



---

## **The Performance of Provincial Accreditation Board for School/Madrasah (BAP S/M) in Improving Education Quality in Southeast Sulawesi**

Zulkifli M.<sup>a\*</sup>, Abdullah Alhadza<sup>b</sup>, Sarjaniah Zur<sup>c</sup>

<sup>a</sup> *Expertise of Education Science State Islamic Institute (IAIN) of Kendari, Kendari 93117, Indonesia*

<sup>b</sup> *Expertise of Education Management, Muhammadiyah University of Kendari, Kendari, Indonesia*

<sup>c</sup> *Expertise of English Education, Muhammadiyah University of Kendari, 93117, Indonesia*

<sup>a</sup> *Email: zulkiflim58@ymail.com*

<sup>b</sup> *Email: aalhadza@gmail.com*

<sup>c</sup> *Email: Sarjaniah\_zur@yahoo.co.id*

### **Abstract**

This study aims at knowing the performance of BAP S/M (Provincial Accreditation Board for Schools/Madrasah (*Islamic Schools*)) of Southeast Sulawesi province in improving educational quality in Southeast Sulawesi. This study focus on how the performances of BAP S/M develop educational quality in Southeast Sulawesi. The techniques of collecting data are interview and documentation by qualitative approach. The result shows that the performance of BAP S/M of Southeast Sulawesi as an institution which accredited schools/ *madrasah* has run its programs by mapping the schools/*madrasah* as one component in improving the educational quality of the schools referenced to education national standard. Based on the standard implementation, the institution has accredited the schools/*madrasah* by some criteria and provision of BAP S/M. It has succeeded to accredit 5660 schools during the year of 2006-2014; they are 5109 schools or 90.3% and 551 *madrasah* or 9.7%.

**Keywords:** Performance of BAP S/M; Education Quality.

---

\* Corresponding author.

## **1. Introduction**

The law of the Republic of Indonesia Number 20 Year 2003 on National Education System is the legal basis for the organization and reformation of the national education system Reference [33]. The law contains vision, mission, function, and national education objectives and national education development strategies to create education which is qualified, relevant to society needs, and competitive in the global life.

The vision of national education is to realize the educational system as a social institution that is strong and authoritative to empower all Indonesia citizens to be developed into qualified human beings who are capable and proactive answering the time challenges which always changes.

The mission of national education are (1) to pursue the expansion and equal opportunity to obtain qualified education for all Indonesian people; (2) to improve education quality having competitive skill at national, regional and international scope; (3) to increase education relevance to the society needs and global challenges; (4) to assist and facilitate children of nation full potential development from an early age to the end in order to create learning communities; (5) to improve the readiness of input and education quality process to optimize the formation of having moral personality; (6) to increase the professionalism and accountability of educational institution as knowledge center civilization, skill, experience, attitude, and value based on national and global standard; and (7) to encourage public participation in organizing education based on autonomy principle in the context of the Unitary of Republic of Indonesia.

In accordance with vision and mission of the national education, it is needed a basic reference for each organizer and educational unit which includes minimum criteria of various aspects related to education organization including evaluation implementation, accreditation and certification which are oriented to continuous education quality improvement. The basic reference is as national standard of education which is intended to spur managers, organizers, and educational units in order to improve their performance in providing qualified education services. In that context, some of regulations governing education quality assurance in Indonesia have been validated; one of them is through accreditation. Accreditation as a form of public accountability is done objectively, fairly, transparently, and comprehensively using instruments and criteria referring to the National Education Standards. The accreditation process is conducted regularly and openly to help and empower program and educational unit to be able to develop the resources in achieving national education objectives. Accreditation processes in the implementation will take place when all provisions concerning to the implementation are required with all requirements, starting from data collection on unaccredited schools/*madrasah* or schools/*madrasah* having expired accreditation period to the final result in accordance with Provincial Accreditation Board for School/*Madrasah* plenary which is done every year.

In carrying out accreditation, BAN S/M is assisted by Provincial Accreditation Board (BAP S/M) formed by the Governor. In this context, school (from SD to SMA/SMK) which are Islam based primary and secondary education, is part of Indonesia national education system, no exception for it, has to follow quality assurance regulation through accreditation.

Reference [5] The Provincial Accreditation Board for School/*Madrasah* (BAP S/M) of Southeast Sulawesi province has conducted schools and *madrasah* accreditation, in all regencies/cities in Southeast Sulawesi province. The quota for accredited school/*madrasah* in 2006-2014 consisting of :

- School = 5109 schools
- *Madrasah* = 551 schools

For the accreditation status can be viewed in this following table:

**Table 1:** Accreditation Result for School/*Madrasah* Level in Southeast Sulawesi Province of 2006-2014

No	SCHOOL/MADRASAH LEVEL	ACREDITATION				
		A	B	C	TT	TOTAL
1	SCHOOL	270	1695	2231	913	5109
2	MADRASAH	36	147	218	150	551
TOTAL		306	1842	2449	1063	5660
%		5,41	32,54	43,27	18,78	100

