

Accreditation Perspective in Improving School Performance at SMP Bisnis Aya Sophia Islamic School Tangerang

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Abstract - Educational accreditation is an important benchmark in assessing the quality and performance of educational institutions. This article aims to examine how the accreditation perspective contributes to improving the performance of Aya Sophia Islamic School Tangerang Business Junior High School. Using a descriptive qualitative approach and case study method, this study found that the application of strategy formulation, program planning, implementation, and monitoring based on accreditation indicators succeeded in improving the quality of graduates and the efficiency of school management. These results demonstrate the importance of accreditation as an instrument for fostering sustainable education quality.

Keywords: Accreditation, School Performance, Islamic Education, Education Management

I. INTRODUCTION

In the current era of globalization and free competition, the quality of education is one of the main factors in determining the competitiveness of a nation. (Jahari et al., 2018) Quality education is not only determined by physical facilities, but also by the management system, learning process, and output produced by educational institutions. (Yusuf Maimun et al., 2021) In the midst of these dynamics, accreditation is one of the important instruments to assess and ensure the quality of education at the education unit level. Accreditation serves as a form of external evaluation that can provide an objective picture of the strengths and weaknesses of educational institutions. (Hatala & Hadjaratie, 2020).

The Indonesian government, through the National Accreditation Board for School/Madrasah (BAN-S/M), has established the National Education Standards (SNP) as a reference for measuring the performance of educational institutions. (Status et al., 2020) Through accreditation, schools are encouraged to continuously improve the quality of their learning, improve management, and increase the satisfaction of all education stakeholders. The accreditation process is not just about fulfilling administrative requirements, but is a strategic step to encourage the realization of a culture of quality in every aspect of education. (Dessy Sutanti, Rossi Suparman, 2022).

SMP Bisnis Aya Sophia Islamic School Tangerang is one of the modern Islamic educational institutions that is committed to continuously improving the quality of its education. As a business and Islamic-based school, Aya Sophia Islamic School not only equips students with general knowledge, but also business skills and Islamic values. In an effort to improve the school's overall performance, the school management views accreditation as a momentum for continuous reflection, improvement and innovation.

But in practice, translating accreditation demands into real strategies on the ground is not easy. Schools must be able to integrate the various accreditation standards into the planning, implementation and evaluation of school programs. Challenges such as limited resources, changes in education regulations, and the dynamic needs of learners must be faced with adaptive and data-driven strategies. Therefore, it is important to examine how the accreditation perspective can be used as a strategic tool to improve school performance, especially at Aya Sophia Islamic School Tangerang.

Based on this background, this article will examine the implementation of accreditation perspectives in improving school performance at Aya Sophia Islamic School Tangerang. The focus of the discussion will be on how accreditation is used to encourage the strengthening of school management, improve the quality of graduates, and develop educational programs that are more relevant to the needs of the times and the vision and mission of the school.

Accreditation Concept

Accreditation is a process of assessing the feasibility of an education unit conducted by an independent institution based on predetermined standards. In the context of education in Indonesia, accreditation aims to assess

and ensure that educational institutions meet the National Education Standards (SNP) which include eight standards, such as content standards, process standards, graduate competency standards, teaching staff standards, and management standards. (Hatala & Hadjaratie, 2020) Accreditation not only serves as a formal recognition of the quality of schools or madrasah, but also as a coaching tool to encourage continuous improvement in the quality of education.

The accreditation process usually begins with a self-evaluation by the school. (Yuristia et al., 2023) Schools are asked to assess the extent of achievement of each standard, identify strengths and weaknesses, and create an action plan. After the self-evaluation, it is followed by a visitation or field visit by an assessor from the National Accreditation Board for Schools/Madrassas (BAN-S/M). (Yuristia et al., 2023) Assessors will conduct data verification, observations, interviews, and assess the suitability of documents with real conditions in the field. The results of the visitation are the basis for determining the value of accreditation and giving accreditation predicates, such as A, B, or C.

