

EDUCATION QUALITY ASSURANCE AND COMPARATIVE ACCREDITATION OF SCHOOLS

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ABSTRACT

Abstract: This study aims to determine the quality assurance of education and comparative school accreditation. The method used in this paper is descriptive qualitative and literature study. The results showed that: 1) The measure of the quality of education in schools refers to the degree of excellence of each component, is relative, and always exists in comparison. 2) Steps to improve quality, namely; a) needs analysis, b) vision, mission, and objectives, c) resources for educators and education personnel, d) the process of achieving quality assurance in education, 3) quality management orientation in education, 4) Steps for implementing quality management, namely a) quality planning education, b) implementation of quality-based programs, and c) quality control, and 5) Comparative accreditation of Public Madrasah Aliyah and Private Madrasah Aliyah in Pekanbaru shows that 4 MAN received accreditation A, 2 MAS received accreditation A, 5 MAS obtained accreditation B and 1 MAS obtained C accreditation.

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INTRODUCTION

Education basically functions to improve people's intellectual intelligence so they can support themselves, develop skills so they can live well together, and build character so that they participate in glorifying and building advanced civilizations (Essell, H.B., Boakye-Yiadom, M. and Kyeremeh, F. A. , 2018).¹ Indonesia carries out the education function through the National Education System which refers to Law no. 20 of 2003 concerning the National Education System.

The educational process is said to be of quality if all components of education are involved in the educational process itself. Factors in the educational process are various inputs, such as teaching materials, methodologies, school facilities, administrative support and infrastructure and other resources and the creation of a conducive atmosphere (Tuala, 2018).² The quality of education is guided by the context of educational outcomes which refers to the achievements achieved by schools at any given time period (Mu'alimin, 2014).³ In the context of education, the intended quality is in a relative concept, especially closely related to customer satisfaction. There are two aspects of education customers, namely internal and external customers. The quality of a nation's human resources is also an illustration of the results of education, because education is a place for the formation of human

¹ Essell, H. B., Boakye-Yiadom, M. dan Kyeremeh, F. A. 2018. Assessing Students' Experiences of Internal Quality Assurance Practices in Selected Private Higher Education Institutions. *International Journal of Science and Research (IJSR)*. 7 (1).

² Tuala, R. P. (2018). *School Quality Improvement Management. Bandar Lampung: Book of the Constellation of Latitude*.

³ Mu'alimin. (2014). *Become a Superior School. Yogyakarta: Ganding Pustaka*.

resources (Aliyyah, Subasman, Herawati, & Oktaviany, 2021).⁴ In an effort to improve the quality of education in general, it must be carried out in an integrated manner by utilizing the various potentials that exist within educational institutions and building good teamwork.

Improving the quality of education is a means of national development in the field of education and is an integral part of efforts to improve the quality of Indonesia's human resources in a comprehensive manner. This has been done by the Minister of National Education who on May 2 has launched the "Education Quality Movement", and is more focused on efforts to improve the quality of education mandated in the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System in article 8 explains that "The community has the right to participate in planning, implementing, monitoring and evaluating educational programs" (RI Law No. 20 of 2003 Article 8).⁵

Based on PP number 19 article 91 of 2005 concerning National Education Standards contains the following matters: 1) Every education unit on formal and non-formal channels is required to carry out education quality assurance, 2) Education quality assurance referred to in paragraph 1 aims to fulfill or beyond SNP (National Education Standards), 3) Education quality assurance is carried out in stages, systematically and planned in a quality assurance program that has clear targets and timeframes (PP RI No. 19 of 2005) The issuance of the national education system law directly influence on the planning, implementation and evaluation of education. If previously education management was a central authority with a top-down or centralized paradigm, then with the enactment of this Law the authority shifted to city and district regional governments in the form of school empowerment.⁶ To improve the quality of education wherever possible, decisions are made by those on the front lines (line leaf) who are responsible for implementing policies and directly experiencing their impact, namely teachers and school principals.

