

**Accreditation Policies Implementation to Improve Performance Quality  
in Madrasah**

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**Abstract:** Accreditation policy is based on the principle that all citizens have the right to obtain a quality education. In order to hold quality education, every educational program should fulfill the standard of accreditation policies Madrasah Tsanawiyah Negeri. Hence, this research aimed (1) to investigate MTsN accreditation policy, (2) to investigate the implementation of MTsN accreditation policy, (3) to examine the monitoring and evaluation of MTsN accreditation policy, and (4) to examine creative and innovative ideas of the implementation of MTsN accreditation policy. This research employed a qualitative approach with a Case Study method. The results were (1) The MTsN accreditation policy had been formulated in the vision, mission, and objectives of Madrasah, (2) the implementation of MTsN accreditation policy faced a problem of facilities and teachers' skill in preparing educational administration documents, (3) monitoring and evaluation of MTsN accreditation policy was based on Madrasah Self-Evaluation (EDM), (4) creative and innovative ideas in the implementation of MTsN accreditation policy was based on Madrasah Self-Evaluation (EDM) conducted by the Madrasah Principle and teachers, Madrasah committee, parents, as well as a supervisor.

**Keyword:** Madrasah Self-Evaluation, Accreditation Policies, Quality

## 1. Introduction

In accordance with the existing bureaucratic reform activities within the Ministry of National Education to provide excellent service to the public, school/madrasah (Islamic school) accreditation services are one of the programs in service reform (Effendi et al., 2020). Service reform refers to Law no (Hasanah et al., 2020). 25 of 2009 concerning Public Services to realize a proper public service delivery system in accordance with the general principles of good governance and corporate governance (Meutia, 2021). The objective of reforming school/madrasah accreditation services is to simplify things for stakeholders to get accreditation services (Gaffar, 2018) (Haji et al., 2020).

The school accreditation process is carried out with comprehensive appropriateness and performance assessment of an educational institution or program carried out as a form of public accountability (Moch Arif Burhanudin, Totok Sumaryanto F, 2018) (Lemasters et al., 2020). Accreditation is a measuring tool to identify the strengths and weaknesses in school and an acknowledgment to the school that is qualified to the specified eligibility standards (Sanusi, 2020).

The background of the school accreditation policy in Indonesia is based on government policies stating that every citizen has the right to quality education (Sukmawati et al., 2019) (Rulitawati et al., 2020). To provide quality education, each educational unit/program is required to meet or exceed the standards carried out through accreditation activities on the appropriateness of each educational unit/program (Kulidtod, 2017) (Wachidi et al., 2020).

Meanwhile, the reality is that school accreditation is meant more to obtain formal status and recognition. Nevertheless, the real meaning is not widely known and carried out seriously (Ahmad et al., 2020) (Mukhtar et al., 2021). It is illustrated whereas school performance will increase exponentially whenever accreditation activities are carried out by preparing all administrative devices following the existing instruments, while after accreditation takes place and having obtained recognition, the school component's performance will return to normal (Astenia. et al., 2019) (Makbuloh, 2017).

Although prior research has examined the implementation of accreditation policies Madrasah Tsanawiyah Negeri (MTsN). As a matter of fact, many research has not identified its real performance quality of the set standard. Owe to that matter, the conditions above become the background of this study, to examine the accreditation policies implemented and how the impact of madrasah

accreditation on improving madrasah performance. Hence, this study aims to identify:

- a. What is the accreditation policy for Madrasah Tsanawiyah (Islamic Junior High School) at MTsN (State Islamic Junior High School) 4 Tabalong and MTsN 9 Tabalong?
- b. How is the implementation of the Madrasah Tsanawiyah accreditation policy at MTsN 4 Tabalong and MTsN 9 Tabalong?
- c. How is the supervision and evaluation of Madrasah Tsanawiyah accreditation policies at MTsN 4 Tabalong and MTsN 9 Tabalong?
- d. How are the creative and innovative ideas in implementing the Madrasah Tsanawiyah accreditation policy at MTsN 4 Tabalong and MTsN 9 Tabalong?