Accreditation has a strategic role in developing the quality of education. Through this process, schools get objective feedback on strengths that must be maintained and weaknesses that need to be improved. (Haerul Anam, 2020) Accreditation encourages educational institutions to make data-based strategic planning, improve services to students, strengthen quality-based management, and increase transparency and public accountability. (Sherly et al., 2020) Thus, accreditation is not just a matter of grades or certificates, but a momentum for reflection and innovation for continuous improvement.

In recent developments, the accreditation paradigm has also changed. Rather than just assessing administrative compliance, accreditation now emphasizes *outcomes* and the *impact* of the education process on learners and society. *Performance-based accreditation* is a new approach that assesses the effectiveness of school management, the relevance of learning programs, the quality of graduates, and the involvement of all stakeholders. (Sugiyanto, 2010) This approach encourages schools to be more innovative, adaptive and responsive to changing times.

Overall, accreditation is an important part of the education quality assurance system. Accreditation should not be seen as a mere administrative burden, but rather as a tool to improve the competitiveness of schools and improve the quality of national education. (National, 1982) Through good accreditation, it is hoped that schools in Indonesia, including Islamic-based schools such as Aya Sophia Islamic School Tangerang, can continue to develop into educational institutions that are superior, have character, and are relevant to global needs.

School Performance

School performance is seen from learning outcomes, quality of graduates, learning processes, quality of teaching staff, school management, and the level of stakeholder satisfaction. School performance can be defined as the achievement of results that show the effectiveness and efficiency of the educational process in an educational institution. This performance does not only refer to the academic results of students, but also includes various aspects such as the learning process, the quality of school management, resource management, student character development, and school relations with the community. In the context of modern education management, school performance is an important measure in assessing the extent to which the vision, mission and goals of educational institutions have been achieved optimally.

One of the main indicators of school performance is the quality of graduates. Graduates who have academic competence, life skills and noble character indicate that the school has succeeded in carrying out its learning process effectively. The quality of graduates is usually measured by student graduation rates, national exam scores or competency assessments, success in continuing to the next level of education, or involvement in the world of work and society. In addition, the success of students in various competitions, Olympiads or competitions is also a measure of school achievement.

In addition to final results, the learning process is also an important indicator in measuring school performance. (Ningsih, 2019) This process includes the quality of learning planning, student involvement in teaching and learning activities, innovative use of learning methods and media, and the application of formative and summative assessments. Schools that perform well are usually able to create an active, creative, innovative and fun learning atmosphere (PAIKEM). The active involvement of students in learning indicates that the school has succeeded in building a healthy academic culture.

School management is also a component that greatly affects performance. Management includes principal leadership, management of teachers and education personnel, financial management, infrastructure, and relationships with stakeholders. (Haerul Anam, 2020) Schools with good performance are characterized by a clear vision and mission, structured work plans, effective use of budgets, and continuous professional development programs for teachers. In addition, the involvement of parents and the surrounding community in supporting school programs is one of the indicators of successful school-based management (SBM).

Finally, the level of satisfaction of stakeholders such as students, parents, teachers, school committees and communities also reflects the performance of a school. This satisfaction relates to their perceptions of the quality

of education services, the safety and comfort of the school environment, fairness in services, and trust in the integrity of the institution. Schools that manage to maintain a high level of satisfaction generally find it easier to obtain external support and maintain their existence amidst competition among educational institutions.

Accreditation Perspective Model

The accreditation perspective model is a framework that sees accreditation not only as an administrative process of assessing school eligibility, but as a systematic strategy to improve education quality. (Sopiali & Utomo, 2020) In this model, accreditation is understood as a cycle that includes *inputs*, *processes*, *outputs*, and *outcomes*. (Mahfudlotul & Sintasari, 2019) Each element in this cycle is interrelated and aims to encourage educational institutions to carry out continuous improvement based on national education standards.

At the input stage, schools are assessed based on their resources, such as the quality of students admitted, teacher qualifications, facilities and infrastructure, and school policies. High-quality inputs become the main foundation to support an effective learning process. (Kirbrandoko, 2018) From an accreditation perspective, these inputs must meet the minimum standards set by the government to ensure the school's readiness to carry out its educational functions.

