

Madrasah Accreditation Assistance at MTs Rodhatul Jannah, Palangka Raya

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ABSTRACT

Keywords:

Assistance,
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Accreditation carried out by the government for madrasah is a form of public accountability carried out in an objective, fair, transparent, and comprehensive manner using instruments and criteria that refer to the National Education Standards. This assistance aims to provide understanding to the madrasah community in filling out and fulfilling Madrasah Accreditation to Improve the Quality of Education at MTs Rodhatul Jannah, Palangka Raya. This assistance uses the Participatory Rural Appraisal (PRA) technique. The results of assistance are carried out through activities; 1). Equalization of Perceptions about the importance of accreditation for improving the quality of madrasah, 2) Preparation of accreditation. The impact of mentoring activities shows a positive direction, where there is a change in the mindset of the assisted subject related to madrasah accreditation and an increase in the capacity of the madrasah community as evidenced by their success in filling out and completing the madrasah accreditation instrument.

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INTRODUCTION

Education in Indonesia has three main problems: financial, administrative, and cultural (Kurniawan, 2017; Rohman & Hairudin, 2018). These significant problems make education in this country even more apprehensive. Every year the education unit is required to answer three problems by using a set of performance indicators in order to carry out an objective assessment of the achievements of the indicators of the Quality Assurance System, Accreditation, and National Education Standards and to collect evidence regarding the performance of improving the quality of education that has been carried out (Mutohar, 2013; Mundiri & Jannah, 2021).

The Education Quality Assurance System is a system built by the government to improve the quality of education through several stages (Paputungan et al., 2021). The government sets educational quality standards that academic units have achieved with minimum quality achievement indicators called Minimum Service Standards (SPM) and National Education Standards (SNP) (Atmaja & Azis, 2019). One way to determine and control the quality of education in schools/madrasahs is through three integrated programs: evaluation, accreditation, and certification (Wahyuni, 2018; Sauri, 2019; Pramuniati et al., 2020). These three programs are an effort to guarantee and improve the quality of education, carried out independently by education units and legal bodies according to laws and regulations with indicators of fulfilling the SNP. The legal body for conducting accreditation is the National Accreditation Board for Madrasah Schools or BAN S/M, and BAP S/M visits Madrasah schools in each province (Zulkifli, 2015).

School/madrasah accreditation is a comprehensive assessment process of the eligibility of an academic unit or program whose results are manifested in recognition certificates and eligibility ratings issued by independent and professional institutions (BAN SM, 2010). Comprehensive accreditation instruments were developed based on standards that refer to the SNP (Susetyo & Muksin, 2022).

There are two essential aspects in carrying out accreditation: the accreditation instrument and the instrument's user, the evaluator. The evaluators make actual observations and evaluations without manipulation (Asmani, 2011). The Education Unit Accreditation Toolkit (IASP) was developed to evaluate school/madrasah performance and replaced the previous Accreditation Toolkit, which focused on document compliance. Therefore, accreditation results depend heavily on the instrument's validity and the reviewer's skills, who must make a series of professional judgments (decision-making, some data, and facts are seen professionally) through interviews, observation, and documentation. Review and discussion with all school/madrasah elements and various stakeholders (Dinihari et al., 2021).

This is in line with Government Regulation 19 of 2005, which contains minimum criteria regarding the education component by Article 1 paragraph (1), where the SNP is the minimum criterion for the education system in all regions of the Unitary State of the Republic of Indonesia. Therefore, the accreditation instrument must include 8 (eight) SNPs, namely regarding standards: 1) Content; 2) Process; 3) graduate competency; 4) educators and education staff; 5) facilities and infrastructure; 6) management; 7) financing; and 8) educational assessment (Wiratno, 2012).

Madrasah education, through systematic planning, is expected to produce quality graduates and have superior accreditation scores (Amir, 2019;

Faizin, 2020). Quality education can be interpreted as services that meet the standards and expectations of students, society, and the government (Wibowo, 2021). Thus the quality of service is something that must be fulfilled by every school and madrasah (Bakar & Hasanah, 2021).

According to observations and interviews with the leaders at MTs Rodhatul Jannah, Palangka Raya, data and information were obtained that several indicators needed assistance from researchers, including; first, many teachers and madrasah leaders do not understand the various instruments in accreditation. Second, they have yet to be able to complete the accreditation instrument. Third, they need to fulfill the physical evidence required for accreditation. Fourth, the desired 8 National Education Standards have not been fulfilled because they have yet received a comprehensive understanding.