## **2. Methods**

In this study, the researchers employed a case study method. To obtain in-depth knowledge, case study data were obtained from Madrasah to improve the performance quality of Madrasah Tsanawiyah in Tabalong Regency. This research was conducted at MTsN 4 Tabalong and MTsN 9 Tabalong, Tabalong Regency, South Kalimantan Province. Research subjects or research respondents were selected purposively; namely, the informants selected were people who had sufficient knowledge and experience related to the research problem. The subjects in this study are as follows:

- a. Principal of Madrasah Education Section of the Ministry of Religious Affairs, Tabalong Regency.
- b. Madrasah Working Group of the Ministry of Religious Affairs in Tabalong Regency.
- c. Principal of MTsN 4 and MTsN 9, Tabalong Regency.
- d. Deputy Principal of MTsN4 and MTsN 9, Tabalong Regency.
- e. Teachers of MTsN 4 and MTsN 9, Tabalong Regency.

The instruments were interview was intended to reveal data or information on various problems as formulated in research problems. The technique of collecting data through interviews was the primary technique in this study. There were two forms of interviews in this study, namely focused interviews and free interviews. To increase the effectiveness and efficiency of the interview, the researchers employed interview guidelines. Even though, in practice, they were not always related (rigidly) to these guidelines. This activity was carried out either at a

specified time, participatory interviews, or at the same time as the observation, or a casual interview. The information obtained through the interview was then put in the form of field notes, arranged systematically to facilitate further analysis.

Observations were performed to observe Physical conditions: room and its arrangement, classrooms and their equipment, the atmosphere of the school environment, historical objects, decorations, uniforms, and the motto of the madrasah. Meetings: routine internal school meetings (school teachers and Principal), official meetings (schools with foundations, meetings with parents, meetings with school boards, and other meetings). The atmosphere of the teaching and learning process: practice, co-curricular and extracurricular activities. Admission of new students, the release of graduates, ceremonial activities, habits of starting and ending lessons, language, symbols, and influential figures in madrasah. All observations were documented and recorded as field observations result (field notes), then a reflection would be carried out by the researcher. They were developed based on the focus of the research.

A documentation study was carried out to collect data in the form of essential documents based on the focus of the research. The collected documents would enrich the required data. The documents would then be analyzed and interpreted concerning superior school management. The implementation of this documentation study was based on five reasons, 1) these sources were available and accessible in schools; 2) documents and records were classified as accurate and stable sources of information and could be reviewed; 3) documents and records were rich sources of information, contextually appropriate and fundamental in their context; 4) this source was a legal statement that fulfilled accountability; and 5) This source was non-reactive; hence, it was easy to obtain with content study techniques.

The grid and data collection instruments from this study are presented in the table below

No	Research Objectives	Research Indicators	Data Source	Research Technique		
				I	PO	DS
1	Madrasah Tsanawiyah accreditation policy	1) How is the vision and mission statement of Madrasah Tsanawiyah constructed? 2) How does Madrasah Tsanawiyah formulate objectives? 3) How does Madrasah Tsanawiyah construct technical	1. Head of Madrasah Education Section of the Ministry of Religious Affairs, Tabalong Regency 2. Madrasah Working Group of the Ministry of Religious Affairs in	√	√	√

		<p>policies for the implementation of Madrasah Tsanawiyah accreditation?</p> <p>4) What is the strategy for implementing Madrasah Tsanawiyah accreditation?</p>	<p>3. Tabalong Regency Principal of MTsN4 and MTsN9, Tabalong Regency</p> <p>4. Deputy Heads of MTsN4 and MTsN9, Tabalong Regency</p> <p>5. Teachers of MTsN4 and MTsN9, Tabalong Regency</p>			
2	Implementation of Madrasah accreditation policies	<p>1) How does the madrasah prepare Work Programs, School/ Madrasah Work Plans (RKS/M)?</p> <p>2) How does madrasah carry out the preparation of the Madrasah Tsanawiyah Work Plan (RKAS/M).</p> <p>3) What is the Standard Operating Procedure (SOP) in the form of a technical guide for the implementation of the Tsanawiyah Madrasah accreditation activity?</p> <p>4) What is the structure for implementing the Madrasah Tsanawiyah accreditation?</p> <p>5) What are the steps to implement the Madrasah Tsanawiyah accreditation policy?</p>	<p>1. Head of Madrasah Education Section of the Ministry of Religious Affairs, Tabalong Regency</p> <p>2. Madrasah Working Group of the Ministry of Religious Affairs in Tabalong Regency</p> <p>3. Principal of MTsN4 and MTsN9, Tabalong Regency</p> <p>4. Deputy Heads of MTsN4 and MTsN9, Tabalong Regency</p> <p>5. Teachers of MTsN4 and MTsN9, Tabalong Regency</p>	√	√	√

