

Utilization of Accreditation Results to Improve the Quality of Education at Muhammadiyah Schools in Medan City

Irfan

Faculty of Economics and Business, Universitas Muhammadiyah Sumatera Utara, Indonesia

Corresponding Author: dr.irfan@umsu.ac.id

ABSTRACT

This study aims to analyze the utilization of accreditation results by Muhammadiyah schools in Medan City to improve educational quality. Accreditation is an important instrument for evaluating educational standards, encompassing the eight National Education Standards (SNP) and providing recommendations for improvement. The research method used was descriptive qualitative, with data collected through interviews, observation, and documentation at several Muhammadiyah schools in Medan. The research focused on how the findings and recommendations from the accreditation assessor team were integrated into school program planning and implementation. The results indicate that Muhammadiyah schools in Medan City strive to utilize accreditation results as a reference in efforts to improve educational quality and school development plans. Various preparations made before and during the accreditation process (such as administrative restructuring and infrastructure improvements) directly contribute to maintaining and improving educational quality. The schools, supported by the Medan City Regional Elementary and Secondary Education Council (Dikdasmen), use the accreditation team's recommendations to provide teacher guidance, improve the learning process, and ensure compliance with standards deemed lacking. Overall, the utilization of accreditation results has a positive impact in encouraging motivation to continuously improve school quality, increasing community trust, and supporting the development of school community performance within the Muhammadiyah community in Medan City.

Keywords: Accreditation, Educational Quality, Muhammadiyah, Schools

Received: 01.11.2025	Revised: 01.12.2025	Accepted: 01.01.2026	Available online: 01.12.2026
-------------------------	------------------------	-------------------------	---------------------------------

A B S T R A C T

Penelitian ini bertujuan untuk menganalisis pemanfaatan hasil akreditasi oleh sekolah-sekolah Muhammadiyah di Kota Medan untuk meningkatkan kualitas pendidikan. Akreditasi merupakan instrumen penting untuk mengevaluasi standar pendidikan, yang mencakup delapan Standar Pendidikan Nasional (SNP) dan memberikan rekomendasi untuk perbaikan. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan data yang dikumpulkan melalui wawancara, observasi, dan dokumentasi di beberapa sekolah Muhammadiyah di Medan. Penelitian ini berfokus pada bagaimana temuan dan rekomendasi dari tim penilai akreditasi diintegrasikan ke dalam perencanaan dan implementasi program sekolah. Hasil penelitian menunjukkan bahwa sekolah-sekolah Muhammadiyah di Kota Medan berupaya memanfaatkan hasil akreditasi sebagai referensi dalam upaya meningkatkan kualitas pendidikan dan rencana pengembangan sekolah. Berbagai persiapan yang dilakukan sebelum dan selama proses akreditasi (seperti restrukturisasi administrasi dan peningkatan infrastruktur) secara langsung berkontribusi pada pemeliharaan dan peningkatan kualitas pendidikan. Sekolah-sekolah, yang didukung oleh Dewan Pendidikan Dasar dan Menengah Daerah (Dikdasmen) Kota Medan, menggunakan rekomendasi tim akreditasi untuk memberikan bimbingan kepada guru, meningkatkan proses pembelajaran, dan memastikan kepatuhan terhadap standar yang dianggap kurang. Secara keseluruhan, pemanfaatan hasil akreditasi memiliki dampak positif dalam mendorong motivasi untuk terus meningkatkan kualitas sekolah, meningkatkan kepercayaan masyarakat, dan mendukung pengembangan kinerja komunitas sekolah di lingkungan Muhammadiyah di Kota Medan.

Kata Kunci: Pelayanan Masyarakat, Pemasaran Digital, UMKM, Pembelajaran Berbasis Pelayanan

Received: 01.=11.2025	Revised: 01.12.2015	Accepted: 01.01.2026	Available online: 12.01.2026
--------------------------	------------------------	-------------------------	---------------------------------

INTRODUCTION

One of the goals of the Indonesian government is to educate the nation. Therefore, every Indonesian citizen has the right to receive a quality education, tailored to their interests and talents, regardless of their social status, race, ethnicity, religion, or gender. Equitable and improved education quality will positively contribute to Indonesian citizens acquiring life skills. This goal has been established in the Ministry of National Education's Strategic Plan, which

refers to the mandate of the 1945 Constitution, Article 31 of the 4th amendment concerning Education; People's Consultative Assembly (MPR) Decree Number VII/MPR/2001 concerning Indonesia's Vision for the Future; Law Number 20 of 2003 concerning the National Education System (Sisdiknas); Law Number 17 of 2003 concerning State Finance; Law Number 25 of 2004 concerning the National Development Planning System; Law Number 32 of 2004 concerning Regional Government; Law Number 33 of 2004 concerning Fiscal Balance between the Central Government and Regional Governments; Law Number 14 of 2005 concerning Teachers and Lecturers; Government Regulation (PP) Number 20 of 2004 concerning the Government Work Plan; PP Number 21 of 2004 concerning the Work Plan and Budget of Ministries/Institutions; and PP Number 19 of 2005 concerning National Education Standards.