RESEARCH METHOD

The method used for this paper is descriptive qualitative and literature study. In essence, qualitative descriptive research is a method of examining the status of a group of people, an object with the aim of making a systematic, factual and accurate description, picture or painting of the facts being investigated. This qualitative descriptive research aims to describe what is happening at this time. That is, this study describes, records, analyzes and interprets the current conditions. In other words, qualitative descriptive research aims to obtain information on existing conditions. While the literature method is a data collection method that is carried out by taking the necessary data from related literature.

RESULT AND DISSCUSION

Definition of Education Quality

⁴ Aliyyah, R. R., Subasman, I., Herawati, E. S., & Oktaviany, V. (2021). School-Based Management: Optimizing the Quality of Education. 10.30997/jtm.v5i1.4046, 47-67.

⁵ RI government. RI Government Regulation Number 20 of 2003 concerning the Education System National.

⁶ RI government. RI Government Regulation Number 19 of 2005 concerning National Standards Education

The quality paradigm according to the Ministry of National Education (Ministry of National Education) in the context of education includes educational inputs, processes and outputs. Educational input is everything that must be available because it is needed for the process to take place. In this case something is in the form of resources and software as well as expectations as a guide for the continuity of the process. Resource inputs include human resources (principals, teachers, counselors, students) and the rest of the resources (equipment, supplies, costs, materials, and so on).⁷

The input devices include organizational structures, laws and regulations, job descriptions, plans, programs, and so on. Input expectations in the form of vision, mission, goals and objectives to be achieved. Readiness input is needed so that the process can take place properly. In other words, it can be concluded that the level of input quality can be measured by the level of input readiness, the higher the input readiness, the higher the input quality.

The educational process is the process of changing something into something else. Something that affects the ongoing process is called input while something from the results of the process is called output. The process is said to be of high quality if the coordination and alignment as well as input guidance are carried out harmoniously so as to be able to create a pleasant learning situation, able to encourage motivation and interest in learning, and able to empower students. Based on the above opinion, it can be concluded that the quality of education is a combination of human resources, learning tools, learning support, school management that demonstrates ability and satisfaction in meeting needs and satisfaction even exceeding the expectations of school residents, community members and stakeholders, both express and implied. In order to realize the ideals of national education, it is hoped that every educational institution will carry out quality education. As a guideline for implementing quality education is to apply the Government Regulation of the Republic of Indonesia no. 19 of 2005 concerning National Education Standards which are then elaborated in the form of a ministerial regulation. Ministerial regulations related to education management, namely regarding the management of education, are outlined in Permendiknas no. 19 of 2007 concerning Education Management Standards.⁸

Measuring Education Quality

The concept of Total Quality Management (TQM) has been successfully applied in the business world and has proven its success. So that there are also efforts to be implemented in the field of education, especially education in the school route, after going through a process of adaptation and modification as necessary. In fact, there are many aspects that determine the quality of education in schools. Edward Sallis argued that what determines the quality of education includes the following aspects.

Well-maintained buildings, outstanding teachers, high moral values, excellent examination results, specialization, the support of parents, business and local community, plentiful resources, the application of the latest technology, strong and purposeful leadership, the care and concern of pupils and students, a well-balanced curriculum or some combination of these factors. (Sallis, Edward, 1993).⁹

⁷ Depdiknas. 2002. *Development of the 21st Century Education Personnel Education System*. Jakarta: Ministry of National Education

⁸ RI government. RI Government Regulation Number 41 of 2007 concerning Process Standards.

⁹ Sallis, E. 2008. *Total Quality Management in Education*. Yogyakarta: IRCiSoD.

The measure of the quality of education in schools refers to the degree of superiority of each component, is relative, and is always in comparison. The size of a good school is not merely seen from the perfection of its components and the strengths/advantages it has, but is also measured by the school's ability to anticipate changes, conflicts, and the deficiencies or weaknesses that exist within it.