3	Supervision and evaluation of Madrasah Tsanawiyah accreditation policies	<ol style="list-style-type: none"> <li>1) How is the accreditation supervision plan formulated?</li> <li>2) How is the implementation of Supervision carried out, and which parties are involved?</li> <li>3) How is the accreditation evaluation technically carried out?</li> <li>4) What are the evaluation results of the implementation of the Madrasah Tsanawiyah accreditation policy after the accreditation is carried out?</li> <li>5) What are the problems faced in implementing the Madrasah Tsanawiyah accreditation policy?</li> <li>6) What is the solution to the problems faced in implementing the Madrasah Tsanawiyah accreditation policy?</li> <li>7) How is the report on the implementation of the Madrasah Tsanawiyah accreditation policy?</li> </ol>	<ol style="list-style-type: none"> <li>1. Head of Madrasah Education Section of the Ministry of Religion, Tabalong Regency</li> <li>2. Madrasah Working Group of the Ministry of Religious Affairs in Tabalong Regency</li> <li>3. Principal of MTsN4 and MTsN9, Tabalong Regency</li> <li>4. Deputy Heads of MTsN4 and MTsN9, Tabalong Regency</li> <li>5. Teachers of MTsN4 and MTsN9, Tabalong Regency</li> </ol>	√	-	√
4	Creative and innovative ideas in implementing Madrasah Tsanawiyah accreditation policy	<ol style="list-style-type: none"> <li>1) What are the creative and innovative implementation ideas in the Madrasah Tsanawiyah accreditation policy?</li> <li>2) What are the creative and innovative steps in implementing the Madrasah Tsanawiyah accreditation policy?</li> <li>3) What is the model for creative and innovative ideas in the implementation of the Madrasah Tsanawiyah accreditation policy?</li> </ol>	<ol style="list-style-type: none"> <li>1. Head of Madrasah Education Section of the Ministry of Religious Affairs, Tabalong Regency</li> <li>2. Madrasah Working Group of the Ministry of Religious Affairs in Tabalong Regency</li> <li>3. Principal of MTsN4 and MTsN9, Tabalong Regency</li> <li>4. Deputy Heads of MTsN4 and MTsN9, Tabalong Regency</li> <li>5. Teachers of MTsN4 and MTsN9, Tabalong Regency</li> </ol>	√	-	√

Note : (I) Interviews, (PO) Participant Observation and (DS) Documentation Study.

### **3. Results and Discussion**

#### **MTsN 4 Tabalong**

##### **a. MTsN 4 Tabalong Accreditation Policy**

###### **1) Formulation of the Vision and Mission Statement of MTsN 4 Tabalong**

Based on the finding, the formulation of the vision and mission of MTsN 4 Tabalong was carried out according to the procedure. The formulation of the vision and mission involved all components in the madrasah, namely teachers and other education personnel along with the madrasah committee and madrasah supervisors. The role of the Madrasah principal in formulating the vision and mission of the madrasah was as a drafter. It was then formulated with the deputy principal and teachers and other education personnel, and committee and supervisor elements. Thus, the madrasah principal would decide as outlined in a document I KTSP (School-Based Curriculum) madrasah and madrasah profile. The parties involved in the formulation of this vision and mission were teachers, administrators, madrasah committees, and madrasah supervisors.

###### **2) Objective Formulation of MTsN 4 Tabalong**

Based on the findings, the objective formulation of MTsN 4 Tabalong was formulated through meetings and deliberations of all teacher councils, administration and involving elements of the committee and madrasah supervisors, the contribution made by the madrasah principal in achieving the madrasah objectives was to provide support both materially and spiritually for the continuity of the madrasah. The formulation of Madrasah objectives was carried out every new academic year and it evaluated the achievement of the vision and mission of the current madrasah. Hence, the formulation of madrasah objectives could be in line with the vision and mission of the madrasah. The formulation of madrasah objectives was carried out once the madrasah's vision and mission were in line with the vision and mission both in the long and short term. Thus, the madrasah objectives were basically steps/stages to achieve the vision and mission of the madrasah.