Source: BAP S/M Southeast Sulawesi Province 2014

The table shows that from 5660 accredited school/*madrasah*, the schools/*madrasah* which are accredited A, are only 306 school/*madrasah*, the schools/*madrasah* which are accredited B, are 1842 schools/*madrasah*. Meanwhile, the schools/*madrasah* which are accredited C, are 2449 schools/*madrasah*, and the schools/*madrasah* which are not accredited, are 1063 schools/*madrasah*. This means that the schools/*madrasah* which are accredited A 5.41%, 32.64% for the schools/*madrasah* which are accredited B, 43.27% for the schools/*madrasah* which are accredited C, and 18.78% for unaccredited schools/*madrasah*. Schools/*Madrasah* which is unaccredited reaches 18.78%. It is considered high percentage in national level, which is according to national average, for unaccredited schools/*madrasah* is maximum 10%. The problem in this fact should be found and it is expected that school/*madrasah* quality will be increased.

Based on the explanation above, the writer wants to conduct research discussing about the Performance of Provincial Accreditation Board for School/ *Madrasah* (BAP S/M) in improving education quality in Southeast Sulawesi province. This research is expected to be useful for BAP S/M at Southeast Sulawesi province, Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi province, and the Ministry of Religious Affairs Office and all *madrasah* in regencies and cities in Southeast Sulawesi province.

### **Performance Concept**

Reference [34] Performance is the implementation of demanded functions of person. This definition is an understanding that demands the most minimal requirements to succeed. Significant performance was far beyond what was expected, it performance sets the highest standards of himself and go beyond what is other's required or expected. Thus the performance is an act, an achievement, or what someone is shown through a real skill.

Performance demands one's potential expression, responsibility or comprehensive ownership, if not, then it will not be a one's potential, but the majority will belong to someone else.

Another view expressed by [25] that the performance is the one's activity in performing basic tasks assigned to him. Referring to that view, it can be interpreted that one's performance associated with her/his regular duty. For example, as a teacher, a regular duty is to carry out the process of teaching and learning in schools. The result optimally achieved from teaching was the teacher's performance. Similarly, in an institution that has a specific task, and then the optimal result of the institution is the institution's performance.

Reference [20] Other experts said that the performance is the result of interaction or the functioning of the elements of motivation (m), ability (k), and perception (p) in a person.

Many limitation provided by experts regarding the terms of performance. All of them have a little bit different vision, but they principally agree that the performance leads to an effort in order to achieve better performance. According to [2] the performance is a person's successful in doing a job. In line with, Reference [2] stated that the performance is successful role achievement obtained by someone of his/her actions. This definition explained that the performance is results achieved by a person based on available standard of his/her job.

Another view expressed by [27] the performance is interaction between someone's ability and its motivation. Based on this view, it can be affirmed that the performance is someone's sum of the ability and motivation.

Reference [30] states that performance is the level of someone behavior who should be achievable with certain requirements. Reference [21] states that the performance is the number of records generated from a particular job function or an activity over a specified period of time. While, Reference [31] states that the performance is a result of an employee during a particular period as compared with the range of possibilities, such as standards, targets, or predetermined criteria and mutually agreed.

Based on the discussion above, it can be concluded that the performance is as a person's behavior or institutions that produce results after a certain work optimally meet a number of requirements.

## **1.2 The Concept of Accreditation**

Reference [29] Article 2 paragraph (2) of the National Standard of Education states that the assurance and control of education quality in accordance with National Standard of Education (SNP) needs to be implemented in three integrated programs namely evaluation, accreditation, and certification. Reference [33] The assertion of the importance of accreditation can be seen in the Law Number 20 Year 2003 on National Education System (Sisdiknas), Chapter XVI Part Two Article 60, concerning on accreditation, which is read as follow: (1) the accreditation is conducted to determine the feasibility of the program and the educational unit on the line of formal and non-formal education at all levels and types of education, (2) the accreditation upon the programs and educational units is conducted by an authorized independent institution as a form of public accountability, (3) accreditation is conducted on the basis of open criteria. (4)

The provisions regarding to accreditation referred to paragraph (1), paragraph (2), and paragraph (3) shall be further regulated by the Government Regulation. Accreditation has several definitions, they are as follow:

- The confession upon educational institutions provided by the authorized institution after assessing that the institution has fulfilled the qualification of standard or certain criteria;
- The confession by a bureau about the authority of a person to conduct or carry out duties;
- The school assessment activity in systematic and comprehensive form through self-evaluation and external evaluation (visitation) to determine school feasibility and performance [22].
- The school feasibility and performance assessment activity based on the criteria (standards) established and carried out by the National School Accreditation Board (BASNAS) which the result is realized in the form of feasible rank confession as stipulated in the Decree of Minister of National Education 087/U/2002. [23] In accordance with above concepts, school/*madrasah* accreditation is the assessment activity conducted by the government and/or an authorized independent institution to determine program feasibility and/or educational units feasibility in the line of formal and non-formal education at all education levels and types in accordance with predefined criteria, as a form of public accountability which is conducted objectively, fairly, transparently and comprehensively using instruments and criteria referring to the National Standard of Education .

