



## Existence Of Province Accreditation For School And Islamic School In Jambi Indonesia

*(Through the policies and program executed, include the result of accreditation for Islamic school in Jambi)*

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### Abstract

*This research is intended to look into the existence of Province Accreditation for School and Islamic School in Jambi through the policies and programs executed, include the result of accreditation for Islamic school at Ministry of Religious Affairs in Jambi. The data from Jambi Ministry of Religious Affairs in 2012 showed that from 538 Islamic schools which have been accredited, ie:(a) 244 Islamic Kindergarten, 169 (7,63%) kindergartens were accredited, 75 (28,37%) kindergartens were not accredited, (b). 263 Islamic Elementary School, 171 (61%) schools were accredited, 98 (38,20%) schools were not accredited, (c) 345 Islamic Junior High School, 158 (44,99 %) schools were accredited, 187 (55,01%) schools were not accredited and (d) 184 Islamic Senior High School, 88 (47,01%) schools were accredited and 96 (52,99%) schools were not accredited. From 1036 educational institutions, there have been 450 (43,44%) Islamic schools which were accredited while there were 586 (56,56%) islamic schools which were not accredited. The main problem which happened was there were many Islamic schools got C in accreditation and even some schools were not accredited. It was caused by: (a) socialization, (b) limited fund, (c) geographical condition, (d) the low network among Islamic schools and (e) there were many policies which have not been accompanied by commitment fully.*

**Keywords:** School Accreditation Board in Provincial Level (BAP S/M), the Quality of Islamic School Education in Jambi Province.

### Introduction

Government regulation number 19 year 2005 at sentence 2 verses (2) about national standard for education states that the guarantee and control of education quality which is in accordance with educational national standard need to be implemented in three integrated programs i.e. evaluation, accreditation and certification. It is intended to protect society in order to obtain service and education result as what is agreed by the executor of education. The evaluation process is directed to the efforts to



guarantee the implementation of qualified education service and it is also to empower those which are evaluated in order to produce the expected graduates. Educational standardization is meant as the effort to equalize the education direction nationally which has flexibility in the implementation. Education National Standard needs to be reference by the education executors. Besides, it is as the motivation for initiative and creativity to reach the determined minimum standard.

The confirmation related to the importance of accreditation can be seen in law number 20 year 2003 about National Education System, chapter XVI the second part of sentence 60 as: 1). accreditation is carried out to determine the worthiness of program and educational institution in formal and informal way of its each kind and level. 2). Accreditation of program and educational institution is carried out by the autonomous council which has authority as the public accountability. 3). Accreditation is carried out by basing on the opened criteria. 4). the certainty of accreditation is as verse 1, 2 and 3 and it is regulated further by the government.

Accreditation process is carried out periodically and openly with the purpose to help and empower school to develop their resources in achieving national educational purpose. The process of accreditation can be carried out if the requirements of it have been fulfilled. One of the requirements is there has been data collection of the schools which have not been accredited based on plenary session conducted by Province School Accreditation Committee annually.

Islamic school is an educational committee under the authority of Indonesia ministry of religion. Before Indonesia got its freedom, Islamic schools have existed in Indonesia and become the birth pioneer of other Islamic education committee. According to Muhaimin (2009: 77), one of the characteristics of education development before Indonesia got its freedom was isolative traditional. It tended not to accept western culture and it made Islamic boarding schools formerly only emphasize on Islamic education without giving general knowledge. Islamic boarding school is one of Islamic school. It stood earlier as place for Muslims to study and comprehend Islam.

Islamic school was modern phenomenon emerged in 20<sup>th</sup> century. The emergence and development of Islamic school as original educational committee is the combination between traditional and modern culture (Abdul Rachman, 2005: 12).



The existence of Islamic schools which are located nationwide is initiation of society that made effort to make their children obtain proper education. They expected that it could give maximum service towards their children education, so the young generation could become beneficial for themselves, their family and nation.

According to Indonesia ministry of religion, the number of Islamic school (Islamic senior high school, Islamic junior high school) is 58.228, kindergarten 18.759. The Islamic schools which are accredited are 9812 schools, unaccredited 48.416 (if it has been accredited, the schools only got C).

This fact demands all parts involved in Islamic education committee to work hard in conducting establishment process for the Islamic schools through quality insurance quality. A concrete realization of this effort, Province school accreditation committee must conduct quality insurance process through technical mechanisms by keep doing accreditation process for each school under the authority of religion ministry of Jambi province.

It is necessary to discuss about quality in quality improvement. The term “*quality*” comes from Latin, “*quails*” (what kind of). Quality is the appropriateness to the market demands. According to Juran, quality is the matching to the product. While Crosby defined quality as the appropriateness to what is required. West Burnham stated that quality is relative measurement of a product or service based on design quality standard (Husaini Usman, 2006: 407-408).

Sallis (2010: 53) defined quality as a relative concept. The relative concept perceives quality not as product and service attribute but something which is derived from product and service. Quality exists if the service fulfills the specifications. It determines whether the last product has fulfilled the standard or not. The qualified product and service need not to be expensive or exclusive. Service product need not to be special but it must be original, reasonable and familiar. Portable projector, ballpoint, school catering service can be qualified if they have fulfilled the standard. So, quality must do what it needs to do and what is needed by the customers. In the other word, it must be on purpose.

Quality can be defined as something satisfying which exceeds the demands of customers (quality in perception). This kind of quality is only perceived by the watchers. It means that customer has the



authority in determining quality. They do the assessment by referring to the best product which can survive in the competition (Sallis, 2010: 56).