###### **3) Accreditation Technical Policy of MTsN 4 Tabalong**

Based on the findings, the madrasah principal carried out the technical policy for MTsN 4 Tabalong accreditation implementation. In establishing the technical policy for madrasah accreditation, the madrasah principal formed eight

educational standard teams. It begins with Bimtek (technical guidance) activities to all teams in collaboration with madrasah supervisors with guidance and training. The role of the madrasah principal, in this case, was very supportive with appropriate activities so that all needs regarding accreditation in both facilities and infrastructure had been fulfilled under statutory provisions by taking into account the sources of funds that exist in DIPA (Budget Implementation List) 2019. The form of technical policies carried out by the madrasah principal (1) Bimtek Madrasah Accreditation; (2) Fulfillment of infrastructure; (4) Division of the team to the basis of the distribution of 8 educational standards; (5) Issuing SK (Decree) and division of tasks.

#### 4) Accreditation Implementation Strategy of MTsN 4 Tabalong

Based on the findings, the strategy carried out by MTsN 4 Tabalong in implementing madrasah accreditation was the addition of the eight educational standard team. All teams worked based on the main tasks that have been constructed. The steps taken to implement the madrasah accreditation strategy were technical guidance and deepening of the material for accreditation instruments issued by BAP S/M (Province Accreditation Agency for School/Madrasah) by madrasah supervisors in the Ministry of Religious Affairs of Tabalong Regency, apart from inquiring other relevant sources, MoU with other parties related, for example with the Public Health Center, the Health Office, and others.

#### **b. Accreditation Policy Implementation of MTsN 4 Tabalong**

##### 1) Preparation of Work Programs, School/Madrasah Work Plans (RKS/M) MTsN 4 Tabalong

Based on the findings, the preparation of work programs, school/madrasah work plans (RKS/M) of MTsN 4 Tabalong indicated the importance of the role of the Madrasah Principal in the preparation of the Work Program. Moreover, the Madrasah Work Plan was highly significant in carrying out the Principal's competence as a manager, and hence the Principal had rights and obligations to make a formulation or concept of madrasah work for a period of one year, four years, or eight years. By paying attention to SWOT, the challenges and obstacles as well as the solutions in constructing a madrasah work plan could be formulated.



## 2) Budget Work Plan (RKAS/M) Preparation of MTsN 4 Tabalong

The findings indicated that the Principal had rights and obligations based on the madrasah work program and must comply with the eight standards in madrasah accreditation. The policy that underlies the preparation of the Madrasah Work Plan was the fulfillment of the eight standards that had been set. The content and process standards were teacher documents and infrastructure. Moreover, the graduation standards and other standards, including the madrasah budget must meet all of these. Nevertheless, if within that time the budget cannot be fulfilled then it shall be continued in the coming fiscal year.

## 3) Standard Operating Procedures in the form of technical instructions for the accreditation activities implementation of MTsN 4 Tabalong

Based on the findings, the Standard Operating Procedure for the implementation of accreditation activities for Madrasah Tsanawiyah Negeri 4 Tabalong refers to the National School/Madrasah Number: 089/BAN-SM/SK/2019 concerning the Use of Standard Operational Procedures for the Implementation of School/Madrasah Accreditation in 2019 which among them regulates; First: School/Madrasah Accreditation Implementation SOP is used as official guidelines and plans for parties related to accreditation implementation to ensure quality and useful accreditation processes and results in improving the quality of education. Second: SOP School/Madrasah Accreditation Implementation was carried out as openness and harmony between the accreditation program, policies, and budgets.

## 4) Accreditation Implementation Structure of MTsN 4 Tabalong

Based on the findings, the organization of madrasah accreditation implementation was carried out based on the technical policies for the implementation of accreditation constructed by the madrasah principal and deputy principal through the Decree of Accreditation Implementation Team based on the standards in the technical guidelines for implementing accreditation based on their respective duties. Organizing the Madrasah Tsanawiyah accreditation was implemented by forming an accreditation implementation team and adjusting eight standards according to the Decree of the Madrasah Principal.

## 5) Steps to Implement the Accreditation Policy of MTsN 4 Tabalong

Based on the findings, after the issuance of the accreditation certificate in "A," the Madrasah established policies that support the performance of all madrasah elements to create the vision/mission of the madrasah objectives, by (1) creating an environmentally friendly madrasah; (2) cooperating with related parties; (3) organizing socialization through social media.

### **c. Supervision and Evaluation of the Accreditation Policy of MTsN 4 Tabalong**

#### 1) Formulated Accreditation Supervision Planning

Based on the findings, the madrasah principal conducted an accreditation monitoring plan in collaboration with the madrasah deputy principal, teacher councils, and administration. In formulating the accreditation supervision plan, the Principal implemented it by directly asking the implementation team what had been done and what had not been done gradually.