### **1.3 School/Madrasah Accreditation**

School/*madrasah* accreditation policy in Indonesia is that every citizen has right to obtain qualified education. To be able to organize qualified education, then every educational unit/program has to fulfill and reach the standard conducted through accreditation activity upon the feasibility of each educational unit/program. Reference [3] Scope of school/*madrasah* accreditation includes:

- Kindergarten (TK)/Raudhatul Atfal (RA).
- Elementary School (SD)/Islamic Elementary School (MI).
- Junior High School (SMP)/MTs (MTs).
- High School (SMA)/Madrasah Aliyah (MA).
- Vocational High School (SMK)/Vocational Madrasah Aliyah (MAK).
- Special Need School (SLB), consisting of Special Need Kindergarten (TKLB), Special Need Elementary School (SDLB), Special Need Junior High School (SLTPLB), and Special Need High School (SMLB).

The objectives of school/*madrasah* accreditation are:

- Providing information about school/*madrasah* feasibility or program conducted according to the National Standard of Education .
- Giving feasible rank confession.
- Providing recommendation about education quality assurance to program and/or accredited educational unit and related parties.

Reference [3], School/*madrasah* accreditation is conducted based on the following principles:

- **Objective;** school/*madrasah* accreditation in essence is the feasibility assessment of educational organization indicated by a school/*madrasah*. In this assessment implementation various aspects related to the feasibility are examined clearly and correctly to obtain information about the existence.
- **Comprehensive;** in implementing school/*madrasah* accreditation, assessment focus is not only limited to the certain aspects but also including various comprehensive educational components.
- **Fair;** in implementing accreditation, all schools/*madrasah* has to be treated equally with no distinguishing school/*madrasah* on the basis of culture, beliefs, socio-culture and not looking at school/*madrasah* status both public and private school/*madrasah*. School/*Madrasah* has to be served in accordance with the criteria and working mechanisms fairly and/or non-discriminatory.
- **Transparent;** data and information related to school/*madrasah* accreditation implementation of the accreditation such as criteria, working mechanism, schedule and accreditation assessment system and others have to be delivered openly and accessible to anyone who needs them.
- **Accountable;** school/*madrasah* accreditation implementation has to be accountable both in terms of assessment and decision according to the rules and procedures stipulated.

Reference [6], Schools/*madrasah* can follow the accreditation activities, if they fulfill the following requirements:

- Having the decree of school/*madrasah* establishment/operation
- Having learners for all grades
- Having educational facilities
- Having teachers and educational personnel
- Implementing prevailing curriculum and
- Having alumni.

School/*madrasah* accreditation includes eight components in the National Standard of Education, namely:

- Standard of Content, [9].
- Standard of Process, [10].
- Standard of Graduates Competence, [11].
- Standard of Teachers and Educational Personnel,[12], [13], and [14].
- Standard of Infrastructure [15].
- Standard of Management, [16].
- Standard Finance s, [17].
- Standard of Educational Assessment. [18].

To implement schools/*madrasah* accreditation, the government established the National Accreditation Board for School/*Madrasah* (BAN S/M). It has several functions as follow:

- National Accreditation Board for School/*Madrasah* (BAN S/M) formulates operational policies, socializes policies and implements school/*madrasah* accreditation.
- Provincial Accreditation Board for School/*Madrasah* (BAP S/M) implements accreditation for TK/RA, SD/MI, SMP/MTs, SMA/MA, SMK/MAK, and SLB.
- Unit of Accreditation Implementation (UPA) for regency/city assists BAP S/M to implement accreditation.

Reference [4], The mechanism of school/*madrasah* accreditation includes the following stages:

- Formulating school/*madrasah* number and allocation plan.
- Announcing openly to school/*madrasah*
- Proposing list of school/*madrasah*
- Delivering accreditation devices to school/*madrasah*
- Completing accreditation and support instrument
- Delivering accreditation and support instrument
- Determining visitation feasibility
- Assigning assessor team
- Implementing visitation
- Verifying assessor visitation results
- Determining school/*madrasah* accreditation result
- Issuance certificate
- Reporting accreditation result.

The school/*madrasah* accreditation result will be reported to various parties in accordance with the duties and functions of each, and can be accessed by the various parties which are involved and concerned with education quality improvement. Whole accreditation results are announced nationally via BAN S/M website at <http://www.ban-sm.or.id>

Department of Education and Culture, Ministry of Religious Affairs, Provincial Education Bureau, Regional Office of the Ministry of Religious Affairs, Education and Culture Bureau of Regency/City, Ministry of Religious Affairs of Regency/City, and organizers develop school/*madrasah* in accordance with accreditation result based on their authority.

