



# School Accreditation as a Certification for the Eligibility of Education Unit Services

Andi Cudai Nur<sup>(✉)</sup>, Sumarlin Mus, Muhammad Darwis, Sirajuddin Saleh,  
and Risma Niswaty

Department of Public Administration Science, Universitas Negeri Makassar, Makassar,  
Indonesia

`cudainur@unm.ac.id`

**Abstract.** Accreditation is a thorough evaluation process that assesses the qualifications of educational programs and units and ultimately results in the certification issued by independent and expert organizations. This study aims to investigate the current status of accreditation services, development, and implementation in elementary schools and their impact on the quality of education in the districts/cities of South Sulawesi. Using a qualitative approach with a phenomenological design, the researchers collected data through in-depth interviews, observations, and document analysis. To ensure the objectivity and validity of the results, the study used three criteria: credibility, transferability, and confirmability. The accreditation evaluation was conducted based on the Minimum Service Standards outlined in Government Regulation No. 4 of 2022, which amends Government Regulation No. 57 of 2021 on National Education Standards. These standards define the minimum requirements for the education system across Indonesia and include eight areas: graduate competency, content, process, assessment, staff, facilities and infrastructure, management, and financing standards. However, due to uneven and suboptimal implementation, schools have not achieved the highest accreditation ratings.

**Keywords:** School Accreditation · Certification · Accreditation Development · Education Unit Services

## 1 Introduction

In Indonesia, schools are required to undergo accreditation to improve the quality of education systematically and measurably. Accreditation, as stated in Article 60 of the accreditation regulations, is conducted to determine the eligibility of educational programs and units for formal and non-formal education across all levels and types of education. An authorized independent institution conducts the accreditation as a form of public accountability. Accreditation involves a comprehensive assessment process that evaluates the eligibility of educational programs and units and results in the certification issued by independent and professional institutions [1]. The process employs a comprehensive accreditation instrument developed based on standards that refer to the National

Education Standards. The government established these standards as the minimum criteria for all education systems. Hence, to evaluate a school's overall quality profile, the National Education Standards must be used as a quality standard [2].

Recognizing the significant role of accreditation in enhancing the quality of education, the Government established a National Accreditation Board through the Minister of Education and Culture Regulation Number 59 of 2012. According to Article 1, paragraph (2), the National Accreditation Board for Schools/Madrasahs is an independent evaluation body responsible for assessing the eligibility of education programs and units at the formal primary and secondary education levels concerning the National Education Standards.

This research proposal is being submitted to gain a more scientific understanding of the impact of accreditation and its role in providing better and higher-quality education services in South Sulawesi. The proposal explores how fostering accreditation and accrediting elementary schools can improve the quality of education in South Sulawesi.

Identifying social issues in school accreditation can serve as a valuable reference for ensuring that schools provide quality education services to primary schools in South Sulawesi. Additionally, increased public knowledge and awareness of school accreditation can encourage active participation in its implementation. By implementing various technological breakthroughs in learning and service systems, schools can provide better education services and become more efficient and effective [3]. This can lead to a superior education system that is willing and able to provide high-quality education services.

## 2 Literature Review

The development of science, technology, and information continues to follow the dynamics of people's lives. Global changes that are so powerful impact social institutions and have implications for shifting values due to shifts in human needs. This shift continues to follow the progress of science, information, and communication technology that characterizes education with the birth of various educational standards ranging from international, multinational, national, and local [4, 5].

One is administrative science which always emphasizes cooperation toward achieving specific goals [6]. Administrative science is the result of human thought and reasoning, which is structured based on rationality and systematics, which reveals clarity about form objects, namely the thought of creating an order of various actions and reactions carried out by humans and material objects, namely humans who carry out administration in the form of cooperation towards the realization of specific goals [7]. Through collaboration, sharing of knowledge and skills can be carried out. With that, a team can complete tasks effectively rather than being carried out by an individual.