Educational activities are certainly one of the social institutions that play a crucial role in efforts to educate the nation, thus achieving a progressive, democratic, independent, and prosperous society. Therefore, the essence of education is an effort to empower humans (Hutabarat, 2022). Because humans are fundamentally complex and multifaceted individuals (Hutabarat et al., 2024), they are challenging to study thoroughly. Therefore, the issue of education will never be fully resolved (M et al., 2026), as humans themselves are continually evolving in response to the dynamics of their lives. In fact, according to (Ahad et al., 2021), education will be a primary factor in shaping human personality. Because education is an effort to enlighten the nation (Hutabarat et al., 2022), it will develop people who are faithful, virtuous, and knowledgeable. Based on a 2012 mapping study conducted by the Ministry of Education and Culture, which surveyed 40,000 schools in Indonesia, 75% of educational services in Indonesia did not meet the minimum standards for education services. In fact, the quality of education in schools/madrasas in Indonesia ranked 40th out of 40 countries, while higher education institutions ranked 49th out of 50 countries mapped. A report from the Research and Development Agency of the Ministry of Education and Culture.

The 2003 Culture Survey found that only eight elementary schools in Indonesia are recognised internationally in the Primary Years Program (PYP) category out of 146,052 elementary schools in Indonesia. Only eight junior high schools are recognised internationally in the Middle Years Program (MYP) category out of 20,918 junior high schools in Indonesia. Only seven senior high schools are recognised internationally in the Diploma Program (DP) category out of 8,036 senior high schools in Indonesia (Purwananti, 2016). A 2012 UNESCO research report published that Indonesia's Education Development Index is still ranked 64th out of 120 countries surveyed. The PISA (Program for International Student Assessment) research findings, regarding reading literacy in Indonesia in mathematics and science subjects, show that Indonesia is ranked 10th out of 65 countries studied. The Hong Kong-based Political and Economic

Risk Consultancy (PERC) survey ranked Indonesia's education system 12th in Asia. The UNDP Human Development Report's research results on 175 countries in Asia, Africa, Europe, and America found that Indonesia's Human Development Index (HDI) in 2000 was ranked 109, in 2003 it dropped to 112, while in 2004, Indonesia's position increased by only 1 point to 111. The TIMSS (Trends in International Mathematics and Science Study) research results found that Indonesian students' rankings in understanding complex information, grasping theories, analysing and solving problems, and conducting scientific investigations were very low.

Furthermore, the World Bank's research findings in 2012 explained that the teacher certification program as an effort to improve the quality of education in schools/madrasas, did not have a significant influence on increasing teacher competence, but had more influence on the level of teacher welfare, thus encouraging the interest of high school/senior high school graduates to continue their education at the Educational and Education Personnel Institution (LPTK) because their orientation was to get better welfare (Purwananti, 2016). Based on the 2000-2004 Propenas document through the results of research conducted by International Education Achievement, it was found that the reading ability of elementary school students (SD) in Indonesia was ranked 38th out of 39 countries studied, the mathematics and natural science abilities of junior high school students (SLTP) were ranked 39th out of 42 and 40th out of 42 countries studied respectively (Soekarso & Iskandar, 2015). Meanwhile, data from the Global Human Capital Report, published by the World Economic Forum in 2017, indicates that Indonesia ranks 65th out of 130 countries in terms of education. Indonesia's education ranking lags far behind that of ASEAN member countries, such as Singapore (12th), Malaysia (33rd), Thailand (40th), and the Philippines (50th).

The various research findings conducted by ranking agencies both in Indonesia and abroad are certainly undeniable facts, and have even become an ongoing phenomenon in the Indonesian education sector, with no end in sight. This is despite various government policies, including the establishment of accreditation and certification processes for each educational institution (school/madrasah). One of the processes for improving educational quality is through school accreditation (Sururi, 2008); (Awaludin, 2017); (Adha et al., 2018). Meanwhile, (Samba, 2007) stated that accreditation and certification are very positive benchmarks in efforts to improve school quality. The achievement of school quality through school accreditation activities is expected to: first, lead to an increase in school quality; second, to see and obtain a picture of the actual school performance; third, as a tool for coaching, developing and improving the quality of education in schools; fourth, to ensure the suitability of schools in organizing and its services; and fifth, a comprehensive overview for the public regarding the level of their child's school compared to other schools.