#### **1.4 The Concept of Education Quality.**

Reference [1] In this decade, there are three most popular quality conceptions developed by three experts of international level quality, namely W. Edwards Deming, Philip B. Crosby and Joseph M. Juran. W. Edwards Deming defines that quality is anything becoming customer needs and desires. Philip B. Crosby defines that quality is as conformance to requirements. While Joseph M. Juran defines that quality is the conformance to specifications. Although all of three experts are different on quality perception, but these three quality perception then becoming basis of thought in quality management system which is as central issue in today's business activities.

Therefore, many companies progressively seek management system including education management which is considered to be the most effective way to deal with quality in globalization era.

Reference [19], The main objective of integrated quality management in education is to improve the education quality sustainable, continually and integrated. The effort to improve education quality in question is not all at once, but it is addressed based on quality improvement in every educational component.

The education quality assurance is systemic and integrated activity by educational unit or program, educational unit or program organizer, local government, government and communities to raise intelligence level of the nation through education. The final objective of education quality assurance is the high of human and nation life intelligence as aspired by the Preamble of the Constitution of the Republic of Indonesia Year 1945 which is achieved through Education Quality Assurance System (SPMP) application.

Reference [32] The education quality in educational unit has meaning to produce and deliver only the best. In the implementation, quality assurance activity is conducted in synergic way by various parties, both internally and externally. External quality assurance conducted by various parties or external educational unit institution formally has duty and function related to education quality assurance either directly or indirectly affecting the educational unit in improving quality continually. Internally, educational unit applies school/*madrasah* based quality assurance management (MBS/M), applies vision and mission, develops a work program, conducts school/*madrasah* examination and conducts self-evaluation comprehensively. The effort of educational unit in improving quality is conducted sustainable as internal quality assurance.

## **2. Method**

The research is a qualitative descriptive. It is a method used to track an event or to find the widest knowledge on the object of study at particular time. This research was conducted in Kendari City that is provincial Accreditation Board for School/*Madrasah* (BAP S/M) office and the Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi Province. The time of research was started in Maret until July 2015. The subject in this research is the Chairman and all members of the Provincial Accreditation Board for School/*Madrasah* Southeast Sulawesi Province.

Generally, data collected in this research are primary data and secondary data. Firstly, primary data were obtained from BAP S/M of Southeast Sulawesi province in 2014 having registered office in UMK Campus secretariat, Jl. K.H. Ahmad Dahlan 10, Kendari. These data were obtained using the two techniques, namely interview and documentation. Secondly, secondary data were obtained from collection and documents observation related to accreditation implementation for school/*madrasah* Southeast Sulawesi Province.

Reference [24] and [28] In analyzing the data, the researcher includes three sub-processes that are related to each other, namely the data reduction, data presentation, and conclusion drawing/verification). The analysis can be mentioned as follows: Interactive Model Analysis, the process occurs before data collection, or the process occurs when planning the study model, when collecting temporary data and preliminary analysis is performed, and after collecting data as the final result and they have perfected.



### 3. Results

#### 3.1 Provincial Accreditation Board for School/Madrasah (BAP S/M) Performance.

The presence of the Provincial Accreditation Board for School/Madrasah (BAP S/M) in Southeast Sulawesi is in accordance with the regulation of Minister of Education and Culture of the Republic of Indonesia Number 59 year 2012 concerning to the National Accreditation Board of article 1, paragraph 3 that the Provincial Accreditation Board for School/Madrasah hereinafter referred to BAP S/M is an independent evaluation board in the province assisting BAN S/M in implementing accreditation [8]. In order to improve gradual, planned and measured national education quality by virtue of the mandate of Law No. 20 year 2003 on National Education System, Chapter XVI Part Two Article 60 on Accreditation, Government implements accreditation to assess program feasibility and/or educational units.

In this regard, the Government has stipulated National Accreditation Board for School/Madrasah (BAN S/M) with regulation of Minister of National Education No. 29 Year 2005 BAN S/M as an independent evaluation board that stipulated program feasibility and/or formal basic and middle educational units by referring to national standards of education [16]. As an independent institution and having responsibility to the Minister of Education and Culture, BAN S/M charges to formulate operational policy, perform policy socialization and implement schools/madrasah accreditation. In implementing school/madrasah accreditation, BAN S/M is assisted by the Provincial Accreditation Board for School/Madrasah (BAP S/M) formed by the Governor, by the virtue of Government Regulation No. 19 Year 2005 on National Standard of Education, particularly in Article 87 paragraph (2). Provincial Accreditation Board for School/Madrasah of Southeast Sulawesi (BAP S/M Sultra) formerly known as the School Accreditation Board (BAS-Prov) has been established by the Governor of Sulawesi by virtue of Governor's Decree No. 96 dated 11-02-2013 in 2013-2018 period. The Provincial Accreditation Board for School/Madrasah (BAP S/M) of Southeast Sulawesi has accredited school/madrasah since 2006. At the end of 2014 there were 5660 schools/madrasah have been successfully accredited. The following table presents school/madrasah accreditation rank:

**Table 2:** School/Madrasah Accreditation Rank in the year 2006-2014

YEAR	RANK	SCHOOL	MADRASAH	TOTAL
2006	A	21	1	22
2007	A	53	8	61
2008	A	11	1	12
2009	A	12	0	12
2010	A	5	1	6
2011	A	32	2	34
2012	A	83	14	97
2013	A	35	7	42
2014	A	19	2	21
TOTAL		270	36	306
%		88.2	11.8	100

Based on the above table, it can be seen that the schools which are accredited A during 2006 to 2014 are 270 schools or 88.2%, while the *madrasah* which are accredited A are 36 *madrasah*, or 11.8%.