#### 2) Carrying Out Supervision and the Parties Involved

Based on the findings, supervision was carried out by looking at the madrasah quality after the results of the accreditation were declared successful by involving all elements, (1) principal of the Office of the Ministry of Religious Affairs of Tabalong Regency; (2) principal of Education Madrasah Section of the Ministry of Religious Affairs of Tabalong Regency; (3) Pokjawas (supervisory working group); (4) Society/Committee.

#### 3) Accreditation Evaluation Technique Implemented

Based on the findings, the accreditation evaluation was carried out after the assessors' visitation done at the madrasah. It was used as a basis for preparing reports as completing task accountability. For madrasah, accreditation evaluation had the benefit of having accurate data as material for decision making, especially for supervision. External evaluators were able to act objectively because they were based on the data collected in ways according to specific rules.

#### 4) Results of the Implementation Evaluation of the Accreditation Policy Post-Accreditation of MTsN 4 Tabalong

The results of the interviews conducted indicated that the results of the implementation evaluation of the MTsN 4 Tabalong accreditation policy were: 1) Reference to efforts to improve the quality of school/madrasah and school/madrasah development plans. 2) Feedback in efforts to empower and develop the performance of school/madrasah residents in implementing the vision, mission, objectives, strategies, and programs of the school/madrasah.

#### 5) Problems Faced in the Accreditation Policy Implementation of MTsN 4 Tabalong

Based on the findings, the problems faced were limited experience and knowledge, different teacher competencies. Consequently, when teachers were given directions, some of them were quick to understand, some were not. The other problems were the administration implementation at madrasah, time, where, sometimes, the supervision implementation collided with time and lots of innovative innovations that Madrasah stakeholders had not accepted, and lastly, limited funds.

#### 6) Solutions to Problems Faced in Implementing the Accreditation Policy of MTsN 4 Tabalong

Based on the findings, the solution to the problems faced in implementing the accreditation policy of MTsN 4 Tabalong indicated that the school always tried to improve its school accreditation. The purpose was that the school got a better accreditation rating than the accreditation score of the previous five years. Therefore, the school attempted to prepare well all the things required in school accreditation, starting from the preparation stage to the implementation stage of school accreditation.

#### 7) Report on the Accreditation Policy Implementation of MTsN 4 Tabalong

Accreditation policy implementation of MTsN 4 Tabalong related to reports and utilization of accreditation results, following the procedures, BAP-S/M communicated the results of accreditation to related agencies at the provincial/district/city level including the Regional Ministry of Religious Affairs, Ministry of Religious Affairs of Regency, Provincial Education Office, and Regency/City Education Office.

#### **d. Creative and Innovative Ideas in the Accreditation Policy Implementation of MTsN 4 Tabalong**

Based on the findings, the determination of the results and ranking of accreditation achieved by BAN-S/M published to the public aimed to determine the existence of the school/madrasah that had been accredited. Hence, it can be stated that the graduates were products of school/madrasah whose educational quality had been guaranteed. For this reason, the results of accreditation were expected to be able to increase the competitiveness of the madrasah. As for Creative and Innovative Steps in Implementing the Accreditation Policy of MTsN 4 Tabalong, based on the findings, creative and innovative steps in implementing the accreditation policy of MTsN 4 Tabalong must be carried out by all components and policymakers. Starting from the role of the Regional Office of the Ministry of Religious Affairs of South Kalimantan Province to hold a Coordination Meeting of the Principal of the Ministry Religious Affairs of Regency, the Office of the Ministry of Religious Affairs of Tabalong Regency through the Madrasah Education section together with the Supervisory Working Group to map qualified madrasah to participate in the accreditation program. Then socialization at the district level was conducted. Moreover, it assisted the madrasah in preparing for accreditation activities at each level. And finally assisting in smoothing all stages of accreditation to the level of reporting and publication of accreditation results.

#### **MTsN 9 Tabalong**

##### **a. MTsN 9 Tabalong Accreditation Policy**

###### **1) Formulation of the Vision and Mission Statement of MTsN 9 Tabalong**

Based on the findings related to the formulation of the vision and mission of the madrasah, the formulation was based on the situation of the madrasah environment in coordinating with the teacher council, administration, and committee. The preparation of the vision and mission was an art between the current school and the previous one. It is clearly not the same; however, MTsN 9 Tabalong compiled a vision and mission according to the conditions of the place or the madrasah environment. In addition, it is based on the procedure that the formulation of the vision and mission involved all components in the madrasah, namely teachers and other education personnel along with the madrasah

committee and madrasah supervisors. First, it was conducted through deliberation, meaning meeting activities attended by all madrasah stakeholders. Hence, there was an invitation, meeting minutes, list of attendance at the meeting. Then the vision and mission were reviewed once a year to recognize the achievement so far. If it was not achieved, this program was continued. The formulation was still carried out and reviewed annually.