Accreditation is an assessment conducted by the government or a school accreditation body based on quality assessments through standardized requirements or specific criteria to determine the program's eligibility within an educational unit and simultaneously provide government recognition of the educational institution (Arikunto, 1988); (Arifin, 2013); (Idrus, 2012); (Awaludin, 2017); (Khojah & Shousha, 2020); (Mulkeen & Chen, 2008). Meanwhile, (Asmani, 2011) states that accreditation is an assessment process using specific, fact-based indicators. Assessors conduct observations and assessments based on reality, without any manipulation or bias. (Rahman, 2020) states that accreditation is used as a benchmark for continuously improving the quality of their schools. (Agrawal, 2019) states that accreditation is the activity of assessing the eligibility of programs within an educational unit based on predetermined criteria. Meanwhile, Law No. According to Law No. 25 of 2009, accreditation is a program implemented within the framework of service reform, aiming to establish a proper public service delivery system in accordance with the general principles of good governance and good corporate governance. (Saepudin, 2004) argues that accreditation leads to the provision of quality educational services and can be used as a self-regulation tool that enables schools/madrasahs (S/M) to identify and understand their strengths and weaknesses.

Regarding school accreditation, (Arifa & Prayitno, 2019) defines it as an assessment activity conducted by the government and/or authorised independent institutions to determine the eligibility of programs and/or educational units in formal and non-formal education at every level and type of education, based on established criteria. This is a form of public accountability conducted objectively, fairly, transparently, and comprehensively, using instruments and criteria that refer to the National Education Standards. Furthermore, (Amai, 2018) argues that school accreditation is a comprehensive assessment process of the feasibility of an educational program, referring to the National Education Standards (SNP), as a form of public accountability. Accreditation is carried out by comparing the actual conditions of a school with eight established criteria (standards). (Marjuki et al., 2018) argues that school accreditation should be interpreted as an effort to improve the quality, performance, and productivity of educational units. Three key elements in the school accreditation process that contribute to improved educational quality are input, process, and output. The implementation of school accreditation will focus on providing quality educational services. It can be positioned as a self-regulation tool, enabling schools to recognise and understand their strengths and weaknesses. Therefore, school accreditation will serve as a means to continuously improve existing strengths and address weaknesses.

Based on Law No. 20 of 2003 concerning the National Education System in Chapter XVI Part Two, Article 60 it is stated: 1) Accreditation is carried out to determine the eligibility of educational programs and units in formal and non-

formal education paths at each level and type of education; 2) Accreditation of educational programs and units is carried out by the government/independent institution authorized as public accountability; 3) Accreditation is carried out on an open basis; 4) provisions regarding accreditation as referred to in paragraphs 1, 2, 3 are further regulated by the Government. Equalizing education is a strategic effort to provide all school-age children with the opportunity to receive a proper education. Article 31, paragraph (1), of the 1945 Constitution mandates that every citizen has the right to education, and paragraph (2) states that the Government shall strive to establish and implement a national education system, which is regulated by law. Meanwhile, the 2000-2004 National Development Planning (Propenas) established the direction of education development policy, referring to the 1999-2004 GBHN (State Guidelines for National Development), namely, striving to expand and equalize opportunities to obtain high-quality education for all Indonesians, leading to the creation of high-quality Indonesians through a significant increase in the education budget.

In essence, providing equal access to education for all Indonesian children can be achieved through equal distribution of education across cities, villages, remote, underdeveloped, and outermost areas. In fact, one of the key directions of education development policy in Indonesia is to strive for the expansion and equalization of opportunities to obtain high-quality education for all Indonesians, ultimately leading to the creation of high-quality Indonesians through a significant increase in the education budget (Umar et al., 2021). However, the state of education in regions tends to have a gap (distance) that varies from one region to another, especially between urban, rural, remote, underdeveloped, and outermost areas.

The gap (difference) in education problems in regions is essentially caused by the low and limited quality of infrastructure (facilities and infrastructure), even remote access to education (Anas et al., 2015); (Suardi et al., 2016); (Bunau et al., 2016), the low quality of teachers/educators and their lack of expertise in their fields (Bunau et al., 2016); (Mulkeen & Chen, 2008); (Suardi et al., 2016), poverty and the educational background of students' parents (Flora et al., 2003), and low learning motivation of rural students (Sigh et al., 2010); (Idrus, 2012) argued that education problems in the regions are generally related to differences in socioeconomic levels, educational facilities, uneven distribution of schools, high-standard school entrance exams, and zoning. Related to education issues in outermost, frontier, and remote areas are the shortage of teaching staff, unequal distribution, substandard qualifications, lack of competence, and a mismatch between educational qualifications and the field being taught. High dropout rates, low school enrollment rates, inadequate facilities and infrastructure, and a severe lack of access to education (Syafii, 2018).