Furthermore, to know schools/*madrasah* which are accredited B, they can be seen in the following table:

**Table 3:** The rank of Schools/*Madrasah* which are accredited B in 2006-2014

YEAR	RANK	SCHOOL	MADRASAH	TOTAL
2006	B	245	3	248
2007	B	369	55	424
2008	B	167	8	175
2009	B	157	3	160
2010	B	67	4	71
2011	B	166	19	185
2012	B	365	21	386
2013	B	106	20	126
2014	B	53	14	67
TOTAL		1,695	147	1,842
%		92	8	100

Based on the above table, it can be seen that the schools which are accredited B during 2006 to 2014 are 1.695 schools or 92%, while the *madrasah* which are accredited B are totally 147 *madrasah* or 8%.

The schools/*madrasah* which are accredited C from 2006 to 2014 can be seen in the following table:

**Table 4:** The rank of School/*Madrasah* which are accredited C in 2006-2014

YEAR	RANK	SCHOOL	MADRASAH	TOTAL
2006	C	410	3	413
2007	C	586	68	654
2008	C	248	13	261
2009	C	262	13	275
2010	C	82	3	85
2011	C	263	19	185
2012	C	277	21	386
2013	C	68	20	126
2014	C	34	14	67
TOTAL		2,231	218	2,449
%		91.1	8.9	100

Based on the above table, it can be seen that the schools which are accredited C throughout the year 2006 up to 2014 are 2,231 schools or 91.1%, while the *madrasah* which are accredited C are 218 *madrasah* or 8.9%. Furthermore, the schools/*madrasah* which are not accredited in 2006 until 2014, can be seen in the following table:

**Table 5:** The rank of School/*Madrasah* which are not accredited (TT) in 2006-2014.

YEAR	RANK	SCHOOL	MADRASAH	TOTAL
2006	TT	89	2	91
2007	TT	231	35	266
2008	TT	66	17	83
2009	TT	115	18	133
2010	TT	29	14	43
2011	TT	271	37	308
2012	TT	77	9	86
2013	TT	17	13	30
2014	TT	18	6	24
TOTAL		913	150	1,063
%		85.9	14.1	100

Based on the above table, it can be seen that the school which are not accredited during 2006 to 2014 are 913 schools or 85.9%, while the *madrasah* which are not accredited are 150 *madrasah* or 14.1%.

Overall, the schools/*madrasah* which are accredited in 2006 through 2014 are 5,660 schools, they are accredited A 306 schools, accredited B 1,842 schools, accredited C 2449 schools, and which are not accredited 1,063 schools. The 5,660 schools /*madrasah* are under Ministry of Education and Cultural and the Ministry of Religious Affairs supervision. To know about that, then it can be seen in the following table:

**Table 6:** The results of school/*madrasah* accreditation according to Ministry of Education and Cultural and the Ministry of Religious Affairs source from 2006 until 2014

RANK OF ACCREDITATION	SCHOOLS UNDER MINISTRY OF EDUCATION AND CULTURE SUPERVISION	RANK OF ACCREDITATION	SCHOOLS UNDER MINISTRY OF RELIGIOUS AFFAIRS SUPERVISION	TOTAL
A	270	A	36	306
B	1,695	B	147	1,842
C	2,231	C	218	2,449
TT	913	TT	150	1,063
TOTAL	5,109	TOTAL	551	5,660
%	90.3	%	9.7	100

Based on the table 6, it can be seen that the number of schools that have been accredited at the Ministry of Education and Culture from 2006 to 2014 are 5109 schools or 90.3%, while the schools that have been accredited at the Ministry of Religious Affairs are 551 schools or 9.7 %.

Unaccredited schools as mentioned above are 1063 schools. Rationally accounted, it reaches 18.78%, meaning that some schools are 10% exceeding the provision of BAN stipulation. The differences caused by unfulfilling standard of some schools based on the education national standard. Some of them are standard of facilities and infrastructures, standard of teacher and administrators, and process standard. (Lansala, members of BAP S/M, interview record, Kendari, 24<sup>th</sup> May 2015).

### **3.2 The Picture of School/Madrasah Education Quality Assurance.**

#### **3.2.1 The External Institution Role in Education Quality Assurance.**

The process of educational unit quality achieving is through the fulfillment of SNP (National Standard of Education) including standard of content, process, competency of alumni, teachers and education personnel, facilities and infrastructure, management, financial, and standards of educational assessment. The quality achievement which has to be gradually, systematically, and planned in a continuous and sustained program is an effort of concerned educational unit quality assurance.