According to PP no. 28/1990 concerning Guidelines for the Preparation of Minimum Service Standards for the Implementation of Schooling in the Field of Elementary and Secondary Education, that the assessment of the success of education in schools includes 4 components, namely as follows.¹⁰

- a. Student learning activities and progress. The purpose of this first component is mainly to find out how the learning process takes place, the process of supervising and coaching students, measuring the effectiveness and efficiency of education delivery and measuring the progress and development of student learning outcomes.
- b. Curriculum implementation. The purpose of measuring this second component is to determine the suitability of the curriculum with the dynamic demands of community needs, the achievement of student abilities based on predetermined school cultural standards, the availability of learning resources that are relevant to curriculum demands, the coverage of local content material in accordance with local regional needs and the smooth implementation of the curriculum. school as a whole.
- c. Teachers and education personnel. The purpose of measuring this third component is to determine the professional ability and authority of each personnel that appears in their daily work.
- d. Educational unit performance. This fourth component assessment includes: institutions, curriculum, students, educators and education staff, facilities/infrastructure, administration, and the general condition of the educational unit. This assessment is intended to see the extent to which the quality of education that can be achieved at that school and how it stands when compared to other schools in the vicinity and nationally. So overall, the assessment of this fourth component serves as a control tool for the improvement and development of the quality of education further.¹¹

Steps to Improve Quality

a. Needs Analysis

Implementation of school quality assurance is a government policy to improve the quality of education. Implementation of a quality assurance system in primary and secondary education refers to standards according to applicable regulations. The main reference for the quality assurance system for primary and secondary education is the National Education Standards (SNP) set by the central government through the National Education Standards Agency (BNSP). While the SNP that must be met by educational units and all stakeholders in managing and providing education are: (1) Graduate Competency Standards, (2) Content Standards, (3) Process Standards, (4) Assessment Standards, (5) Educator Standards and Education Personnel, (6) Management Standards, (7) Facilities and Infrastructure Standards, (8) Financing Standards.¹²

¹⁰ PP no. 28/1990 concerning Guidelines for Formulating Minimum Service Standards
Implementation of Schooling in the Field of Elementary and Secondary Education

¹¹ Sagala, Saiful. 2007. Strategic Management in Improving the Quality of Education. Bandung:
Alphabet.

¹² National Education Standards Agency. 2006. Content Standards. National Standards Agency. Education:
Jakarta.

Facing the era of globalization which is marked by technological advances, especially information technology, spurred schools to move with the flow of globalization by fulfilling educational facilities and infrastructure. Education in the future, schools are expected to be able to provide quality educational services and produce competent graduates. Quality education can only be produced if schools can improve quality, especially in terms of mastery of technology and teacher qualifications in accordance with educational standards.

b. Vision, Mission and Goals

Vision is a description of the future (future) that is realistic and wants to be realized within a certain period of time. A vision is a statement spoken and written today that is a current management process that spans the future.

Mission is a statement about the things that the organization must achieve for interested parties in the future. The mission statement reflects the description of the product or service offered.¹³ The school's mission is the aspirations of the principal, deputy principal, teachers, education staff, and other school members who will be used as a fundamental element of implementing school programs in accordance with the values of school administration. Defining the school's mission is very important because it will limit the school's operations by emphasizing the program on the required quality and prevent the organization from ignoring business related matters outside the school's field but focusing on priorities. Therefore, the school's vision and mission must be an agreement between the leadership and other school personnel and the community related to the school so that all elements of the school administration can easily understand the basic ideas of the vision, mission and goals to be achieved.

Goals are something that will be achieved or produced within a predetermined period of time. Goal setting is generally based on key success factors which are carried out after setting the vision and mission. Goals do not have to be stated in quantitative form but must be able to show the conditions to be achieved in the future.