Therefore, it can be concluded that there are three main issues related to the quality of education in the regions: limited access to education for school-age children; equitable distribution of quality education often does not reach all regions in Indonesia; and budget allocations are often concentrated in urban areas, while rural/remote areas are very limited. Furthermore, the seriousness and commitment of regional governments to improving the quality of education are very low. This condition certainly contradicts the mandate of the Republic of Indonesia's laws in Article 11 of Law No. 20 of 2003, which reflects the Government's desire to provide quality education, where the central and regional governments are obliged to provide services and facilities, as well as guarantee the provision of quality education for every citizen without discrimination. Likewise, the Decree of the People's Consultative Assembly (TAP MPR) Number XVII/MPR/1998 concerning human rights affirms the guarantee of the right to education. Article 60 of Law No. 39 of 1999 concerning human rights. Strengthening and paying special attention to children's rights to education according to their interests, talents, and intelligence levels.

Therefore, there is equal access for all Indonesians, especially in the regions, to receive a proper education. (Widodo, 2015) suggests that access to education can take the form of non-discriminatory social attitudes, political policies in the form of laws and regulations that support and prevent discrimination, the availability of an accessible physical educational environment, the availability of appropriate learning/teaching aids, and affordable education costs, all of which enable every citizen to take advantage of the opportunity to participate in the learning/teaching process in their chosen educational program.

MATERIALS AND METHODS

The implementation method for community service programs involving the use of accreditation results to improve the quality of education at Muhammadiyah schools in Medan City generally uses a qualitative approach with structured stages encompassing preparation, implementation, and evaluation.

1. Preparation Stage (Planning). This stage focuses on identifying needs and coordinating with schools.
 - a. Problem and Needs Identification: Conducting an initial analysis of the accreditation results of Muhammadiyah schools in Medan City to identify areas requiring improvement in educational quality, such as content standards, processes, or management.
 - b. Coordination and Collaboration: Communicating with the Muhammadiyah Medan City Elementary and Secondary Education

- Council (Dikdasmen) and relevant school principals to obtain permits, determine the timing, and implement the activities.
- c. Program Development: Designing specific training modules, workshops, or mentoring based on the identified problems, including preparing accreditation instruments and necessary physical evidence.
 - d. Resource Preparation: Preparing the implementation team, resource persons, materials, and necessary equipment (banners, laptops, projectors, etc.).
2. Implementation Stage. The methods used in this stage are educational, informative, and participatory, involving lectures, discussions, and mentoring.
- a. Socialization and Workshop: Provides an understanding to school principals, teachers, and education personnel regarding the importance of accreditation and how to utilize the results as a basis for quality improvement.
 - b. Material Delivery and Discussion: Delivers material related to accreditation standards (Educational Unit Accreditation Instrument/IASP) and conducts in-depth discussions regarding school readiness for the next accreditation.
 - c. Technical Assistance (Assistance): Provides intensive assistance in identifying, collecting, and preparing relevant physical evidence for each accreditation standard.
 - d. Visitation Simulation: Conducts a simulation of the accreditation visitation process to ensure school readiness and provides practical experience to the school's internal quality assurance team.
3. Evaluation and Reporting Stage. This stage is conducted to measure the success of the program and ensure sustainability.
- a. Monitoring and Evaluation: Conducts monitoring during and after the activity, including administering a post-test or questionnaire to measure participants' understanding.
 - b. Report Preparation: Document the entire process and results of community service activities in a written report.
 - c. Follow-up and Sustainability: Formulate recommendations for schools to independently continue quality improvement efforts based on accreditation results, and plan follow-up mentoring programs if needed.

RESULTS AND DISCUSSION

Efforts to Improve Educational Quality

Fundamentally, educational quality is a specific target within educational goals. This specific target is achieved through accreditation as a quality improvement activity in the educational sector. The goal is to ensure that

educational institutions achieve established quality standards, thereby enabling students to achieve success in mastering knowledge and skills and developing their personality. The government has undertaken various efforts to improve the quality of national education, such as developing and refining the curriculum, developing learning materials, improving the evaluation system, procuring textbooks and teaching materials, improving educational facilities and infrastructure, enhancing teacher competency, and improving the quality of school leadership (Nasional, 2002), (Mardapi, 2008), (Hutabarat et al. 2023) believes that efforts to improve educational quality can be achieved by enhancing the quality of learning and the assessment system.

In the Minister of National Education Regulation Number 63 of 2009 concerning the Education Quality Assurance System, the orientation of achieving educational quality must meet three levels of quality reference, namely: minimum service standards, national education standards, and education quality standards above the National Education Standards (SNP) (Nasional, 2012). In the conceptual level of terminology, quality is basically defined as being in accordance with market needs (Agrawal, 2019); (Dudin et al., 2017). Meanwhile, in terms of the educational aspect, quality is defined as the degree of excellence of an educational institution (Amir, 2015); (Amai, 2018). Quality is also defined as a comprehensive description and characteristics of educational services, both internally and externally, that demonstrate its ability to satisfy expected or implied needs, including educational inputs, processes, and outputs (Sagala, 2013), thus becoming an important part as evidence of the excellence of each educational institution (Azizah & Witri, 2021). According to (Danim, 2007), a high-quality educational institution delivers high-quality education, producing graduates with strong personal and academic competencies.