**Table 7:** The condition of assessors' deployment based on education level/education skill program in the Regency/City of Southeast Sulawesi province in 2014:

No	REGENCY/ CITY	ASSESSORS						TOTAL
		TK/ RA	SD/ MI	SMP/ M.Ts	SMA/ MA	SMK/ MAK	SLB	
		1	Buton	6	8	8	-	
2	North Buton	2	5	8	-	-	-	15
3	Muna	2	9	5	3	-	-	19
4	Wakatobi	2	6	6	-	-	-	14
5	Kendari	4	9	9	17	11	2	52
6	Kolaka	6	15	7	1	3	1	33
7	Konawe	2	9	3	2	1	-	17
8	South Konawe	3	4	2	1	-	-	10
9	North Kolaka	4	5	4	-	-	-	13
10	Bombana	6	5	2	-	-	-	13
11	Bau-Bau	3	6	2	-	-	-	11
12	North Konawe	2	5	1	-	-	-	8
13	Konawe Islands	-	2	3	-	-	-	5
TOTAL		42	88	60	24	15	3	232
%		18.1	37.9	25.9	10.3	6.5	1.3	100

Source: BAP S/M of Southeast Sulawesi Province in 2014.

The inputs from external party are accreditation result which is the result of overall unit or educational program feasibility assessment referring to the SNP. Provincial Accreditation Board for School/*Madrasah* (BAP S/M) of Southeast Sulawesi province, before implementing school/*madrasah* accreditation, prepares the assessor personnel for various levels of education. Since the establishment, BAP S/M of Southeast Sulawesi Province has organized assessors training every year. The latest data of assessor condition in Southeast Sulawesi province can be seen in the following table.

Based on the above table, it can be seen that the assessors in Southeast Sulawesi province spread in 13 regencies/cities and the most is in Kendari City with 52 people, then Kolaka 33 people, Buton 22 people, and the least number is in Konawe Islands 5 people. The assessors who have been trained are divided into various levels, the assessors for TK/RA are 42 people or 18.1%; assessors for SD/MI are 88 people or 37.9%; assessors for SMP/M.Ts are 60 people or 25.9%; assessors for SMA/MA are 24 people or 10.3%; assessors for SMK/MAK are 15 people or 6.5%; and assessors for SLB are 3 people or 1.3%.

Educational units and builder agencies obtain the input from BAN S/M and BAP S/M that can be consideration in the SNP compliance. The school/*madrasah* which will be accredited, have to fill out a self-evaluation instrument first stating that they are ready to be visited. BAP S/M determines the assessors in accordance with their fields, and prepares letter of duty and costs as necessary based on prevailing financial rules to reach the school/*madrasah* to be visited. The school/*madrasah* which will be visited are given times to prepare everything regarding to the accreditation that is the fulfillment of the eight education standards. According to one of *madrasah* level assessors, the headmaster of *madrasah* has to fill self- evaluation one week before visitation, so there are some standards that have not fully filled completely, besides, there are some headmasters who do not know how to fill self-evaluation instrument, so that this thing needs coaching or training procedures for filling the self-evaluation instrument (Dra. Sri Astuti, interviewing, Kendari, May 29, 2015).

### **3.2.2 Internal Education Quality Assurance**

Internal education quality assurance is implemented by each educational unit.

- Unit management at basic and middle education levels implements school/*madrasah* based management shown with independency, partnership, participatory, transparency, and accountability [29]
- Educational unit develops vision and mission [9]
- Educational unit develops Curriculum of Educational Unit Level (KTSP) [10]
- Educational unit conducts learning outcomes assessment including school/*madrasah* examination.[18]
- Educational unit conducts educational performance evaluation as a form of educational implementation accountability to all concerning parties [29]
- Educational unit shall conduct education quality assurance, to meet or exceed the SNP [29]

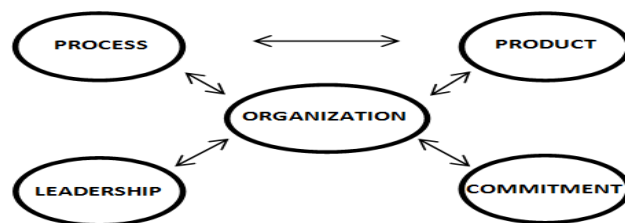
The items are signs and mandate that every educational unit needs to be conducted the education quality assurance by concerning the input from external elements.

#### **4. Discussion**

The implementation of schools/*madrasah* accreditation performed by BAP S/M during 2006 to 2014 has accredited 5660 schools and *madrasah*. The number is included schools/*madrasah* reaccreditation. Based on that number, the schools that have been accredited by the BAP S/M are 5109 schools, while for *madrasah* is 551 schools/*madrasah*. From the total number, the schools which are accredited A are 270 schools, accredited B are 1695 schools, accredited C are 2231 schools, and not accredited are 913 schools. Meanwhile, *madrasah* which are accredited A totaled 36 schools, accredited B are 147 *madrasah*, accredited C are 218 *madrasah*, and not accredited are 150 *madrasah*. The *madrasah* which are not accredited in the Ministry of Religious Affairs in general do not reach the criteria specified in accreditation instrument.

