

SCHOOL ACCREDITATION BUSINESS PROCESS IN NORTH SUMATERA IN 2024

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Abstract: This study aims to describe the business process in the implementation of school accreditation in North Sumatra. The implementation of School Accreditation is carried out by the National Accreditation Board for Early Childhood Education, Elementary Education, and Secondary Education, in the Province of Sumatra in 2024. The research method uses a qualitative approach with a narrative type. Data collection techniques using observation, documentation, and data searches sourced from key informants. The data analysis technique uses a descriptive method, and data validity testing by extending the research and increasing accuracy, because the data to be presented is accurate data that is the result of school accreditation in North Sumatra in 2024. The results of the study show that the accreditation process in North Sumatra has followed the established procedures, the target quota for accreditation in 2024 has also been achieved well, although many obstacles were faced, but in the end the accreditation process can be completed. The conclusion of this study is that by complying with the rules that have been set in the school accreditation business process, the implementation of accreditation in the province will be carried out properly and smoothly.

Keywords: Accreditation, Business Process, North Sumatra, School

Introduction

Accreditation is a form of external quality assurance system, a process used by authorized institutions to provide formal recognition that an institution has the ability to carry out certain activities. The accreditation process aims to ensure that institutions or programs have adequate quality in accordance with established standards. This provides confidence to the public that the services provided by the institution meet accepted standards.

Quality assurance is a series of related processes and systems to collect, analyze, and report data on the performance and quality of educators and education personnel, programs and institutions. The quality assurance process identifies aspects of achievement and improvement priorities, provides data as a basis for planning and decision-making, and helps build a culture of continuous improvement. The achievement of the quality of primary and secondary education in Indonesia is assessed based on the National Education Standards (Haryono et al., 2019). Education quality assurance is a systemic and integrated activity by education units or programs, organizers of education units or programs, local governments, governments, and the community to increase the level of intelligence of the nation's life through education (Awaludin, 2017).

The most fundamental problem in educational units is how to improve quality in educational units and the obstacles and barriers they face. This is a must in educational units as a form of accountability of educational units in terms of quality education services to the community (Afridoni et al., 2022). One of the efforts to improve the quality of education is through school accreditation management. In its implementation, accreditation of educational units needs to pay attention to school accreditation management, namely factors

that inhibit accreditation and their solutions, post-accreditation follow-up and steps to achieve good accreditation (Thobi & Sucitra, 2022).

Accreditation regulations in Indonesia are contained in the Regulation of the Minister of Education and Culture Research and Technology No. 38 of 2023 concerning Accreditation of Early Childhood Education, Elementary Education, and Secondary Education, which contains the scope, results and validity period, first accreditation, and re-accreditation. In addition, it is also contained in the Decree of the Minister of Education and Culture Research and Technology No. 246/0/2024 concerning the Accreditation Instrument for Early Childhood Education, Elementary Education, and Secondary Education.

BAN-PDM is an independent body tasked with accrediting Early Childhood Education (PAUD), Elementary Education, and Secondary Education units. As the spearhead in carrying out accreditation activities, BAN-PDM has a great responsibility in conveying the latest policies to the National Accreditation Board for Early Childhood Education, Elementary Education, and Secondary Education in all provinces. Aligning perceptions about the latest BAN-PDM policies is important to ensure that the implementation of accreditation in all provinces runs according to expectations.

This article aims to describe the business process of implementing accreditation in North Sumatra in accordance with applicable provisions, related to the stages of the accreditation process that must be carried out.

Literature Review

Education in every country is certainly considered comprehensively in terms of planning, implementation and evaluation. To achieve educational service standards, an institution is expected to be able to prepare strategic planning in the medium and long term. One of the government's efforts to improve the quality of education is by issuing a decision on accreditation (Ahmad, 2022).