Coupled with the fact that educators and academic staff should be more committed to providing the documents needed for school accreditation. This condition is hazardous and will certainly impact the accreditation results that MTs Rodhatul Jannah will obtain. Such working governance conditions have an impact on the working atmosphere become unfavorable, including; the performance of all elements of the school only takes place at the time when there is an accreditation visitation at the school location; after the activities the atmosphere can be as usual, the birth of data engineering activities needed in the accreditation assessment (Awaludin, 2017; Dewi & Ali, 2020)

The unfulfilled indicators of achieving the quality of education cannot be separated from the role of the head of the madrasah, teachers, and other education personnel. As a leader of an educational institution, the head of the madrasah is expected to be able to manage all matters related to achieving the goals, mission, and vision of the institution that has been set.

Departing from the above, the researcher is interested in carrying out planned and intense assistance to these madrasahs, which focuses on assisting Madrasah Accreditation in Improving the Quality of Education at MTs Rodhatul Jannah, Palangka Raya. This is because MTs Rodhatul Jannah has visionary leaders, a solid motivation to change and progress, a strategic location and employees and teachers who are open to change.

METHOD

Madrasah Accreditation Assistance in Improving the Quality of Education at MTs Rodhatul Jannah, Palangka Raya, is carried out through Preliminary Research or Preliminary Mapping. This is done to understand the conditions and characteristics of the assisted subjects. Initial mapping as a tool to meet the community so that researchers will quickly understand the reality of problems and social relations at MTs Rodhatul Jannah, Palangka Raya as assisting partners. The initial mapping carried out by researchers was based on

information from the Head of Madrasah, deputy heads of Madrasahs, administrators and teachers.

In addition, the researcher conducted inculturation with the Madrasah Principal, vice principals, administrators and teachers to establish an equal and mutually supportive relationship. Researchers, Madrasah Heads, vice principals, treasurers, administration, and teachers can unite into a symbiosis of mutualism to assist, learn to understand problems and solve problems together (participatory).

Furthermore, the researcher scheduled a mentoring program through the Participatory Rural Appraisal (PRA) technique to understand the problems faced by madrasahs, which then became a medium for overcoming their problems. At this stage, researchers, together with the Head of Madrasah, vice principals of madrasahs, administrators, and teachers, collaborated in conducting research.

Action planning for change is carried out by organizing ideas, organizing resources/potentials, and developing strategies for movement, action, evaluation, and reflection.

The parties involved. The parties involved intensively in this mentoring program are: 1) The Expert Team and academics in providing material on Assistance for Madrasah Accreditation in Improving the Quality of Education at MTs Rodhatul Jannah, Palangka Raya. 2) The Head of the Madrasah and his Deputy in determining the policy regarding Assistance for Madrasah Accreditation in Improving the Quality of Education at MTs Rodhatul Jannah, Palangka Raya. 3) Teachers at madrasahs in preparing Madrasah Accreditation in Improving the Quality of Education at MTs Rodhatul Jannah, Palangka Raya

RESULTS AND DISCUSSION

Implementation of Assistance Activities

Madrasah Accreditation Assistance Activities at MTs Rodhatul Jannah, Palangka Raya include;

1. Unification of Perceptions about the Importance of Accreditation for the Improvement of Madrasahs

To make this mentoring activity successful, the first thing the researcher did was socialize the importance of Accreditation for improving the quality of madrasahs in the future so that they could be competitive and win the competition. This is intended so that the entire madrasa community understands the importance of Accreditation to improve the quality of madrasahs.

The socialization of the importance of Accreditation for improving the quality of madrasahs and their supporting aspects was carried out in the MTs Rodhatul Jannah Hall, which was attended by the Head of the

Foundation, the Head of the Madrasa, the Deputy Head of the Madrasa, Teachers, and employees.

Theoretically, madrasa accreditation aims; a) Provide information on the feasibility of schools/madrasas or the programs they implement based on the National Education Standards. b) Provide acknowledgment rating of eligibility. c) Provide recommendations regarding education quality assurance to accredited educational programs and units and related parties (Zulkifli, 2015; Marjuki & Mardapi, 2018).

After the socialization was completed, mentoring activities were carried out with a focus group discussion design. All participants in each group were given the task and responsibility to carry out activities and fill in the critical points that the presenters had determined. This accreditation assistance activity is carried out In On In, meaning that this activity takes place in the classroom and is continued by participants outside the classroom for a specified time for one week.