The next stage is the process, which includes how the inputs are managed in daily educational activities. This involves the organization of learning, classroom management, curriculum implementation, development of school culture and the application of school-based management. Accreditation assesses the extent to which the education process is effective, fair, innovative and consistent with the principles of learner-centered learning. Schools that are able to carry out this process well show strong potential to produce quality graduates.

Furthermore, output is an important concern in this model. Output refers to the direct results of the learning process, such as student academic achievement, non-academic achievement, graduation rates, and achievement of graduate competencies according to national standards. *Output* evaluation in accreditation aims to measure the success of the educational process that has been carried out. However, this model does not stop at outputs, as educational success must be seen in a broader scope.

The final stage in the accreditation perspective model is *outcome*, which is the long-term impact of education on individuals and society. *Outcome* includes the extent to which graduates are able to contribute to community life, continue their education to a higher level, or enter the workforce with relevant competencies.

In *outcome-based* accreditation, schools are not only judged by test scores, but by how their education actually changes the lives of learners. As such, this perspective encourages schools to focus not only on academic outcomes, but also on character building, 21st century skills and social contribution.

II. METHOD

This research uses a Qualitative Approach which is used to understand phenomena in depth and contextually. This approach is suitable for examining non-quantitative aspects such as leadership, motivation, and school quality culture, as well as the subjective experiences of various parties to the accreditation process.

The method used in this research is a case study. This method allows for an in-depth exploration of the implementation of accreditation at Aya Sophia Islamic School Tangerang. The focus is on the school's internal dynamics and the local context that influenced the accreditation process and impact.

Data Collection Techniques and Instruments: Observation: Direct observation of the physical conditions and activities in the school. Interview: Conducted with the principal, teachers, students, parents and education personnel to explore views and experiences. Documentation Study: Reviewing official school documents and other supporting data to complement the results of observations and interviews.

Location and Subjects Research at Aya Sophia Islamic School Business Junior High School, Tangerang - a school based on the integration of formal education, entrepreneurship, and Islamic values. Subjects: Principal, teachers, students, parents, and accreditation assessors, selected purposively as they have direct involvement in the accreditation process. The object of research is the perspective of accreditation in improving school performance, including its understanding, implementation and impact on aspects of school performance.

Research Procedure

Preparation Stage: Problem formulation, preliminary study, research design, and permission. Implementation. Stage: Data collection, data analysis, checking data validity. Final Stage: Report preparation and dissemination of research results.

III. RESULT AND DISCUSSION

Result

Strategy formulation is a very important first step in the education quality management cycle. At Aya Sophia Islamic School Tangerang, the strategy formulation process is systematic, participatory, and based on the school's

vision and mission. As an Islamic and entrepreneurship-based school, the strategy not only refers to the achievement of the National Education Standards (SNP), but also integrates Islamic character values and business skills that are relevant to the needs of the 21st century.

The first step in strategy formulation begins with analyzing the school's internal and external environment. Internally, the school analyzes its strengths and weaknesses through a SWOT study, involving aspects of teaching staff, students, infrastructure and school management. Externally, the school looks at opportunities and challenges from government regulations, community needs, technological developments, and global education trends. This analysis becomes the basis for formulating medium and long-term strategic policy directions.

Furthermore, the school formulated a vision, mission, and strategic goals that became the main guide in the preparation of work programs. The vision of Aya Sophia Junior High School is to become a leading Islamic educational institution that prepares generations with noble character, intelligence, and entrepreneurial spirit. This vision is then translated into an operational and measurable mission, such as organizing education based on the Qur'an and Sunnah, developing students' business and leadership potential, and building a school culture that is oriented towards quality and morals.

After the vision and mission are confirmed, the principal and the management team develop strategic goals and objectives that are aligned with accreditation indicators and national education standards. For example, improving quality report card scores, expanding education and business training partnerships, and improving learning outcomes in Qur'an and science. Each strategic goal is translated into annual and quarterly work programs that are outlined in the school work plan (RKS) and school budget activity plan (RKAS) documents.