Educational institutions are one of the institutions whose quality is very important to pay attention to. For this reason, an assessment is needed to ensure the quality of educational institutions. However, many institutions that have implemented education well but do not document the implementation of these activities so that the institution cannot apply for accreditation. This is due to the lack of knowledge of educational institutions about how to apply for accreditation and what documents must be prepared to apply for accreditation (Masitah & Sitepu, 2020).

The implementation of quality accreditation has become a necessity and is the determination of quality standards and assessments of educational institutions in Indonesia from elementary to higher education institutions by parties outside the independent institution. Accreditation is also interpreted as the government's effort to standardize and guarantee the quality of students so that it is easier to follow the next stage of education (Akbar et al., 2020).

Accreditation of PAUD units is an activity to assess the feasibility of programs and units based on eight national education standards which in this case refer to Permendikbud number 137 of 2014 concerning national standards for early childhood education. The hope of accreditation in PAUD units is to improve the quality of early childhood education. Therefore, the results of PAUD activities need to be analyzed and can be useful for recommending improvements for local governments, especially in the context of fostering these units (Busron & Rachmi, 2020). In addition, accreditation is also part of the government's efforts to guarantee and control the quality of education. In adding that accreditation helps determine whether an institution meets or exceeds minimum quality standards (Najamuddin et al., 2022).

The importance of the role of policy in forming a solid foundation for quality education at the PAUD level. Furthermore, recommendations are aimed at conducting periodic evaluations of policy implementation, increasing access to training and development for educators and education personnel, and strengthening coordination between related institutions to ensure the continuity and success of efforts to improve the quality of education in PAUD (Masitah et al., 2022). Of course, it is important for PAUD institutions to understand and apply for accreditation, however, not all PAUD institutions understand the eight national education standards, resulting in institutions having difficulty compiling or filling out accreditation instruments (Herlida, 2022).

PAUD teachers and institutions need to understand the various instruments used in accreditation self-evaluation. In fact, each instrument has been given a grid to make it easier for institutions to fill out the accreditation instrument items. However, not all instrument items are understood by teachers. Because of this lack of understanding, it is difficult for teachers to fill out self-evaluations, especially in preparing documentary evidence (Herlida, 2022).

Based on research, it shows that the results of accreditation have not been fully followed up by local governments at the provincial and city/district levels, and the credibility of assessors has not been assessed accurately and accountably (Hendarman, 2013). Achieving the goals of Early Childhood Education requires an institution that is worthy of having good quality and education services. Therefore, a quality assessment is needed in the feasibility of organizing education for educational institutions called accreditation. As it should be, document administration from planning, implementation to evaluation is carried out continuously, not only at times so that all management of the institution can be carried out professionally with very good levels of student development achievement (Asiaah, 2018).

One way to obtain accreditation assessment data is to view the school description in the Sispena Application. The obstacle in Sispena is sometimes the difficulty of the internet network in schools which hinders the filling in of accreditation data (Nurhayadi et al., 2023). In addition to viewing data in Sispena, assessors also visit schools, by observing the learning process directly at the school whose accreditation will be assessed. Learning assessments carried out in schools generally aim to determine student development in terms of attitudes, knowledge, and skills, this helps teachers in designing learning assessment models (Harfiani R Setiawan H R, 2019). From some of the research literature above, it can be concluded that it is important to understand the accreditation process, especially for educational institutions that want to manage education well and aim purely to provide quality education services to the community.