One way to improve educational quality is through the accreditation process. The accreditation process in schools/madrasas is expected to encourage the realisation of various basic standard components, thus driving improvements in educational quality. (Hanum, 2015) research found that compliance with the eight National Education Standards (SNP) by educational institutions (schools/madrasas) can influence improvements in the quality of education delivery, thus contributing to successful accreditation. Therefore, accreditation, as a quality improvement activity in education, ensures that education providers achieve established quality standards, thereby enabling students to achieve success in mastering knowledge, skills, and personality development. (Mastuhu, 2003) established parameters for a quality educational institution, including: the development of an academic paradigm and academic insight within the institution, accountability, self-evaluation, accreditation, competence, professional human resources, adequate libraries and laboratories, and an academic environment.

Therefore, improving the quality of education is a crucial pillar in realising the concept of equitable national education more broadly. Efforts to improve the quality of education are inseparable from three key elements that must be prioritised: first, continuously improving teachers' understanding of their duties and calling in education through PD (Professional Development) programs and school mentoring, second, appropriate supervision and implementation of Law No. 14 of 2005 concerning teachers and lecturers. The government must collaborate with the private sector and universities to establish research forums to improve the quality of the teaching profession. Third, to improve ineffective teacher recruitment strategies, the government and school leaders must apply the principle of appropriate recruitment, namely the appropriateness of the individual and the organisation, between teachers and schools, between teachers and students, and the appropriateness of teacher qualifications in relation to the teaching context.

Educational Accreditation in Improving Educational Quality

Based on Decree of the Minister of National Education Number 087/U/2002, school accreditation has the following objectives: (1) to obtain an overview of school performance as a tool for coaching, developing, and improving quality; (2) to determine a school's level of suitability for providing educational services. The purpose of school accreditation, from another perspective, is to provide recognition for the achievement of established educational quality standards by granting an accreditation status certificate. The assessment objectives in school accreditation include eight components of national education standards. School accreditation is a comprehensive assessment process for educational units or programs (RI, 2005). According to (Asopwan, 2018), the goals and benefits of accreditation activities for schools/madrasahs include providing information on the suitability of the school/madrasah or its programs based on the National Standards of Education (SN), mapping educational quality based on the National Standards of Education (SNP), and serving as a reference for quality improvement efforts and school/madrasah development plans.

In addition to the objectives of school accreditation, the function of school accreditation activities cannot be separated. According to (Arifa & Prayitno, 2019), the function of school accreditation is: first, for knowledge, namely in order to know how the feasibility and performance of the school is seen from various related elements that refer to the quality developed based on certain indicators; second, for accountability, namely so that schools can be responsible for whether the services provided meet the expectations or desires of the community; third, for development purposes, namely so that schools can make quality improvements or developments based on input from the results of accreditation. In the view of (Mulyono, 2009) the school/madrasah accreditation

process functions for: knowledge, namely as information for all parties about the feasibility of the school/madrasah seen from various related elements that refer to minimum standards along with indicators; accountability, namely as a form of school/madrasah accountability to the public, whether the services carried out and provided by the school/madrasah have met the expectations or desires of the community; coaching and development, namely as a basis for schools/madrasahs, government, and the community in efforts to improve or develop the quality of schools/madrasahs. Besides that, the function of school accreditation is to protect the community (quality assurance), the aim is for the community to obtain a guarantee regarding the quality of madrasa education that they will choose so that it to avoid irresponsible practices; quality control, intended to ensure that madrasahs are aware of their strengths and weaknesses so they can develop sustainable development plans; and quality improvement, intended to ensure that madrasahs feel encouraged and challenged to continuously develop and maintain quality and strive to improve various deficiencies (Nasional, 2002).

Essentially, the quality of education significantly determines the quality of human resources and even correlates with the future civilisation of the Indonesian nation. Several factors contribute to efforts to improve the quality of education. According to Hadis and (Hadis & Nurhayati, 2010), these factors include the curriculum, educational policies, educational facilities, the application of information and communication technology in education, particularly in teaching and learning activities; the application of advanced and modern educational methods, strategies, and approaches; appropriate educational evaluation methods; adequate educational costs; professional educational management; and trained, knowledgeable, experienced, and professional human resources. (Saepudin, 2004) found that efforts to overcome the obstacles to low educational quality must begin with changes in the attitudes and work methods of all personnel. Leaders must motivate their staff to perform better, for example, by creating a pleasant work environment, providing adequate facilities, establishing clear work systems and procedures, and rewarding staff for success and achievements.