In this mentoring activity, participants looked enthusiastic about participating in accreditation preparation assistance activities. They are earnest about filling in and completing things that do not yet exist because a passion drives them to advance madrasas to have good quality and compete with educational institutions in their surroundings.

2. Arrange Accreditation

After completing the equalization of perceptions and assistance with the focus group discussion design to prepare for Accreditation, the researchers then provided intense assistance to the entire madrasah community to find out about the work the team had completed to fill out the madrasah accreditation forms.

This assistance is carried out to check the suitability and accuracy of filling out forms or instruments for madrasah accreditation so that they comply with the standards set by BAN S/M. That way, Verivicators and assessors can quickly assess the work of the MTs Rodhatul Jannah community, Palangka Raya.

The technique used in this follow-up assistance is to ask the team to present and present their work so that all participants can find out what has been filled in the accreditation instrument. With the information submitted by the team, valuable input will be obtained from other teams to improve the filling of accreditation instruments.

Researchers also provide input on the work that has been made by the team in order to complement the deficiencies that exist in the instrument. In addition, the researcher also provided input on what physical evidence must be completed and provided by the team to be

uploaded on the BAN S/M website and provided during visits by assessors in the field.

That way, MTs Rodhatul Jannah, Palangka Raya will get optimal results in this accreditation activity so that the quality of madrasas can increase and compete with other madrasas. Through this follow-up assistance, the team can quickly fill out accreditation instruments and revise their work by a mutually agreed time.

This solid teamwork shows that the entire MTs Rodhatul Jannah, Palangka Raya community is trying hard to get maximum work results to get maximum points in the accreditation assessment. This is intended so that the madrasah grade will rise and be able to compete with madrasas around the district.

These results indicate that all madrasah components really care about this accreditation activity. Suppose we refer to the purpose of the accreditation itself. In that case, this accreditation is held, aiming to get an overview of a school's performance in providing education and to serve as a coaching and development tool in improving the quality of education in schools (Dinihari et al., 2021).

3. Impact of Change

After assisting in the preparation of accreditation at MTs Rodhatul Jannah, Palangka Raya, the impact of the changes that have occurred is as follows;

a. Changes in the participant's Mindsight

After assisting in the preparation of accreditation at MTs Rodhatul Jannah, the mindset of the madrasa community (leaders, employees, and teachers) has begun to change. Initially, they thought that management was sufficient to be carried out as necessary and mediocre; there was no need to review and implement it earnestly. This is because their understanding of the importance of management science in improving the quality of madrasah is minimal, coupled with information on scientific and technological developments and the complexity of community demands that need to be updated and given more attention.

After the mentoring, their minds have started to open up. The madrasa community has begun to realize the importance of planning design and management knowledge implemented in madrasas to improve the quality of their institutions. They have started to think about the survival of madrasahs amid competition between institutions and the complexity of society's demands.

In addition, they have been able to analyze and examine the weaknesses in institutions, strengths, opportunities and threats, and precise

strategies that must be implemented in developing and improving the quality of madrasahs.

b. Madrasah Community Capacity Building

Leaders, teachers and employees at MTs Rodhatul Jannah have been able to fill out the Madrasah Accreditation form appropriately and correctly. This is shown by the results of the performance of the madrasah community in filling out the accreditation instruments that BAN S/M has determined. They have been able to fill in some of the existing fields and can provide evidence of existing and implemented activities.

From the results of the assistance provided by the researchers, MTs Rodhatul Jannah has successfully filled out the accreditation forms properly and correctly and can meet the eight standards desired by the BNSP.

Successfully preparing and filling in accreditation forms shows that the assistance provided has given maximum results to the assisted subjects, as evidenced by accreditation documents that are filled in properly and correctly so that they can be submitted properly.

CONCLUSION

The accreditation assistance activities that have been carried out have yielded entirely satisfactory results, in which the researchers and the assisted subjects carried out several activities, including planning, implementing, and evaluating activities to obtain maximum results. The activities included: 1) Unification of perceptions about the importance of accreditation for improving the quality of madrasahs, and 2) accreditation preparation. The impact of mentoring activities shows a positive direction, where there is a change in the mindset of the assisted subject related to madrasah accreditation and an increase in the capacity of the madrasa community as evidenced by their success in filling out and completing the madrasah accreditation instrument.

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