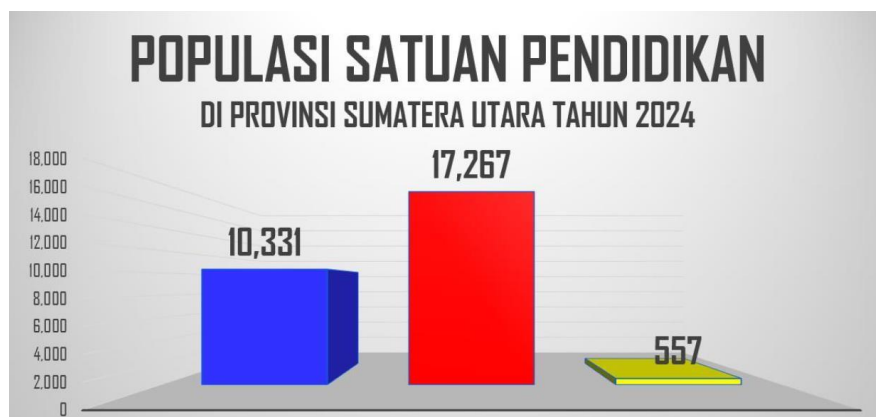
Method

This research method is qualitative with narrative type. Therefore, literature review is an important point in this research. The data sources in this study were mostly obtained from literature studies, both from popular articles and from previous research results. In addition, data sources were also obtained from the results of observations and documentation which were mostly obtained from BAN PDM of North Sumatra Province. The analysis technique used is descriptive with the validity analysis technique using the triangulation method. The data collected were in the form of the number of educational units in North Sumatra, the number of accreditation targets for 2024 per level of education, and the business process of implementing accreditation in North Sumatra Province in the period of 2024.

Result and Discussion

Result

Based on data sourced from Dapodik and EMIS as of December 2, 2024, it was obtained that the population of Education Units in North Sumatra Province was 28,155 which was divided into PAUD levels of 10,331, Dasmen 17,267, and Equivalency Education totaling 557. PAUD Units have several types of educational services, namely Kindergarten (TK), Playgroup (KB), Childcare Center (TPA), Similar PAUD Units (SPS), and Raudhatul Athfal (RA). While Dasmen (Elementary and Secondary Education) starts from Elementary School (SD), Junior High School (SMP), Senior High School (SMA), Vocational Schools (SMK), Special Schools (SLB), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA). Equivalency education consists of Community Learning Activity Center (PKBM), Learning Activity Studio (SKB), Salafiyah Islamic Boarding School (PPS). The following data on the division of the number of units can be seen in the table below:



PAUD						DASMEN										KESETARAAN			
TK	KB	TPA	SPS	RA	JLH	SD	SMP	SMA	SMK	SLB	MI	MTS	MA	JLH	PKBM	SKB	PPS	JLH	
3,422	4,538	48	350	1,973	10,331	9,843	2,742	1,084	964	62	968	1,064	540	17,267	443	22	92	557	

Figure 1. Population of Educational Units in North Sumatra Province in 2024

Source: Dapodik and EMIS Data in 2024

The principle of determining the accreditation target is for educational units that have never been accredited, educational units that have been operating for more than two years but have never been accredited, educational units that are automated for one year in 2023 and educational units that apply for re-accreditation in 2024 that have been visited in 2019. The target for accreditation in 2024 is 3,056 consisting of 1,566 PAUD units, 1,456 Dasmen, and 34 Kesetaraan. As in the picture below:

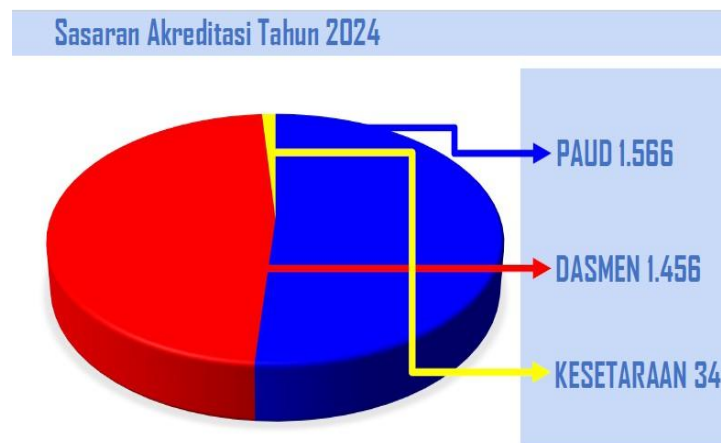


Figure 2. Accreditation Targets of North Sumatra Province in 2024

Source: *BAN PDM North Sumatra Province in 2024*

Stages of the Accreditation Business Process

In an effort to improve the quality of national education, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has implemented various new policies related to the implementation of accreditation. This is the main focus to ensure that the national education system must be of quality so that it can compete at the world level. One of the institutions that has an important role in ensuring the quality of national education is the National Accreditation Board for Early Childhood, Elementary, and Secondary Education (BAN-PDM). There are 7 stages in the accreditation business process, as shown in the image below:



Figure 3. Accreditation Targets of North Sumatra Province in 2024

Source: *BAN PDM in 2024*

Figure 3 above explains the accreditation business process, namely:

1. Identification process and setting accreditation targets

This activity is carried out by the Central BAN PDM. In identifying educational units that will be designated as accreditation targets, BAN PDM takes data from Dapodik for educational units under the auspices of the Education Office, while taking data from EMIS for educational units under the auspices of the Ministry of Religion. Target determination is also based on the main priority, namely educational units that have never been accredited, especially units that have been operating for more than two years, educational units that have been automated, educational units that apply for re-accreditation, and educational units that require fast accreditation values because they will graduate their students. This accreditation value is very important so that schools can issue diplomas, so that students can continue to the next level of education.

2. Accreditation Implementation Socialization Process

This activity is carried out by the Provincial BAN PDM which also partners with BPMP, the Provincial Education Office, the Head of the Provincial Ministry of Religious Affairs Regional Office, the Regency/City Education Office, the Regency/City Ministry of Religious Affairs, and other partners. In 2024, the province of North Sumatra will conduct accreditation socialization in two stages, both offline and online. Offline socialization Phase I was carried out in 10 regencies/cities, namely Deli Serdang, Medan, Labuhan Batu, North Labuhan Batu, Langkat, South Tapanuli, Asahan, South Labuhan Batu, Serdang Bedagai, and

Simalungun. While Phase II was carried out in 10 regencies/cities, namely Asahan, Langkat, Binjai, Batubara, Karo, Simalungun, Padang Lawas, Mandailing Natal, Medan, and North Labuhan Batu. While the remaining targets that have not been socialized were carried out online. The implementation plan for this Socialization has previously been submitted to interested parties such as the Regency/City Education Office, the Regency/City Ministry of Religion, and Partner Organizations, through the Regional Coordination Meeting (RAKORDA) which was held on April 24-26, 2024 at the Grandika Hotel Medan.

3. Pre-Visitation Process

This activity is carried out by the assessor team, namely by examining and reviewing documents and descriptions of the assessee's performance before conducting a visitation. BAN PDM of North Sumatra Province has two working groups abbreviated as Pokja, namely Pokja PAUD and Pokja Dasmen. Pokja PAUD carries out pre-visitation activities under the name of Accreditation Assessment Eligibility or abbreviated as KPA. While Pokja Dasmen uses the term pre-visitation. For PAUD units that have succeeded in KPA, there are 1566 units. While for Dasmen 1456 plus equivalencies totaling 34 educational units.

4. Visitation Process

This activity is carried out by the assessor team. Where the assessor team goes directly to the field to visit schools to conduct visitations and assessments to educational units and report the results of the visitation to the Provincial BAN-PDM through the Sispena application. The visitation process is carried out by assessors to PAUD institutions starting in June 2024. Meanwhile, for assessors to elementary and secondary institutions, it starts in September 2024 because they are waiting for the completion of all assessor training activities for the new instruments used in 2024 for Elementary and Secondary Schools. The determination of the number of units to be visited is based on the Decree of the Chairperson of BAN PDM Number 186/BAN-PDM/SK/2024 concerning changes to the 2024 BAN PDM Accreditation Visitation Quota, where for the Province of Sumatra it is 3,056 units.