## 2) Objective Formulation of MTsN 9 Tabalong

Based on the findings, the Madrasah objectives were formulated through meetings and deliberations of all teacher councils, administration and involving committee elements and madrasah supervisors. The contribution made by the madrasah principal in achieving the madrasah objective is to provide support, both material and spiritual, for the continuity of the madrasah objective that had been formulated. In addition, the formulation of madrasah objectives was carried out every new academic year. Meanwhile, the achievement of the madrasah vision and mission for the current year was evaluated so that the formulation of madrasah objectives could be in line with the vision and mission of the madrasah.

## 3) Accreditation Technical Policy of MTsN 9 Tabalong

Based on the findings, the madrasah principal in determining the technical policy for madrasah accreditation implemented in 2019 was by creating an eight educational standard team that begins with Bimtek activities to all teams working with madrasah supervisors with guidance and training. The role of the madrasah principal, in this case, was significantly supportive with appropriate activities so that all the needs regarding accreditation in both facilities and infrastructure had been fulfilled under statutory provisions by taking into account the funds sources existing in DIPA 2019. The form of technical policies carried out by the madrasah principal namely (1) Bimtek Madrasah Accreditation; (2) Fulfillment of facilities and infrastructure; (3) Rewards to teachers and eight standards team.

## 4) Accreditation Implementation Strategy of MTsN 9 Tabalong

Based on the findings, the strategy carried out by MTsN 9 Tabalong in implementing madrasah accreditation was the addition of the eight educational standard teams. All teams work based on the main tasks that had been constructed. The steps taken to implement the madrasah accreditation strategy were with technical guidance and deepening of instrument material by madrasah supervisors in the the Ministry of Religious Affairs of Tabalong Regency, MoU

with related parties, for example, the Public Health Center, the Environmental Service and others.

#### **b. Accreditation Policy Implementation of MTsN 9 Tabalong**

##### **1) Preparation of Work Programs, School/Madrasah Work Plans (RKS/M) MTsN 9 Tabalong**

Based on the findings, the role of the Madrasah principal in preparing the Work Program and the Madrasah Work Plan as a manager and Principal had rights and obligations to make a formulation or concept of madrasah work for a period of one year, four years, or eight years. By paying attention to SWOT, the challenges and obstacles as well as the solutions that will be taken in making a madrasah work plan. The role of the related parties was beneficial in the formulation of madrasah work. The deputy principal of the madrasah had their respective primary duties by providing suggestions for the formulation of the madrasah work program. Meanwhile, the teacher council also provided a source of plans as a student educator. The committee had a significant role for madrasah because everything done by the madrasah principal on the work program would always be consulted with the committee. Furthermore, even in a similar coordination meeting with the Madrasah Work Program and Budget, all teachers, administrators, committees, and supervisors were involved.

##### **2) Budget Work Plan (RKAS/M) Preparation of MTsN 9 Tabalong**

Based on the findings, the madrasah principal had rights and obligations in accordance with the madrasah work program and had to comply with the eight standards in madrasah accreditation. The policy underlying the preparation of the Madrasah Work Plan was the fulfillment of the eight educational standards that had been set. Both the content and process standards were teacher documents and infrastructure and graduation standards. Even for other standards, the madrasah budget had to meet all of these. However, if within that time the budget could not be fulfilled, then it shall be continued in the next fiscal year

##### **3) Standard Operating Procedures in the form of technical instructions for the accreditation activities implementation of MTsN 9 Tabalong**

Based on the findings, the procedure commenced when the madrasah accreditation period ran out. The madrasah had to make a proposal/request to BAN-SM stating that the madrasah requests should be reassessed in the following

year. Second, madrasah conducted Madrasah Self-Evaluation (EDM). Next, the madrasah formed a team sent to Sispena (School Accreditation Assessment Information System) in the BAN (National Accreditation Agency) application. Meanwhile, the implementation time was based on the letter of assignment from BAN. Additionally, the document was EDM as SOPdas

#### 4) Accreditation Implementation Structure of MTsN 9 Tabalong

Based on the findings, organizing the implementation of the Madrasah Tsanawiyah accreditation was administered by forming an eight educational standards team according to the decree of the Madrasah principal. Those involved in implementing madrasah accreditation were the madrasah principal, teachers, administration, committees, supervisors, the Principal of the madrasah education section, and the Principal of the Ministry of Religious Affairs of Tabalong regency. The work division in the implementation of Madrasah Tsanawiyah accreditation was adjusted to 8 standards (see SK), while those involved in implementing Madrasah Tsanawiyah accreditation, including the Madrasah Deputy Principal of Curriculum Affairs, The Deputy Principal of Infrastructure Affair, Deputy Principal of Student Affairs, as well as Educators and Education Staff.