Deming explained that; "*Quality can be achieved through process improvement*" [8]. Improvement or improvement of process quality will increase uniformity. Current public policy is no longer an exclusive process that involves state actors only but is a product of networks, collaborations, and partnerships between elements of governance (policy network). A partnership like the one above is a partnership model that can be distinguished from the previous cooperation model, with prerequisites that must be met to

create the partnership properly. Higher education partnerships with stakeholders require two actors involved, namely internal stakeholders and external stakeholders, namely:

*“As for internal stakeholders, namely: students. Educators, educational staff, then external stakeholders, namely the government, private sector, and the community. Each stakeholder works as a partner. In this case, no party is in charge of the other party. There is a common goal based on the commitment to be achieved. Each shared goal is based on a responsibility commitment” [9].*

## 2.1 Public Policy

The term “policy” originates from the Greek word “*polis*”, meaning city or country, and then the Latin “*politia*”, meaning government administration control. In English, “policy” refers to public affairs or government administration control. The term “policy” is commonly used to refer to the actions of individuals or groups involved in a specific area of activity [4].

A policy comprises three essential components: firstly, the identification of the objectives to be attained; secondly, the tactics or strategies consisting of different steps needed to achieve these objectives; and finally, the provision of various inputs necessary to enable the actual implementation of the chosen tactics or strategies. Public policy has the following characteristics: (1) has a specific purpose; (2) is a systemic activity pattern; (3) is a government job; (4) is positive or negative; and (5) is legally based and binding.

Globalization demands the relevance of educational programs to the needs of society and the world of work/industry for the quality of graduates (output) and the emergence of educational globalization with the emergence of international standard educational institutions. The government strives to improve education services through a technology-based education system with a more modern and advanced management system in a superior learning system.

## 2.2 Strategic Management in Education

An organization is a collection of people who work together to achieve specific goals. Gibsons et al. stated: “*an organization is a coordinated unit consisting of at least two people and functioning to achieve a certain goal or set of goals*” [10]. Organizations are also consciously coordinated social units, consisting of two or more individuals and functioning relatively continuously to achieve one or a set of goals [11]. In strategic management in education, consciously or not, education is now moving into one world market, an efficient and transparent market covering unlimited areas. Globalization will inevitably become a trend in every business, social and educational organization. Countries that do not want to be efficient and transparent will be left behind because of the dynamics of change [4].

## 2.3 Education Organization, Structure, and Policy

The definition of educational policy can be observed through the following statements Carter V. Good [12] states,

*“Educational policy is judgment, derived from some system of values and some assessment of situational factors, operating institutionally within education as a general plan for guiding decisions regarding achieving desired educational objectives.”*

The above statement suggests that educational policy evaluates an organisation's values and contextual factors as a comprehensive strategy for decision-making to attain the intended educational objectives.

Luthans et al. (2021) suggest that *“network organizations and virtual organizations can help compete in the global economy with key attributes: technology, opportunism, borderlessness, trust, and excellence”* [13]. Where alliances and partnerships with other organizations can span the globe, spatial and temporary interdependencies can easily cross boundaries, and flexibility allows for easy assignment and reallocation to take advantage of opportunities created by shifting global markets quickly. Robert Lingard [14], an expert on education policy in Australia, discussed redistribution and recognition: working against pedagogies of difference in the Educational Future Annual Conference at Flinders university 2010 and cited Fraser's opinion, 1997 states:

*“it also acknowledges the need for broader politics and policies committed to redistribution and recognition of difference, synthesizing and transforming cultural and social politics as necessary to progressive politics in our 'post socialist' conditions. “*

Then education policy has unique characteristics [4], namely:

- 1) Educational policies must have clear and directed educational goals in order to contribute to education effectively.
- 2) Fulfilling the legal-formal aspect of education policy is crucial, ensuring that the policy is recognized and legally applicable in an area. Constitutional requirements must be met before a fair education policy can be implemented.
- 3) Education policy should have an operational concept that provides practical benefits for implementation and clarifies the achievement of educational goals. It also serves as a decision-support function.
- 4) Experts should make education policies in the field that have the necessary authority to avoid causing damage to education or the surrounding environment. This includes educational administrators, institution managers, and politicians directly involved in education.
- 5) Education policies should be evaluated based on their effectiveness and adjusted if necessary to improve outcomes.
- 6) Education policy should be systematic and implemented in a way that does not cause internal legal defects. It should also be integrated with other policies, including political and monetary policies and other education policies below.