The accreditation instrument which is required to be completed by the head of *madrasah* is the fulfillment of the eight standards of education, they are the standard of content, the standard of process, the standard of competency, the standard of educators and educational personnel, the standard of facilities and infrastructure, the standard of management, the standard of financing and the standard of assessment. Based on interview with school/*madrasah* assessors that school/*madrasah* which are not accredited generally do not achieved the standard of facilities and infrastructure, and standard of educators and educational personnel and the standard of management. (Drs. Sri Astuti, M.Pd. Interview. Kendari dated May 29, 2015), Another assessor suggests that school/*madrasah* which are not accredited, one of them does not know how to complete self-evaluation, so it is not able to prepare everything related to the instruments referred to (Drs. Muhammad Nur Ahmad MA, interview Kendari, dated May 20, 2015). In addition, the school/*madrasah* in this case the school/*madrasah* headmaster does not master the management yet, so that the school/*madrasah* developments very slow. The school/*madrasah* which are accredited two years before getting unaccredited rank (TT), and then proposing reaccreditation two years later, the result is the same, TT (unaccredited). This is because some of the educational standards are not met, it is based on the interview with an assessor telling that the *madrasah* which are not accredited (TT) are the school/*madrasah* which do not complete the standard of infrastructure and the standard of content, and it affects the standard of educators and educational personnel having very minimum number of teachers, so that if the standards are not completed by the headmaster, so each time proposing reaccreditation, then the school/*madrasah* are not accredited (Barmin, S.Pd. M.Pd. Interview, Kendari, dated June 1, 2015).

School/*Madrasah* accreditation activities is one of the activities to improve the quality of school/*madrasah* education, so the headmasters, teachers and staff must be able to understand school/*madrasah* self-evaluation instrument concerned, so all standards which have been prepared can be met properly. The ability to complete school/*madrasah* self-evaluation and all supporting components will help the school/*madrasah* to get maximum score from the assessors, because one of assessors duties is to match what in the school/*madrasah* self-evaluation is with the actual things at school/*madrasah*. The completeness of eight educational standards in school/*madrasah* means the school has met one element of school/*madrasah* education quality through accreditation. In this case, it needs good and qualified school/*madrasah* management, so the headmaster requires developing school/*madrasah* management knowledge. Reference [26] constructs five pillars to build quality namely product, process, organization, leadership, and commitment, adopted from Creeh (1996: 7) in Komariah (2006: 30).



**Figure 1 : Five Pillars of TQM (Total Quality Management)**

In his explanation, Creeh states that the product is the central point for the goals and organization achievements. The quality in product is impossible to be exist without quality in the process. The quality in process is impossible to be exist without proper organization. Right organization is nothing without adequate leadership, strong commitment, from bottom to top are supporting pillars for all other pillars, each pillar depends on other four pillars and if one of them is weak automatically others are weak.

In schooling system, graduates are the central point of destination, qualified graduates is impossible without qualified educational process. The process of qualified education cannot be existing without the right of *madrasah*/school organization.

## 5. Conclusion and Suggestion

The implementation of school accreditation will boost school components to increase performance and improve service, since the schools' performance will be assessed according to criteria based on existing indicators and instruments. Southeast Sulawesi includes of province which monitored by Provincial Accreditation Board for School/*Madrasah* (BAP S/M) in improving education quality. The results of this study show the performance of BAP S/M as mentioned in the discussion.

Based on the description above, the conclusion can be stated as follow: Performance of BAP S/M of Southeast Sulawesi province has been run in accordance with the criteria and conditions set by BAN S/M. It should be passed 15 steps starting from planning until evaluation and promotion as the result of schools accreditation. In addition, it has been run in accordance with the criteria and the provision of BAN S/M. Furthermore, it has succeed to accredit schools /*madrasah* during the year of 2006 to 2014 with total number 5660 schools/*madrasah*; they are 5109 schools or 90.3% and 551 *madrasah* or 9.7%. The picture of education quality assurance, BAP S/M of Southeast Sulawesi province, as an institution accrediting school/*madrasah*, has been implementing the program by mapping the school/*madrasah* as one of components of school/*madrasah* education quality improvement referring to the national standard of education.

Based on the research results, the researcher proposes suggestions as follow:

- The Provincial Accreditation Board for school/*madrasah* (BAP S/M) of Southeast Sulawesi province should be able to provide *madrasah* assessors to achieve the ideal quota in accordance with the number of *madrasah* in the Southeast Sulawesi province.

- The Provincial Accreditation Board for school/*madrasah* (BAP S/M) of Southeast Sulawesi province, should be able to train the head of *madrasah* who will be accredited, and be able to socialize the procedure of completing *madrasah* self-evaluation instrument.