#### 5) Steps to Implement the Accreditation Policy of MTsN 9 Tabalong

Based on the findings, the accreditation policy implementation of the madrasah was to improve the quality of madrasah, both in the academic and non-academic fields, which could provide an overview to the community about the appropriateness and quality description of madrasah. Implementing the steps for the madrasah accreditation policy was conducted in every new academic year and certain events by illustrating that MTsN 9 Tabalong was worthy as a madrasah.

### **c. Supervision and Evaluation of the Accreditation Policy of MTsN 9 Tabalong**

#### 1) Formulated Accreditation Supervision Planning

Based on the findings, the Madrasah principal planned to monitor accreditation by monitoring and asking directly to the team about what had been done and what had not been done in stages. Aspects that form the planning of madrasah accreditation supervision are (1) Madrasah principal performance; (2) Teacher performance; (3) Madrasah staff performance; (4) Implementation of

curriculum/subjects; (5) Implementation of teaching and learning; (6) Availability and use of resources; (7) Madrasah management; (8) Madrasah quality assurance; (9) Committee involvement; (10) The results of students' learning process; (11) Madrasah relations with the community.

As for those involved in the supervision of madrasah accreditation (1) Principal of the Ministry of Religious Affairs of Tabalong Regency; (2) Principal of Madrasah Education Section of the Ministry of Religious Affairs of Tabalong Regency; (3) Pokjawas; (4) Society/Committee

## 2) Carrying Out Supervision and the Parties Involved

Based on the findings, supervision was carried out by investigating the madrasah quality after the results of the accreditation visitation were declared successful by involving all elements (1) Principal of the Ministry of Religious Affairs of Tabalong Regency; (2) Principal of Madrasah Education Section of the Ministry of Religious Affairs of Tabalong Regency; (3) Pokjawas; (4) Society/Committee. The supervision implementation was carried out at any time necessary. The purpose of conducting supervision was to ensure to maintain and develop the madrasah quality.

## 3) Accreditation Evaluation Technique Implemented

Based on the findings of accreditation evaluation techniques, usually, two to three people came to the madrasah to provide guidance. They usually monitored the results of the BAN. If the score was good, then the madrasah had to maintain it. Thus, the monitoring would continue further. The point was to make continuous improvements related to the administration that had been updated every year. Madrasah's self-evaluation should not be carried out haphazardly but must be based on the actual conditions of the school. Therefore, to obtain accurate and objective self-evaluation data, the Principal should coordinate to fill in the self-evaluation instrument. It is preferable for schools to form a Self-Evaluation Team whose task is to collect data and prepare various physical evidence required to support the filling out of self-evaluation instruments. The filling out of the self-evaluation instrument could be adjusted according to the time requirements but should not exceed the predetermined time limit.



#### 4) Results of the Implementation Evaluation of the Accreditation Policy Post-Accreditation of MTsN 9 Tabalong

Based on the findings of the implementation evaluation of the accreditation policy for Madrasah Tsanawiyah, accreditation results were delivered in the Madrasah Principal/K2M forum after the accreditation was carried. The accreditation results related to all administration programs from preparation to implementation were delivered by informing the steps taken by the madrasah so that other madrasahs may imitate it. The process of achieving the quality of educational units was through the fulfillment of SNP (National Education Standard), including content standards, process standards, graduate competency standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. Achieving quality in stages, systematically and planned in a sustainable and continuous program, was an effort to guarantee the quality of the education unit concerned.

#### 5) Problems Faced in the Accreditation Policy Implementation of MTsN 9 Tabalong

Based on the findings, the problems faced in implementing the MTsN 9 Tabalong accreditation policy were generally in the academic field. Teachers usually made preparations for lesson plans on an impromptu basis. It is better if this lesson plan had been constructed at the beginning of each academic year. The sudden preparation was often the findings from the assessors' team due to copy and paste. This was due to a lack of preparation, starting from the syllabus, annual program, a semester program, to assessment. Then, the teacher often neglected to use any existing props/facilities. Hence, the mistake generally came from the teacher.