From the discussion of the vision, mission and goals, it can be concluded that in order to create a school that has good quality, it needs to be planned seriously. In this case, schools are required to formulate a vision, mission and school goals that are integrated into the school's strategic planning. Formulation of a quality vision, mission and goals will determine the desired future picture of the school because the vision, mission and objectives integrated into strategic planning will be a reference for schools in carrying out their activities as educational institutions.

c. Educator Resources and Education Personnel.

Educational resources are important and absolute in a school. Therefore, educational resources must be managed as well as possible through human resource management. Through the efforts and creativity of human resources, educational institutions can produce quality graduates. Educational resources are all people involved in educational tasks, namely: school principals, teachers, administrators, and school committees. These educational personnel need to be fostered to be able to work better with the community.

¹³ National Education Standards Agency. 2006. Content Standards. National Standards Agency. Education: Jakarta.

Education personnel are members of the community who devote themselves and are appointed to support the implementation of education", and paragraph 6 states "Educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other appropriate designations with its specialty, and participate in the implementation of education."¹⁴

d. Educational Quality Assurance Achievement Process

In order to realize a quality school, the role of the teacher is very important and decisive. This is as stated by Dedi Supriadi that the main factor causing the low quality of education is the condition of teachers who are still mismatched in two respects. First, the placement of teachers is not evenly distributed and secondly, qualified teachers are not qualified to teach subjects that are not in accordance with their areas of expertise. Besides that, if you pay close attention so far, the teaching profession turns out to be not an attractive and promising profession, in fact, people who are classified as smart are not even interested in it.

As an impact or consequence of this, the quality of teachers varies greatly, especially in terms of competence, not even a few, the quality of teachers is below standard.¹⁵ Untuk mengetahui rendahnya mutu guru dapat dilihat dari penguasaan materi bidang studi yang ditekuninya. Peningkatan mutu pendidikan merupakan tugas yang tidak mudah dan amat berat, karena dipengaruhi berbagai faktor seperti mutu masukan pendidikan, mutu sumber daya pendidikan, mutu pengelola pendidikan, mutu proses pembelajaran, sistem pengendalian mutu serta kemampuan pengelola pendidikan dalam mengantisipasi dan menangani berbagai pengaruh lingkungan pendidikan.

Related to the problem of improving the quality of Education Personnel Education Institutions (LPTK), Juran suggested that there are ten steps to increase the maximum quality that must be carried out. The ten steps are, (1) developing awareness of the need for quality improvement and opportunities, (2) determining quality improvement objectives, (3) compiling steps to achieve predetermined quality improvement objectives, (4) preparing for training, (5) implementing the planned quality improvement program, (6) making progress reports, (7) giving awards, (8) announcing the results achieved, (9) maintaining successful achievements, (10) and cultivating quality and quality improvement by making it part of from the system.¹⁶

The new paradigms of education are (1) sustainable quality, (2) autonomy, (3) accountability, (4) accreditation, and (5) evaluation. In more detail stated that the main pillar is quality. The performance of educational institutions must always refer to sustainable quality, based on creativity and productivity. Quality is not only in input, but also in process and output. This is intended so that the output can compete with other school graduates so that it is quickly absorbed by the job market.

The second pillar is school autonomy which is defined as school-based management. In the future, the government's role will no longer be that of a provider (which must always provide and complement) but rather that of a facilitator. The government will gradually delegate most of its affairs to educational institutions.

¹⁴ Law of the National Education System No. 20 of 2003, CHAPTER I article 1 paragraph 5

¹⁵ Supriadi, dedi. 2004. "Improving the Quality of Guidance and Counseling Services in Schools", Journal of Educational Sciences Vol. 1 No.1, 2004.

¹⁶ **Juran**, J.M. and Frank M. Gryna; "Quality Planning and Analysis", Third. Edition, Mc Graw, New York, 1993.

The third pillar is accountability which is often interpreted as accountability. In the past, accountability was centered on the government, whereas in this new paradigm each school must be accountable for its performance to stakeholders, namely parties who are betting their performance and products on educational institutions and schools. Stakeholders referred to above include: parents, the business community as consumers, the professional community, and people's representatives.