Within the scope of educational accreditation, which aims to improve the quality of education in regions, accreditation activities play a crucial and strategic role in the progress and development of educational institutions, including those in regions. This is because accreditation activities: first, can provide comprehensive information to the public (stakeholders) regarding specific schools/madrasahs. Through this accreditation information, the public obtains an overview of the weaknesses, strengths, opportunities, and threats faced by the school/madrasah; second, it serves as a starting point for education experts and school/madrasah administrators in analysing and providing solutions to problems faced by schools/madrasahs. The guidance provided to

schools/madrasahs will always be contextual and targeted, and third, it serves as a quality control tool. Comprehensive accreditation provides a map of the school/madrasah in terms of its quality. Accurate information obtained from accreditation will serve as a starting point for the school/madrasah concerned to conduct a review that can be used as a benchmark for quality improvement (Irfan, 2001).

Most school accreditation activities carried out by educational institutions in the regions are solely aimed at gaining structural recognition within the national education system. Therefore, school/madrasah accreditation activities merely fulfill the school's routine and obligations to follow and comply with the rules stipulated in the national education system as outlined in Government Regulation No. 19 of 2005 Article 86, namely: (1) The government carries out accreditation at every level and educational unit to determine the eligibility of the program and/or educational unit; (2) The accreditation authority as referred to in paragraph (1) can also be carried out by an independent institution authorized by the government to carry out accreditation; (3) Accreditation as referred to in paragraphs (1) and (2) as a form of public accountability is carried out objectively, fairly, transparently, and comprehensively using instruments and criteria that refer to National Education Standards. Article 87 states: (1) Accreditation by the government as referred to in Article 86 paragraph (1) is carried out by: a. BAN-S/M for educational programs and/or educational units formal pathways at the elementary and secondary education levels; b. BAN-PT for programs and/or educational units at the higher education level; and c. BAN-PNF for programs and/or educational units on the non-formal pathway; (2) In implementing accreditation as referred to in paragraph (1), BAN-S/M is assisted by a provincial accreditation body established by the Governor; (3) The accreditation body as referred to in paragraph (1) is under and responsible to the Minister; (4) In carrying out its duties and functions, the accreditation body as referred to in paragraph (1) is independent; (5) Provisions regarding the accreditation body as referred to in paragraph (2) are further regulated by Ministerial regulations.

If the orientation of educational institutions in the regions is solely based on recognition in national education system regulations, this condition will certainly hinder the improvement and development of schools/madrasahs in the regions, leading them in the wrong direction. School accreditation has a significant impact on improving the quality of school education, both in the short and long term. Educational institutions must prepare for at least three key aspects for accreditation: facilities and infrastructure (sarpas), administration, and preparation for site visits (Adha et al., 2018). Therefore, the impact of accreditation on schools will be evident through physical evidence, such as the provision of adequate and complete facilities and infrastructure, continued

improvement in teacher performance, and increased public and government trust (Asopwan, 2018).

The expected outcomes of accreditation activities are: first, providing an overview of the school's performance level, which can be used as a tool for fostering, developing, and improving schools in terms of quality, effectiveness, efficiency, productivity, and innovation; second, assuring the public that the school has been accredited and is providing educational services that meet national accreditation standards; and third, providing the public with the assurance that students receive good service that meets national standards. (Asopwan, 2018) believes that accreditation activities for educational institutions will have several benefits: first, serving as a reference for efforts to improve educational quality and school development plans; second, input material for empowering and developing the performance of school residents; third, a motivator for gradual improvement in school quality; fourth, in addition to being a quality school, this accredited school also receives support from the government, the community, and the private sector in terms of morals, funds, personnel, and professionalism. Meanwhile, (Karyanto et al., 2015) stated that ideally, the process and results of school/madrasah accreditation can be used as: first, material for reflection and evaluation for school/madrasah stakeholders regarding the strengths and weaknesses of the school/madrasah; second, material for motivation for school/madrasah management to undertake planned and sustainable efforts to improve existing strengths and improve existing weaknesses; and third, a basis that provides confidence to students in particular and the community in general that the school/madrasah has and will implement various work programs with its resources seriously so that a quality education process occurs and produces quality outputs as well. (Sururi, 2008) found that school accreditation can make a positive contribution to improving the quality of education in vocational high schools throughout Bandung City. This means that if school accreditation is functioning well, it will have a positive impact on improving the quality of education, and vice versa. Therefore, fundamentally, school accreditation significantly contributes to improving the quality of education.

Meanwhile, school accreditation activities aimed at improving the quality of education, especially in the regions, can be carried out collaboratively by implementing the concept of Total Quality Management. Total Quality Management is implemented through continuous improvement, establishing quality standards, cultural change, organisational change, maintaining relationships with customers, and focusing on customer satisfaction. This includes committing to change (Azizah & Witri, 2021). However, in general, the main focus of efforts to improve the quality of education in the regions includes ensuring the equal distribution of education, improving the quality of education, ensuring the relevance of education, and improving enhancing the

efficiency of education management. These improvements should be carried out simultaneously and comprehensively, with all components of society and stakeholders having the responsibility and role to be directly involved in realising improvements in the quality of education.

