality performance for several years can have their accreditation status extended automatically without visitation. Schools or Madrasahs that are predicted to have declining

performance over several years need confirmation through field visitation. Schools or Madrasahs whose performance has improved and is confirmed based on the prediction model are allowed to apply to improve their accreditation rating (Susetyo & Muksin, 2022).

All reform policies certainly contain risks. Especially the policy of automating accreditation without visitation. In addition to having an accurate prediction model, a continuous monitoring system must also support this policy. It is necessary to develop an accreditation dashboard monitoring system integrated with other systems in the Ministry of Education, Research and Technology and the Ministry of Religious Affairs (Susetyo & Muksin, 2022). This dashboard monitoring system takes data automatically from other systems already running, so there is no process of inputting new data from the S/M. Furthermore, the system can display the quality profile of the S/M based on agreed indicators. The system can also estimate the quality performance index and the development of each year based on the prediction model. From the quality performance development profile for several years before the expiry of the accreditation certificate, BAN-S/M can decide which S/Ms should have their accreditation certificates automatically extended and which should be revisited.

Accreditation automation has both positive and negative impacts on education quality. There are several positive impacts on the quality of education, such as:

Firstly, the efficiency of the accreditation process; automation accelerates the accreditation process and reduces the time needed to assess schools. Accreditation automation can improve efficiency and effectiveness in accreditation data management, facilitate collecting, storing and analysing data, and accelerate decision-making (Naufalin et al., 2022). Automation reduces the time needed to assess schools/madrasah. Collecting, storing, and analysing data can be done more quickly and efficiently. On this basis, accreditation automation helps to increase efficiency and reduce the workload of relevant parties, such as teachers and principals, to focus more on quality improvement rather than administrative tasks.

Second is improving data accuracy; accreditation automation can improve data quality by reducing input errors, ensuring data is accurate and complete, and facilitating more effective data analysis. With automation, assessment becomes more accurate and consistent. Automated systems can reduce human error and ensure the same assessment criteria are applied to all madrasahs. Although not completely free from errors, with continued training of accreditation

personnel and continuous improvement of the accreditation automation system, the possibility of errors will be reduced continuously.

Third, transparency and accountability: Accreditation automation can increase transparency in the accreditation process, facilitate access to accreditation data, and provide clearer and more accurate information (Naufalin et al., 2022). All information is well documented, and accountability for assessment results becomes clearer. With the uploading of data for accreditation in SISPENA, the data will be easily accessed by everyone who is authorised and interested in the accreditation data.

In general, school accreditation has a positive influence on improving the quality of education. With school accreditation, educational institutions will be encouraged to improve the competence of their teachers and educators to improve the quality of education provided. However, we need to note that although automated accreditation has many benefits, some risks need to be considered:

Firstly, data dependency; automation mechanisms rely heavily on the data and information in the Higher Education Database. The inaccurate or incomplete data can affect the accreditation outcome (Ildikti3, 2024). Data quality is very important in the accreditation automation process and can affect accreditation results. For example, in a study on accreditation data management through a website-based accreditation archive information system, researchers found that there were still many deficiencies in accreditation data management, including data management, data input, data quality, and personnel management (Naufalin et al., 2022). These findings form the basis for developing web-based accreditation data management, including data collection, storage, and data processing into reports. Therefore, educational institutions need to ensure that the data they enter into the system is accurate and complete and that they have good procedures to check and validate the data.

Secondly, there is a lack of direct interaction; the lack of interaction can reduce the quality of assessors, as they cannot interact directly with educational institutions and obtain better feedback (Susetyo & Muksin, 2022). In the traditional accreditation process, assessors usually visit educational institutions to conduct in-person assessments. They would interact with staff, teachers, and learners and review the facilities and resources available. Much of this process with automation becomes data-driven and does not require direct

interaction. While this can increase efficiency, there is a risk that some qualitative aspects may go undetected. Therefore, it is important to balance the efficiency of automation and the need for qualitative assessment in the accreditation process.

Third, the potential for system errors; as with all automated systems, there is a risk of technical or system errors that could affect the accreditation process and outcome. For example, a bug in the algorithm used to evaluate the data could result in an inaccurate judgment. Similarly, if the system experiences downtime or other disruptions, this could delay the accreditation process and cause inconvenience to the educational institutions undergoing the process. To address these risks, it is important for system developers to conduct extensive testing prior to implementation and to have a backup plan in case of problems.

With various risks lurking in the accreditation automation process, the relevant government must act quickly and appropriately to mitigate the threat of declining education quality. Risks allowed to persist can become an accepted habit in the accreditation process. Therefore, the government must be able to handle the problems that could arise from accreditation automation to improve educational institutions' quality.

Conclusion

Accreditation in Madrasahs involves several important stages to ensure the quality of education. Starting from the determination of school/madrasah targets, socialisation and submission of accreditation tools, filling out and submitting accreditation instruments, determining school/madrasah eligibility and assigning assessors, visitation to schools/madrasahs, validation of the process and results of visitation, verification of validation results and preparation of recommendations, determination of accreditation results and recommendations, issuance and submission of accreditation certificates, to socialisation of accreditation results. Implementing accreditation automation can improve efficiency, data quality, transparency, and accountability. However, it is necessary to consider the risks of data dependency, lack of direct interaction, and potential system errors. This study has several limitations, such as only focusing on the complexity and effectiveness of accreditation automation in madrasahs on education quality. This study recommends several things for future research: the effectiveness of the accreditation

submission system from the National Accreditation Board for School/Madrasah (BAN-S/M) using SISPENA, the use of EMIS/SIMPATIKA in the accreditation process, as well as the use of character surveys, learning environment surveys, and minimum competency assessments (MCAs). The reason is that very few studies still extensively examine the secondary data of accreditation administration in educational institutions.

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