The fourth pillar, namely accreditation, is an acknowledgment of the ranking of a school when compared to other schools in the quality of its performance and output. The community's right must be guaranteed and protected to obtain reliable and valid information regarding the quality of implementation, performance and results/graduates of an educational institution through the accreditation process for institutions and programs. In the future LPTKs must have accredited status to produce quality graduates.

The fifth pillar is evaluation which is the main managerial action that underlies decision making. Without continuous evaluation by the institution concerned, useful information will not be obtained to ascertain the starting point and the intended end point in its development.

Based on the opinion mentioned above, the approach used to create a good quality, it is necessary to identify the problem with the principle that quality improvement must be based on data and facts both qualitative and quantitative. Quality improvement is carried out by empowering all elements and involving all components related to the institution continuously on an ongoing basis.

Quality Management Orientation in Education

Based on its function management is defined as a process of planning, organizing, directing, implementing and controlling organizational resources to achieve goals effectively and efficiently. Based on its activities, management is the process of planning, organizing, leading and controlling organizational efforts in all its aspects so that organizational goals are achieved effectively and efficiently. The definition of management has been elaborated into management functions. In this case, if you read books about management, you will find management functions that are exactly the same as the notion of management which includes: planning, organizing, implementing and controlling. Planning means planning a goal to be achieved.

Organizing is dividing tasks so that it can be done more easily. Implementation is carrying out what has been planned and evaluating. Quality management or integrated quality management (Total Quality Management/TQM) is defined as a way to continuously improve performance at every level of operation or process, in every functional area of an organization by using all sources. available human resources and capital.

Quality planning is the establishment and development of goals and requirements for quality and the determination of quality systems. Quality control are the techniques and operational activities used to meet quality requirements. Quality assurance or quality assurance are all planned and systematic actions implemented and demonstrated to provide sufficient confidence that the product will satisfy the need for a certain quality. Quality improvement is the actions taken to increase product value for customers through increasing the effectiveness and efficiency of the processes and activities of the organizational structure.

From this explanation it can be concluded that basically quality management focuses on continuous improvement to meet customer satisfaction. In the context of education management, improving and developing curricula, increasing teacher competence, and arranging learning facilities and tools will not bring significant changes if they are not accompanied by improvements in management patterns and culture that support these

changes. Teacher creativity in developing learning programs will not be meaningful for improving student learning processes and outcomes, if school management does not provide opportunities for the teacher's creativity to grow and develop. Likewise, adding and strengthening learning resources in the form of libraries and laboratories will not be very meaningful if the school management does not pay serious attention to optimizing the use of these learning resources in the student learning process.

Quality Management Implementation Steps

1. Education quality planning

Planning is the first function in quality management. In planning, it is determined in advance what will be done, how to do it, who will do it. With planning can determine the framework of action needed to achieve certain goals. Here strengths and weaknesses are examined, opportunities and threats are determined, strategies, policies and priority programs are determined. Planning basically requires activities to be carried out in the future. This activity is intended to organize various resources so that the results achieved are as expected. In each plan there are activities such as formulating goals, selecting programs, and identifying and directing available resources. Planning is a bridge that connects the gap between the current state and the expected state. Although the future is not easy to predict, planning is important to avoid mere coincidences.

According to Handoko in Ritonga that planning includes selecting or setting organizational goals, determining strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals (Ritonga, et al., 2014: 12).¹⁷

Planning can be arranged into three categories short term, medium term and long term. Short term, which is made every year or called an annual plan that is operational in nature with certain targets. The medium term is made every four years and is the result between the short term and the long term. That is, if the short term has been achieved, then it will enter the medium term as an indicator of the achievement of the annual program. Because the annual plan should not be interrupted and this will happen forever. If the medium term has been achieved, the next indicator, namely strategic long-term achievement, can be made every eight years for schools. In its implementation, the most important thing to measure is the short-term annual plan so that progress can be seen from year to year. If the strategic (long-term) plan has been achieved, then the next medium-term and long-term plans are made as standards to be achieved.