CONCLUSION

Education issues in the regions are certainly a fundamental factor in the uneven quality of national education. This is due to several factors, including the low quality and competence of teachers and educational staff, inadequate and limited school facilities and infrastructure, and the distance to schools for students, particularly in rural, remote, and outermost areas. Limited education budgets also add to the challenges of improving education quality in the regions. Many aspects pose challenges in efforts to improve education quality in the regions. However, the priorities for solving these problems are divided into three: teacher/educator quality, facilities and infrastructure, education management, and the education budget. One effort to improve the quality of national education is through school accreditation activities. School accreditation is expected to serve as a basis for resolving related issues that hinder the improvement of education quality in the regions.

REFERENCES

- Adha, M. A., Benyamin, C., Octaviarnis, I., & Thalib, D. (2018). Peran akreditasi dalam penjaminan mutu pendidikan di sekolah dasar. *Media Manajemen Pendidikan*, 2(2).
- Agrawal, N. M. (2019). Modeling Deming's quality principles to improve performance using interpretive structural modeling and MICMAC analysis. *36International Journal of Quality and Reliability Management*, 36(7), 1159–1180.
- Ahad, R., Mustafa, M. Z., Mohamad, S., Abdullah, N. H. S., & Nordin, M. N. (2021). Work Attitude, Organizational Commitment and Emotional Intelligence of Malaysian Vocational College Teachers. *Journal of Technical Education and Training*, 13(1), 15–21.
- Amai, S. (2018). Proses pengambilan keputusan untuk mengembangkan mutu madrasah. *Jurnal Manajemen Pendidikan*, 8(1).
- Amir, F. (2015). Developing structure for management of quality in schools: Steps towards quality assurance systems. *American Journal of Educational*

- Research*, 3(8).
- Anas, A. Y., Riana, A. W., & Apsari, N. C. (2015). Desa dan kota dalam potret pendidikan. *Prosiding Penelitian Dan Pengabdian Masyarakat*, 2(3).
- Arifa, F. N., & Prayitno, U. S. (2019). Peningkatan kualitas pendidikan: Program pendidikan profesi guru prajabatan dalam memenuhi kebutuhan guru profesional di Indonesia. *Aspirasi. Jurnal Masalah-Masalah Sosial*, 10(1).
- Arifin, N. (2013). *Manajemen Personalia dan Sumber Daya Manusia (Teori dan Kasus*. Unisnu Press.
- Arikunto, S. (1988). *Penilaian program pendidikan*. PT. Bina Aksara.
- Asmani, J. M. (2011). *Tips praktis membangun dan mengolah administrasi sekolah*. Diva Press.
- Asopwan, D. (2018). Studi tentang akreditasi dalam meningkatkan produktivitas sekolah. *Indonesian Journal of Education Management and Administration Review*, 2(1).
- Awaludin, A. A. R. (2017). Akreditasi sekolah sebagai suatu upaya penjaminan mutu pendidikan di Indonesia. *Jurnal SAP*, 2(1).
- Azizah, L., & Witri, S. (2021). Peningkatan mutu pendidikan melalui penerapan total quality management dalam program akreditasi sekolah. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 1(1).
- Bunau, E., Sada, C., & Salem, L. (2016). Kondisi pendidikan tingkat sekolah dasar daerah perbatasan di Kabupaten Kapuas Hulu Provinsi Kalimantan Barat. *Jurnal Guru Membangun*, 28(2).
- Danim, S. (2007). *Visi baru manajemen sekolah*. Bumi Aksara.
- Dudin, M. N., Smirnova, O. O., Vysotskaya, N. V., Frolova, E. E., & Vilkova, N. G. (2017). The Deming cycle (PDCA) concept as a tool for the transition to the innovative path of the continuous quality improvement in production processes of the agro-industrial sector. *European Research Studies Journal*, 20(2).
- Flora, C. B., Flora, J. L., & Fey, S. (2003). *Rural communities: Legacy and change*. Westview Press.
- Hadis, A., & Nurhayati, B. (2010). *Manajemen mutu pendidikan*. Alfabeta.
- Hanum, F. (2015). Madrasah accreditation as key to success in the fulfillment of national education standards (SNP). *Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 13(1).
- Hutabarat, M. I. (2022). Pengaruh ROA, Pertumbuhan Penjualan, Likuiditas dan Ukuran Perusahaan terhadap Struktur Modal Perusahaan Manufaktur Sektor Makanan dan Minuman di BEI. *Owner*, 6(1), 348–358. <https://doi.org/10.33395/owner.v6i1.589>
- Hutabarat, M. I., Firmansyah, E., & Siregar, A. (2022). Operating Cost Against Operating Income, Net Interest Margin, Capital Adequacy Ratio and Loan to Deposit Ratio on Profitability. *Enrichment: Journal of Management*, 12(5).
- Hutabarat, M. I., Junaidi, J., & Saleh Sitompul. (2023). Pelatihan Perhitungan