#### 6) Solutions to Problems Faced in Implementing the Accreditation Policy of MTsN 9 Tabalong

Based on the findings, the solution to the problems faced in implementing the Madrasah Tsanawiyah accreditation policy was to provide frequent guidance in the field. The teachers needed to gather and check the readiness of learning activities often. Furthermore, the one who plays the most crucial role was the Madrasah Principal. The Madrasah principal must initiate the first stage. Pokjawas formulated solutions to the problems faced in implementing the Madrasah

Tsanawiyah accreditation policy, namely Pokjawas constantly monitored the program or compiled a school monitoring schedule to be supervised, the number of people invited, the results, the findings, and follow-up actions, all of which have a particular format for supervision.

#### 7) Report on the Accreditation Policy Implementation of MTsN 9 Tabalong

Based on the findings, the report on the accreditation policy implementation of MTsN 9 Tabalong was compiled after the visitation process to the madrasah was carried out. The report on the implementation of the accreditation policy for MTsN 9 Tabalong was also linked to the results of the scores obtained by the Madrasah. Currently based on accreditation, MTsN 9 Tabalong received a B predicate. In the compiled report, the entire process carried out by the MTsN 9 Accreditation Team included preparation, collection, and processing of data, preparing physical evidence, and assessment activities by the Assessor Team.

#### **d. Creative and Innovative Ideas in the Accreditation Policy Implementation of MTsN 9 Tabalong**

Based on the findings, Madrasah Principal played a significant role in the internal creative and innovative ideas for accreditation policy implementation in the Madrasah Tsanawiyah. The Supervisor majorly functioned as the Madrasah Principle. The Supervisor then coordinated with the Madrasah Principle to communicate it with teachers. In the future, creative and innovative ideas for accreditation policy implementation of MTsN 9 Tabalong are associated with efforts to increase the predicate from B to A, which were initiated, including 1) conducting improvements in the learning administration management system by teachers, education staff, and Madrasah principal. 2) Increasing the existence of infrastructure, which is considered inadequate in obtaining the A predicate. 3) Performing collaboration with the government and private to obtain support in the fulfillment of various madrasah facilities. 4) Strive to increase student achievement in academic and non-academic fields. Furthermore, concerning Creative and Innovative Steps in the Accreditation Policy Implementation of MTsN 9 Tabalong, based on the findings, the area that needs to be improved was administration. Madrasah principal must understand the supervision of teachers and that the supervisor supervises the Madrasah principal.

##### 1) Supervision

Supervision of the Leadership of Madrasah Principals to the Teacher Council.  
Supervision between Supervisors and Madrasah Principal.

- 2) Process Standards are related to the completeness of Learning Media owned by the teacher.
- 3) Increasing education standards through improving and empowering madrasah infrastructure by involving stakeholders vertically with the Ministry of Religious Affairs, the Tabalong district government, and companies in Tabalong district.
- 4) Improving the managerial abilities of Madrasah principal, the ability to manage the learning administration, and further education for both teachers and education staff at MTsN 9 Tabalong.

#### **4. Conclusion**

From the research conducted, the researchers concluded that the implementation of the accreditation policy to improve the performance quality of Madrasah Tsanawiyah in Tabalong Regency was as follows; (1) The Madrasah Tsanawiyah accreditation policy was implemented based on applicable regulations; however, it had not been implemented in accordance with the applicable provisions in some aspects. Madrasah only perceived accreditation as a 4-year activity routine when renewing the accreditation title. (2) The implementation of the Madrasah Tsanawiyah accreditation policy had not illustrated the actual quality of the madrasah's performance. Madrasah still faced various obstacles, especially in empowering infrastructure resources, teaching resources, and education administration governance. (3) Supervision and evaluation of the Madrasah Tsanawiyah accreditation policy had carried out monitoring and evaluation in stages, monitoring and evaluating the Madrasah Tsanawiyah accreditation policy had not been employed as a reference conducting Madrasah Self-Evaluation to improve Madrasah Tsanawiyah performance continuously. (4) Madrasah Self Evaluation (EDM) which is an innovative and creative idea, is an internal evaluation mechanism carried out by the Madrasah principal together with educators or teachers, Madrasah committees, parents, with the help of supervisors, but the EDM preparation process is still not in accordance with the actual facts.

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