2. Implementation of Quality-Based Programs

Program implementation is the second function in the integrated quality management cycle. Implementation that is not according to plan is as bad as a plan that is not implemented. Implementation is an advanced cycle after careful planning. In the implementation, consider how the work is organized. Implementation that refers to TQM adheres to the principle of zero defects (no errors). This means that an action starts from the right start. Since the beginning of the process has been done in the right way. This is to avoid wastage of both costs, time, and energy by repeating the process. A leader is essentially a person who has the ability to influence the behavior of others in his work.

In order for the implementation to run smoothly, it is necessary to organize existing resources. Organizing is the arrangement of working together financial, physical and human resources in the organization. Organizations can be seen as culture, organizations as containers, organizations as climates, and organizations

¹⁷ Ritonga, 2014. Fiscal Policy: Thoughts, Concepts, and. Implementation. Jakarta: Kompas

as learning centers. In any view of organization there must be organizing. Organizing is the preparation of an organizational structure in accordance with organizational goals, owned resources and the surrounding environment.¹⁸

3. Quality Control

Quality control is the third step in the quality management cycle after planning and implementation. The supervisory function includes evaluating the achievement of standards. Effective oversight is based on an effective management information system. The value of the information provided depends on the quantity, quality, which can be obtained at any time and is relevant to management activities. Effective oversight must involve all levels of leadership from top to bottom and work groups. This control concept refers to integrated quality control.

Supervision is carried out to find out whether the quality standards that have been set have been achieved or not. If under supervision it is found that things are still lacking, quality improvement actions are taken.¹⁹ And vice versa if standardized quality has been achieved, continuous standardization will be carried out.

Accreditation Comparison of MAN and MAS in Pekanbaru

Accreditation is an activity to evaluate program feasibility in an educational unit based on predetermined criteria. School accreditation is an assessment activity carried out by the government and/or independent institutions that are authorized to determine the eligibility of programs and/or educational units for formal and non-formal education at every level and type of education, based on predetermined criteria, as a form of public accountability. objectively, fairly, transparently and comprehensively using instruments and criteria that refer to the National Education Standards (Aulia, 2017).²⁰ This accreditation is carried out by the government and/or independent institutions that are authorized to determine the feasibility of programs and/or educational units (Ramadina & Aliyyah, 2021).²¹

School accreditation aims to provide recognition for the achievement of educational quality standards set by awarding certificates of accreditation status. The object of assessment in school accreditation includes eight components of national education standards (Maruki, Mardapi, & Kartowarigan, 2018). School accreditation can map the quality of education based on National Education Standards and become a reference in quality improvement and school/madrasah development plans (Khoiriyyah & Aliyyah, 2021).²²

In the process of school accreditation there are measurement, assessment and evaluation activities. Measurement of the object assessed using the instrument. Assessment is carried out through the collection and interpretation of measurement results according to real conditions based on real evidence in schools. Furthermore, evaluation is the process of making a decision or judgment by using the data referenced from the results of the

¹⁸ Ari Zaqi Al Faritsy Suseno "Implementation of Total Quality Management (TQM). To Improve Company Performance

¹⁹ Atontos, A., Palendeng, I. D., & Karuntu, M. M. (2019). Total Quality Analysis. Management (TQM) on Managerial Performance at PT. Enseval.

²⁰ Aulia, A.A. (2017). School Accreditation as an Effort to Assure Education Quality in Indonesia. SAP Journal Vol.2 No. 1, 12-21.