Strategy formulation at Aya Sophia Junior High School also emphasizes the active role of all school stakeholders, including teachers, education personnel, school committees and parent representatives. Strategies are formulated with a participatory approach so that they can be implemented optimally and fully supported by all school members. Through this planned and measurable strategy formulation process, Aya Sophia Business Junior High School strives to ensure that all school activities and policies are aligned with the direction of sustainable quality development and are oriented towards Islamic values.

Discussion.

Program Planning

Program planning at Aya Sophia Islamic School Tangerang is an important process in carrying out effective and sustainable education management. The school applies a strategic planning approach based on the vision-mission and accreditation indicators, with the main objective of improving the quality of education, student character, and Islamic business culture that characterizes it.

The first step in program planning is synchronizing the school's vision and mission with national policies, especially those related to the National Education Standards (SNP) and accreditation principles. The vision of Aya Sophia Junior High School, which emphasizes the formation of Islamic character and entrepreneurial spirit, becomes a reference in preparing short, medium and long term plans. The vision is translated into an operational mission, which is then translated into annual and quarterly work programs.

All programs are developed based on the analysis of school needs, the results of the previous year's evaluation reflection, and input from various parties such as teachers, principals, curriculum teams and school committees. Planning is not top-down, but collaborative and participatory. Each work unit and field of study develops its own program which is then compiled into the School Work Plan (RKS) and elaborated into the School Activity and Budget Plan (RKAS).

The types of programs that schools design include:

- 1) Academic programs, such as improving learning outcomes through remedial, enrichment, and the use of technology in learning.
- 2) Islamic programs, such as daily tahfizh, Islamic mentoring, and moral development activities.
- 3) The entrepreneurship program, which is unique to this school, takes the form of student business projects, industrial visits and simple financial management training.
- 4) Character development programs, such as leadership camps, social activities, and soft skills training.

Planning also involves setting success indicators, implementation schedules, and resource allocation (human, budget, and facilities). Each program is equipped with an implementation plan document, including standard operating procedures (SOPs), monitoring forms, and evaluation instruments. Thus, planning at Aya Sophia Junior High School is not just administrative, but really becomes a measurable and accountable guideline in improving the overall quality of the school.

Programming

The school forms a program development team that sets specific goals, indicators of success, and integrates

annual programs with accreditation needs. The program development process at SMP Bisnis Aya Sophia Islamic School Tangerang is a strategic stage that bridges the gap between the formulation of the school's vision and mission and the implementation of real activities in the field. This process is carried out systematically, collaboratively, and data-based, so that the programs designed really answer the needs of students, institutions, and the community.

The first step in program development begins with forming a school program formulation team. This team consists of the principal, vice principal, curriculum coordinator, subject teachers, and school committee representatives. This team is tasked with reviewing the results of the previous year's performance evaluation, reviewing the achievements of the current program, and identifying challenges and opportunities for the next school year.

After the team was formed, the school's strategic objectives were mapped from the Medium-Term Work Plan (RKJM) document. These strategic objectives were then translated into priority programs and supporting programs, which were arranged based on the order of need, urgency and conformity with school accreditation indicators. The programs include academic, character, religious, business, quality management and community partnerships.

Each program is structured in detail and includes the following components:

- Program objectives
- Goal (target) to be achieved
- Implementation time
- Person in charge
- Activities carried out
- Indicators of success
- Budget and funding sources
- Monitoring and evaluation instruments

For example, for the Intensive Tahfizh program, the goal is to improve the quality of students' memorization by at least 1 juz per semester. Activities designed include regular deposit, guidance per group, daily murojaah, and training in fast memorization methods. The person in charge of this program is the tahfizh teacher assisted by the homeroom teacher, and is evaluated through the achievement of the number of memorizations and the value of the tahfizh evaluation results.

The program development process is closed with a plenary meeting to approve the program by the principal and the development team, then included in the RKS and RKAS documents. Furthermore, the program is socialized to all teachers and education personnel so that its implementation runs in a compact, directed and well-controlled manner.

With this careful and structured programming, Aya Sophia Junior High School can ensure that every educational activity not only meets the administrative aspects, but also has a real impact on improving the quality of education and building the character of students who are superior, Islamic, and entrepreneurial.