## 2.4 Elementary School Accreditation

The accreditation process for academic units assesses their vision, mission, and objectives and evaluates their efforts to achieve them based on the institution's overall condition as a learning center. Accreditation also serves as a self-regulation tool for academic units to identify their strengths and weaknesses [2].

The quality of elementary school education services is determined by fulfilling the Eight (8) National Education Standards formulated in the National Education Standards.

## 2.5 Minimum Service Standards

In order to achieve quality primary school education services, it is essential to exceed the minimum service standards. These standards focused on services at the local government/department of religious affairs and school/madrasah levels. The process begins by developing "SPM at the school level," which is then used to formulate "Minimum service standards at the local government level." This contains the responsibilities of the regional government/head of religious affairs to support the implementation of the MSS at the school level. The "Minimum service standards level school" contains indicators that are part of the overall NES indicators with the most significant leverage for quality improvement. The minimum service standards at the Regional Government/Ministry of Religious Affairs Office involve several aspects such as the availability, qualifications, and competence of teachers and principals, the availability, qualifications, and competence of supervisors, and the frequency of supervision, as well as the availability of educational facilities and infrastructure. These standards are crucial for ensuring the quality of primary school education services and are developed based on the government's fiscal capacity, with a balanced focus on improving inputs and processes.

Minimum service standards at the elementary school level regarding (1) Learning Content; (2) Learning Process; (3) Educational Assessment; and (4) Graduates. The quality of the education service profile is highly dependent on the completeness, quality, and up-to-date data. In preparing the RENSTRA of the Regency/Municipal Education Office, apart from data on education, other supporting data is also needed, such as the number of populations by school-age group, the community's poverty rate, and regional potential. This is important to see early indications as the cause of the low quality of education. The reality of implementing accreditation development, school accreditation, and the quality of primary school education services in the District/City of South Sulawesi.

## 3 Method

This study is centered on the development of the Accreditation Development Program for elementary schools and the quality of primary school services in districts and cities in South Sulawesi, which is aligned with the needs of stakeholders. Leaders at the provincial and district/city levels of the Ministry of National Education are expected to work with education supervisors and principals to create and implement policies to foster elementary school accreditation, ultimately improving the quality of elementary school education services.

The leaders within the Ministry of National Education at the provincial and district/city levels are expected to work with education supervisors and principals to develop and implement policies to improve the quality of elementary school education services through the Accreditation Development Program.

## **4 Results and Discussion**

The process of school/madrasah accreditation is a thorough evaluation that assesses the eligibility of an academic unit or program, and the outcome is a certificate of recognition and a rating of eligibility issued by an independent and professional institution. The body responsible for carrying out school accreditation is the school/madrasah accreditation organization, which operates as a non-departmental institution under the jurisdiction of the Ministry of National Education and holds full authority in conducting accreditation.

There are 2.737 public elementary schools in South Sulawesi, the research locations on school accreditation. Based on the document search, the accreditation rating percentage for 2022. The implementation of accreditation shows that there has been an increase in elementary schools accredited A and B, while accredited C has decreased if it is calculated evenly throughout the South Sulawesi region. The accreditation policy that has been issued by the government and carried out every year has not been able to maximize the accreditation rating significantly, and it has been proven that there are still schools that experience a decrease or increase in accreditation ratings every year.

The following is a summary of the results of achieving the minimum service standards for each school based on accreditation ratings:

### **4.1 Accreditation Rating**

The achievement of the minimum service standards for schools with C accreditation above also shows that the achievements have not been maximized, namely the standard of facilities and infrastructure, especially teacher and inadequate staff rooms, and the application of Input Cost Standard principles which is still lacking, especially the principles of partnership and participation. The minimum service standards consist of eight standards, namely: (1) graduate competency standards; (2) content standards; (3) process standards; (4) educational assessment standards; (5) education staff standards; (6) standard of facilities and infrastructure; (7) management standards; and (8) financing standards. These standards have not been implemented optimally and evenly, so schools still do not get the maximum accreditation rating [15].