²¹ Ramadina, D., & Aliyyah, R. R. (2021). Accreditation and Certification as Educational Quality Improvement Stage in East Nusa Tenggara. <https://www.researchgate.net/publication/352976082>

²² Khoiriyyah, N., & Aliyyah, R. R. (2021). The Role of School Accreditation in Efforts to Improve the Quality of Education in South Sumatra. <https://www.researchgate.net/publication/352904926>.

assessment and measurement, based on predetermined standards or criteria. The result of the decision is to determine the accreditation status of the school (Maruki, Mardapi, & Kartowarigan, 2018).²³

The results of school accreditation can be used as evaluation material. The purpose of evaluation is to see whether the planned program has been achieved or not, is it valuable or not, and is it efficient in its implementation. Evaluation of the quality of the education unit is an important thing that must be carried out by the education unit itself, the education provider, and external parties (Maruki, Mardapi, & Kartowarigan, 2018).²⁴

Researchers compared the two data to see the Accreditation of West Kalimantan and West Sumatra. First, the accreditation data for SD, SMP, SMA and SMK units, which researchers took from the Regional Education Balance of the Ministry of Education and Culture

The following is a list of the accreditation values of public Madrasah Aliyah and private Madrasah Aliyah in Pekanbaru:

No	School name	Accreditation Value
1	MAN 1 Pekanbaru	A
2	MAN 2 Model Pekanbaru	A
3	MAN 3 Pekanbaru	A
4	MAN 4 Pekanbaru	A
5	MAS Al-Kautsar Pekanbaru	B
6	MAS Diniyah Puteri Pekanbaru	A
7	MAS Al-Ikhwan Pekanbaru	B
8	MAS Masmur	B
9	MAS Miftahul Hidayah PKU	B
10	MAS Muhammadiyah PKU	B
11	MAS PP Ulul Albab PKU	B
12	MAS Ummatan Wasathan PKU	A
13	MAS Al-Fajar Pekanbaru	C

From the table it can be explained that 4 MAN obtained accreditation A, 2 MAS obtained accreditation A, 5 MAS obtained accreditation B and 1 MAS obtained accreditation C. The low level of accreditation at Private Aliyah Madrasahs in Pekanbaru compared to State Madrasah Aliyah indicates that the quality of education at Madrasah Aliyah Private is lower and must work hard to improve the quality of education.

Ideally, the process and results of school accreditation can be used as (1) material for reflection and evaluation for school stakeholders (stakeholders) about the strengths and weaknesses of schools/madrasahs, (2) motivational material for school management to make planned and sustainable efforts to improve the strengths that are owned and improve existing weaknesses, and (3) the basis that gives confidence to students in particular and the community in general that schools have and will carry out various work programs with their resources

²³ Maruki, Mardapi, D., & Kartowarigan, B. (2018). Development of High School/Madrasah Aliyah (SMA/MA) Accreditation Model. *Journal of Educational Research and Evaluation* <http://journal.uny.ac.id/index.php/jpep>, 105-117.

²⁴ Maruki, Mardapi, D., & Kartowarigan, B. (2018). Development of High School/Madrasah Aliyah (SMA/MA) Accreditation Model. *Journal of Educational Research and Evaluation* <http://journal.uny.ac.id/index.php/jpep>, 105-117.

seriously so that the learning process takes place. quality education and produce quality output (Karyato, Rahman, & Darwin, 2015).²⁵

CONCLUSION AND SUGGESTION

In order to improve the quality of education and service quality to students, the community and stakeholders, each school needs to develop a program to make this happen. This quality program begins with the principal's desire to improve the quality of the school he leads, both in terms of graduates and services, while still paying attention to the capabilities of the school as stated in the SWOT analysis, vision, mission and objectives that have been prepared previously.

The learning process is in accordance with Permendiknas No. 65 of 2013 concerning Process Standards, namely National Education Standards relating to the implementation of learning in educational units to achieve graduate competency. The process standard contains minimum criteria for the learning process in elementary and secondary education units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. Process standards include: planning the learning process, implementing the learning process, evaluating learning outcomes, and monitoring the learning process for the implementation of effective and efficient learning.

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