Implementation

Program implementation at SMP Bisnis Aya Sophia Islamic School Tangerang is an important stage in the education management cycle, where strategic plans that have been prepared previously are carried out in real school operational activities. This school has a high commitment to carry out program implementation consistently, measurably, and in accordance with its Islamic and entrepreneurial vision.

The first step in implementation is the socialization of the program to all school stakeholders, including teachers, education personnel, students and parents. Socialization is carried out in the form of work meetings at the beginning of the school year, internal training, and regular teacher meetings. Through these activities, each party understands their respective roles, program objectives and targets to be achieved. The involvement of all school elements from the beginning aims to create a sense of ownership of the programs.

Furthermore, program implementation is carried out by taking into account the efficiency of resources, both human resources, time, and budget. The planned programs, such as Daily Tahfizh, Youth Business Guidance, Interactive Learning, and Character Activities, are executed with the support of an organized schedule and intensive supervision. Teachers and implementing staff are provided with guidelines and reporting formats to ensure that each activity runs according to procedures.

Implementation is also complemented by a regular monitoring and reporting system. Each program implementer is required to prepare periodic activity reports and submit the results to the management team. The principal and program coordinator conduct classroom visits, activity observations, and report reviews as a form of initial evaluation of the implementation. This evaluation is important to ensure that program implementation is not just a formality, but has an impact on improving the quality of students and institutions.

What distinguishes the implementation at Aya Sophia Junior High School is the emphasis on a

collaborative and value-based approach. The program implementation is not merely technical, but also integrates Islamic values in every activity. For example, the student business learning program not only focuses on profit, but also teaches Islamic business ethics such as honesty, responsibility, and justice. This approach makes the program implementation more meaningful and in line with the school's vision in forming a generation with character, knowledge and competitiveness.

Monitoring

Monitoring is an integral part of quality management at Aya Sophia Islamic School Tangerang. Monitoring not only serves to oversee the course of the program, but also to ensure that the implementation of the education program goes according to plan, reaches the target, and provides optimal results for school development. Through a structured monitoring system, the school is able to conduct early reflection and take corrective measures before problems escalate.

The monitoring process begins with the development of monitoring instruments that are designed before the program is implemented. Each school program, whether academic, religious or entrepreneurial, is equipped with specific performance indicators and achievement targets. This instrument serves as a reference for the monitoring team in evaluating the conformity between plans and implementation in the field. For example, the Daily Tahfizh program has indicators such as the number of verses to be memorized each week and the quality of students' memorization deposits.

Monitoring is carried out periodically and systematically. The principal, vice principal, program coordinator and internal supervisory team conduct classroom observations, unannounced visits, interviews with students and teachers, as well as examining activity reports. This routine monitoring is conducted at least once a month for priority programs, while regular programs are monitored every quarter. In addition to internal monitoring, the school also opens up space for participatory monitoring by involving parents through the student guardian communication forum.

In addition to direct observation, Aya Sophia Junior High School uses periodic reports from program implementers as part of the monitoring mechanism. Teachers or coordinators are required to make reports on program achievements accompanied by documentation of activities. This report contains target achievements, obstacles encountered, and recommendations for follow-up. The principal and management team then review these reports in monthly coordination meetings to determine steps for improvement or refinement.

Results from monitoring are used as the basis for program evaluation and subsequent planning. If there is any deviation from the target or obstacles in implementation, the school immediately conducts follow-up in the form of additional technical guidance, revision of strategies, or reallocation of resources. With this rigorous, responsive and data-driven monitoring mechanism, Aya Sophia Business Junior High School is able to maintain consistency in program implementation and improve the overall accountability of the institution.

IV. CONCLUSION

The implementation of the accreditation perspective at Aya Sophia Islamic School Tangerang Business Junior High School has been proven to improve school performance, both in aspects of the learning process, quality of graduates, and internal management. Accreditation-based strategies allow schools to develop systematic and measurable programs, implement more effective educational processes, and improve the competitiveness of graduates. This effort is a model of accreditation implementation that can be replicated by other educational institutions to achieve sustainable quality.

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