### **4.2 Accreditation Rating**

From the achievement of the minimum service standards for schools with B accreditation above, it shows that there are still achievements that have not been maximized, namely the standard of facilities and infrastructure, especially the teacher and inadequate staff rooms, and the furniture in the classroom such as tables and chairs and Limited IPA KIT.

### 4.3 Accreditation Rating

The Indonesian government has established educational facilities and infrastructure standards in Government Regulation No. 32 of 2013. These standards outline the criteria for study rooms, exercise areas, places of worship, libraries, laboratories, workshops, playgrounds, areas for creativity and recreation, and other resources needed to support the learning process, including information and communication technology. The availability and quality of these facilities significantly impact students' ability to learn, not only at the elementary school level but at all levels of education in Indonesia.

## 5 Conclusion

School accreditation policies have not had the maximum impact on providing educational services to the community. As a follow-up to the observations of the assisted schools, it is suggested that the central and regional governments need to revise the school accreditation instrument and improve the quality of school accreditation assessors in carrying out their duties. Schools, in general, need to increase efforts to adapt to various educational changes and innovations. Fulfillment of accreditation, especially educational institutions, needs to be supported by facilities and infrastructure that are more adequate, equitable, and able to support a technology-based learning system in primary education.

## References

1. G. Haug, "Quality Assurance/Accreditation in the Emerging European Higher Education Area: a possible scenario for the future," *Eur. J. Educ.*, vol. 38, no. 3, pp. 229–240, 2003.
2. Directorate of Elementary School Development., *General Guidelines for Bimtek Accreditation of Elementary Schools*. Jakarta: Directorate of Elementary School Development, 2014.
3. C. Boelen and B. Woollard, "Social accountability and accreditation: a new frontier for educational institutions," *Med. Educ.*, vol. 43, no. 9, pp. 887–894, 2009.
4. A. N. Cudai, *Higher Education Partnership (UNM Experience)*. Yogyakarta: Leutika Books, 2013.
5. A. C. Nur, R. Niswaty, and A. Aslinda, *Kemitraan, Digitalisasi & Inovasi Kebijakan Publik Di Era Globalisasi*. Makassar: Universitas Negeri Makassar, 2020.
6. S. P. Siagian, "Filsafat Administrasi edisi revisi," *Bumi Aksara, Jakarta*, 2008.
7. E. Ongaro, *Philosophy and public administration: An introduction*. Edward Elgar Publishing, 2020.
8. W. E. Deming, "Out of the crisis: Quality," *Product. Compet. Position, Massachusetts, USA*, 1986.
9. W. Kumorotomo, "Ethics of State Administration." PT. Raja Grafindo Persada, JaNarta, 1999.
10. J. Gibson, J. Ivancevich, and R. Konopaske, *Organizations: Behavior, structure, processes*. McGraw-Hill Higher Education, 2011.
11. S. P. Robbins and T. A. Judge, *Organizational Behavior: Global Edition*. pearson, 2011.
12. C. V. Good, A. S. Barr, and D. E. Scates, "The methodology of educational research.," 1936.
13. F. Luthans, B. C. Luthans, and K. W. Luthans, *Organizational Behavior: An Evidence-Based Approach Fourteenth Edition*. IAP, 2021.

14. B. Lingard, "Policy borrowing, policy learning: Testing times in Australian schooling," *Crit. Stud. Educ.*, vol. 51, no. 2, pp. 129–147, 2010.
15. T. Umkabu, H. Juhannis, M. Yaumi, and W. Halim, "Community Participation in Developing Facilities and Infrastructure Standards in Islamic Elementary School of Keerom-Papua," *Jurnal Diskursus Islam*, vol. 8, no. 3. 2020.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