5. Validation and Verification Process

In this activity, the validation team checks the results of the visitation and the completeness of the supporting data uploaded by the assessor through the Sispena application. The Validation Process for PAUD units consists of 3 Stages, Stage 1 in September 2024 for 500 PAUD units, Stage 2 in October 2024 for 500 PAUD units, and December 2024 for 566 PAUD units. Meanwhile, Dasmen Validation is only carried out in one Stage, namely December 7-11, 2024 for 1490 units covering elementary, middle, and equivalency level units. The results of this Validation will later be made into a Minutes to be re-inputted in Sispena, which is the basis for determining the accreditation result value. At this validation stage, not only validators and verifiers are on duty, but BAN-P members also serve as mediators.

6. Accreditation Results Determination Process

This activity is carried out by the Central BAN PDM, namely checking, discussing and determining the accreditation results through plenary meetings and issuing Accreditation Certificates. Accreditation Results that have been completed at all stages of assessment, then the Accreditation Result Decree will be issued along with the Certificate issued by the Central BAN PDM for each educational unit. The certificate can be downloaded directly by the educational unit through the Sispena application. Of course, the results of this accreditation are not just a value, but also

meaningful as a real portrait of education, so that it can be a material for reflection and evaluation for improving the quality of education.

7. Accreditation Results Socialization Process

Socialization of Accreditation Results to partners for utilization and follow-up planning of accreditation results. The next activity is the socialization of accreditation results, namely by inviting interested parties such as the North Sumatra Provincial Education Office (as a resource person), the Ministry of Religion of the North Sumatra Region (as a resource person), the North Sumatra Education Quality Assurance Agency (BPMP) (as a resource person), and other invitations including elements of the Regency/City Education Office, Head of Education Office Branches in 14 Regions of North Sumatra, Partner Organizations such as IGTKI-PGRI, the North Sumatra Education Council, the Indonesian Teachers Association (IGI) of North Sumatra, the North Sumatra Private School Deliberative Council (BMPS), the North Sumatra DPR People's Welfare Commission (Kesra), the North Sumatra Center for Teacher Leaders (BBGP), the North Sumatra Community Learning Activity Center Communication Forum (FK PKBM), and so on. This socialization activity is an activity of the Regional Coordination Meeting (RAKORDA) II which was held on December 2-4, 2024 at the Emerald Garden Hotel Medan. In this RAKORDA II activity, a Follow-up Action Plan (RTL) was also formulated for improving the quality of education through accreditation in 2025.

Discussion

Based on the results of the presentation above, it is analyzed that the accreditation business process carried out by the National Accreditation Board for Early Childhood Education, Elementary Education, and Secondary Education of North Sumatra Province has been carried out in accordance with the accreditation implementation guidelines. This is in line with the accreditation regulations in Indonesia contained in the Regulation of the Minister of Education and Culture Research and Technology No. 38 of 2023 and the Decree of the Minister of Education and Culture Research and Technology No. 246/0/2024. The data input system is also through the Sispena application which contains accreditation assessment instruments and documents that must be uploaded by each educational unit to be accredited, this is in line with the research of Nurhayadi, et al (2023). The accreditation results that have been obtained have also been socialized as a form of educational accountability, as stated by Afridoni, et al. (2022).

Conclusion

Based on the results of the research and discussion, it is known that the BAN PDM of North Sumatra Province has carried out the accreditation process well, namely meeting the target targets and time that have been set, namely 3.056 educational unit targets in 2024. The stages of the accreditation business process carried out have also been in accordance with the accreditation guidelines, which include seven stages, namely 1) the process of identifying and determining accreditation targets; 2) the process of establishing partnerships with relevant stakeholders; 3) the pre-visit process; 4) the visitation process; 5) the validation and verification process; 6) determination of accreditation results, and 7) socialization activities of accreditation results to partners for the utilization and planning of follow-up accreditation results.

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