### **Acknowledgements**

*I express my gratitude to Allah SWT, my lovely family, editor and all components who have contributed in arranging this study. Thank you so much for helps and supports.*

### **References**

- [1] J. S. Arcaro. *Quality-Based Education (Principles of Formulation and the Implementations)* Yogyakarta: Pustaka Pelajar. 2005.
- [2] M. As'ad,. *Psikologi Industri*. Yogyakarta: Liberty. 1995.
- [3] BAN S/M. 2015. *Accreditation Guidelines for School / Islamic School 2015*. Cat. 1. Jakarta: BAN S/M
- [4] BAN S/M. 2015. *Standard Operating Procedures of Implementation School/Islamic Accreditation 2015*. Cet. 3. Jakarta: BAN S/M.
- [5] BAP- S/M Provinsi Sulawesi Tenggara. 2014. *Book of Accreditation Directory of School/Islamic School 2009-2014 Years*. Kendari: BAP S/M Prov.Sultra.
- [6] Departemen Agama R.I. *Accreditation Guidelines for Islamic School*, Jakarta: Departemen Agama. 2005.
- [7] Depdiknas. *National Education Ministry Regulation No. 29 2005 of National Accreditation Agency of the School/Islamic School (BAN-S/M)*, Jakarta: Depdiknas. 2005.
- [8] Depdiknas. *National Education Ministry Regulation No 59 2012 about National Accreditation Agency of School/Islamic School (BAN-S/M)*, Jakarta: Depdiknas. 2012.
- [9] Depdiknas. *National Education Ministry Regulation No 22 2006 about Content Standar*, Jakarta: Depdiknas. 2006.
- [10] Depdiknas. *National Education Ministry Regulation No 41 2007 about Standard of Process*, Jakarta: Depdiknas. 2007.
- [11] Depdiknas. *National Education Ministry Regulation No 23 2006 about Graduates Standard Competency*, Jakarta: Depdiknas. 2006.
- [12] Depdiknas. *National Education Ministry Regulation No 13 2007 about Teachers Standards and Educators (Principal)*, Jakarta: Depdiknas. 2007.



- [13] Depdiknas. *National Education Ministry Regulation No 16 2007 about Teachers Standards and Educators (Teachers)*, Jakarta: Depdiknas. 2007.
- [14] Depdiknas. *National Education Ministry Regulation No 24 2008 about Teachers Standards and Educators (Staff of Administration)* Jakarta: Depdiknas. 2008.
- [15] Depdiknas. *National Education Ministry Regulation No 24 2007 about Infrastructure Standards*, Jakarta: Depdiknas. 2007.
- [16] Depdiknas. *National Education Ministry Regulation No 19 2007 about Management Standard*, Jakarta: Depdiknas. 2007.
- [17] Depdiknas. *National Education Ministry Regulation No 48 2008 about Financing Standard*, Jakarta: Depdiknas. 2008.
- [18] Depdiknas. *National Education Ministry Regulation No 20 2007 about Education Assessment Standards*, Jakarta: Depdiknas. 2007.
- [19] Edward, Sallis. *Total Quality Management in Education*. Yogyakarta: IRCiSOD. 2008.
- [20] Galton, Maurice & Brian Simon. *Progress and Performance in the Primary Classroom*. London: Routledge dan Kegan Paul. 1994.
- [21] F.C. Gomes. *Manajemen Sumber Daya Manusia*. Yogyakarta: Andi Offset. 1997.
- [22] website: <http://akhmadsudrajat.wordpress.com/2008/02/03/akreditasi-sekolah/> Retrieved on 2 Januari 2015
- [23] website: <http://www.ban-sm.or.id> Retrieved on 4 Januari 2015
- [24] Huberman, A. Michael, dan Matthew B. Milles. *Data Management and Analysis Methods*. Amerika: New York Press. 1984.
- [25] King, Patricia. *Performance Planning and Appraisal: A How-To Book for Manager*. New York, St. Louis San Francisco: McGraw-Hill Book Company. 1993.
- [26] Komariah. *Total Quality Manajemen*. Jakarta: Rineka Cipta. 2006.
- [27] McDaniel. 2000. Theory: *Strain Under Load*. <http://www.accel-team.com/motivation/index.html>. Di akses tanggal 20 Maret 2015.
- [28] M.B. Miles, and Huberman, A.M. 1984. *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hills CA: Sage Publications.

- [29] Government Regulations of R.I. No 19 2005 about *National Education Ministry Regulation*
- [30] H. Simamora, *Manajemen Sumber Daya Manusia*. Yogyakarta: STIE YKPN. 1995.
- [31] J..Suprihanto, *Penilaian Kinerja dan Pengembangan Karyawan*. Yogyakarta: BPFE. 1996.
- [32] Umaedi, *School/ Islamic school-Based Quality Management*, Jakarta: Pusat Kajian Manajemen Mutu Pendidikan. 2004
- [33] Law of RI No 20 year 2003 about *National Education System*, Jakarta: Biro Hukum Depdiknas, 2006.
- [34] J. Whitmore. *Coaching For Performance, Seni Mengarahkan untuk Mendongkrak Kinerja*, Terjemahan Dwi Helly Purnomo dan Louis Novianto. Jakarta: Gramedia Pustaka Utama. 1997.