- Harga Pokok Produksi Bagi Usaha Raja Burger dan Kebab. *Joong-Ki : Jurnal Pengabdian Masyarakat*, 2(2), 386–391.
<https://doi.org/10.56799/joongki.v2i2.1663>
- Hutabarat, M. I., Widiyastuti, T., Duffin, & Ervina, N. (2024). Analysis of the Influence of the Ability to Prepare Financial Reports, Financial Literacy and Financial Inclusion on the Financial Performance of MSMES. *Ilomata International Journal of Tax and Accounting*, 5(2), 519–534.
<https://doi.org/10.61194/ijtc.v5i2.1170>
- Idrus, M. (2012). Mutu pendidikan dan pemerataan pendidikan di daerah. *Psikopedagogia*, 1(2).
- Irfan, M. (2001). Menyoal sistem akreditasi madrasah. . . *Jurnal Madrasah*, 5(1).
- Karyanto, U. G., Rahman, A., & Darwin. (2015). Implikasi akreditasi sekolah terhadap peningkatan mutu tata kelola SMK Negeri 1 OKU. *Jurnal Manajemen Pendidikan Indonesia*, 7(2).
- Khojah, A., & Shousha, A. (2020). Academic accreditation process of English language institute: Challenges and rewards. *Higher Education Studies*, 10(2).
- M, E. C., Nurnaningsih, R., Muttaqi, N., Karomah, N. G., & Hutabarat, M. I. (2026). Analisis Pengaruh Literasi Keuangan , Literasi Akuntansi dan Literasi Digital terhadap Kinerja UMKM. *Journal of Artificial Intelligence and Digital Business (RIGGS)*, 4(4), 8144–8152.
- Mardapi, D. (2008). *Teknik penyusunan instrumen tes dan nontes*. Mitra Cendikia Press.
- Marjuki, Mardapi, D., & Kartowagiran, B. (2018). Pengembangan model akreditasi SMA/MA. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 22(1).
- Mastuhu. (2003). *Menata ulang pemikiran sistem pendidikan nasional dalam abad 21*. Safira Insani Press.
- Mulkeen, A., & Chen, D. (2008). *Teachers for rural schools*. The World Bank.
- Mulyono. (2009). *Manajemen administrasi dan organisasi pendidikan*. Ar-Ruzz Media.
- Nasional, D. P. (2002). *Manajemen peningkatan mutu berbasis sekolah: Konsep dasar*. Depdiknas.
- Nasional, D. P. (2012). *Kamus besar bahasa Indonesia* (Edisi ke 4). Gramedia Pustaka Utama.
- Purwananti, Y. S. (2016). Peningkatan kualitas pendidikan sebagai pencetak SDM handal. *Proceedings International Seminar FoE*, 1.
- Rahman, L. Z. (2020). Upaya meningkatkan mutu lembaga pendidikan Islam melalui sistem akreditasi dalam perspektif TQM. *Jurnal Intelektual*, 10(2).
- RI, D. A. (2005). *Pedoman akreditasi madrasah*. Direktorat Jenderal Kelembagaan Agama Islam.
- Saepudin, A. (2004). Problematika dan strategi peningkatan mutu pendidikan tinggi di Indonesia. *Teknodik*, 15(8).
- Sagala, S. (2013). *Manajemen strategik dalam peningkatan mutu pendidikan*.

Alfabeta.

- Samba, S. (2007). *Lebih baik tidak sekolah*. LKiS.
- Sigh, P., Rahman, A. A., & Hoon, T. S. (2010). Languages and mathematics achievements among rural and urban pupils. *Journal of Science and Mathematics Education in Southeast Asia*, 33.
- Soekarso, S., & Iskandar, P. (2015). *Kepemimpinan Kajian Teoritis Dan Praktis*. Buku & Artikel.
- Suardi, F., Sulfansyah, & Nur, H. (2016). Diskriminasi pendidikan masyarakat terpencil. *Jurnal Equilibrium Pendidikan Sosiologi*, 4(2).
- Sururi. (2008). Pengaruh akreditasi sekolah terhadap peningkatan mutu pendidikan. *Jurnal Administrasi Pendidikan*, 8(2).
- Syafii, A. (2018). Perluasan dan pemerataan akses kependidikan daerah 3T. *Dirāsāt*, 4(2).
- Umar, A. U. A. Al, Savitri, A. S. N., Pradani, Y. S., Mutohar, M., & Khamid, N. (2021). Peranan Kuliah Kerja Nyata Sebagai Wujud Pengabdian Kepada Masyarakat Di Tengah Pandemi Covid-19 (Studi Kasus IAIN Salatiga KKN 2021). *E-Amal (Jurnal Pengabdian Kepada Masyarakat*, 1(1), 39–44. <https://doi.org/https://doi.org/10.47492/eamal.v1i1.377>
- Widodo, H. (2015). Potret pendidikan di Indonesia dan kesiapan menghadapi MEA. *Jurnal Cendekia*, 13(2).