According to Husaini (2006: 411) the message contained in quality are: a). We know quality, if we have known it. b). Quality is satisfaction which is hard to define. c). People in his life intend to be a qualified person because naturally human wants to reach the perfection.

d). When we feel that we cannot reach the quality, we then belittle it. e). There is an opinion that quality tends to be expensive and needs long time to realize. f). Quality distinguish one another (g) The government or private organization suppose quality as the important thing. h). Finding the quality source is something important. i). Quality is easily stated, hard to realize. j). Work professionally. k). Quality to improve school accountability. l). Quality to guarantee input, process, product of school.

Furthermore, according to Husaini (2006: 411-413) quality has 13 characteristics: (a) performance (b) timeliness (c) reliability (d) durability (e) aesthetics (f) personal interface (g) ease of use (h) feature (i) conformance to specification (j) consistency (k) uniformity (l) serviceability (m) accuracy.

## Research Methodology

This research was done by using mixing method (Creswell, 2008: 552), with the consideration: qualitative data was used to comprehend the finding in order to be reliable. On the other hand, quantitative data was needed to support the finding as standard of comparison. Besides, qualitative data was used to describe data about school visit done by assessors.

The technique for collecting samples used in this research was snowball sampling while the method of data collection was observation, interview, and documentation. It also used non human sources and the taking-note of data collection. It was also supported by direct interaction to the research subject such as listening, watching, talking, questioning, asking confirmation, expressing and catching the idea of involved subjects (Denzin and Lincoln, 2009: 504-525).

To guarantee the data validation which referred to Lincoln and Guba (1985: 328-332), that was:



1). Credibility standard which was done by technique of triangulation. Technique of triangulation was done to make the obtained data became more accurate. Bogdan and Biklen (1992) recommended to do technique of triangulation: (a) triangulation towards data sources that is by comparing and rechecking the validity of information through many sources.

(b) triangulation towards time, that is to examine the data validity by checking data to the same subjects in the different time and situation. This was done to measure whether time and situation influence informants in delivering information; (c) triangulation of method/technique that is to examine the data validity by rechecking data to the same informants by using different techniques.

2). Transferability standard which was done to obtain the concrete description about context which would be obtained through this research. The purpose of this standard was to detail the data systematically which was written in the researcher's field note. 3). Dependability standard was done to recheck the data accuracy obtained by the researcher. To reach this standard so the researcher is expected to be consistent in data collection, finding interpretation and research report, and 4). Conformability standard was done to guarantee the quality of research finding (Lexy, 2007: 339).

## • **Finding and Discussion**

### **Findings**

Since the alteration of Province School Accreditation Committee to School Accreditation Committee in 2007 there happens unification of educational institution that held school accreditation. Province School accreditation committee (BAP S/M) does the accreditation by using its own instruments. Since 2007 through the minister of education's policy number 29 year 2005 section 16 sentence (1 and 2) BAP S/M becomes the autonomous evaluation committee that determine the properness of the formal school. Besides, Government regulation number 19 year 2005 about national educational standard also states that BAP S/M is the special committee for doing accreditation for school starting from kindergarten, elementary school, junior high school and senior high school. Based on the target of accreditation in 2012 which there were 538 schools that would be accredited (based on the propose of accreditation implementer unit/ UPA), there were only 520 schools from 11 regencies which had been accredited. Among 520 schools which had been accredited by BAP S/M, there were only 72 schools under the

authority of ministry of religion which had quota for being accredited. It consisted of three Islamic kindergartens, seventeen Islamic elementary schools, twenty five Islamic junior high schools and twenty eight Islamic senior high schools (data from BAP S/M, 2013).

**RANK DISTRIBUTION OF TK/RA, 2012**

NO	REGENCY/ CITY	TK					RA				
		A	B	C	TT	JLH	A	B	C	TT	JLH
1	Jambi City	2	1	0	0	3	0	0	0	0	0
2	Batanghari	0	1	1	0	2	0	0	0	1	1
3	Muaro Jambi	1	1	1	0	3	0	0	0	0	0
4	East of Tanjung Jabung	0	1	1	1	3	0	0	0	0	0
5	West of Tanjung Jabung	0	1	2	0	3	0	0	0	0	0
6	Tebo	0	1	2	0	3	0	0	0	0	0
7	Bungo	1	0	1	0	2	1	0	0	0	1
8	Sarolangun	0	1	2	0	3	0	0	0	0	0
9	Merangin	0	1	1	0	2	0	0	0	1	1
10	Kerinci	0	1	2	0	3	0	0	0	0	0
11	Sungai Penuh	0	0	0	0	0	0	0	0	0	0
The Amount		4	9	13	1	27	1	0	0	2	3
Percent		14,81	33,33	48,15	3,70	100	33,33	0,00	0,00	66,67	100

**Table 2:** The spread of kindergarten accreditation, 2012/2013.

The data above shows that among three Islamic kindergartens which had been accredited, only one Islamic kindergarten that achieved (A) for its accreditation while there were two Islamic kindergartens could not be accredited.

On the other hand, among seventeen Islamic elementary schools that had been accredited there was only one Islamic elementary school that achieved A for its accreditation. There were five Islamic elementary schools that achieved B, seven Islamic elementary schools achieved C and four Islamic elementary schools could not be accredited. Look at table 3 below!



NO	REGENCY/ CITY	SD					MI				
		A	B	C	TT	TOTAL	A	B	C	TT	TOTAL
1	Jambi City	9	14	5	0	28	1	1	0	0	2
2	Batanghari	1	18	18	0	37	0	0	0	0	0
3	Muaro Jambi	1	10	24	0	35	0	0	4	1	5
4	West of Tanjung Jabung	0	0	2	0	2	0	0	0	0	0
5	East of Tanjung Jabung	0	14	19	0	33	0	1	2	1	4
6	Tebo	1	12	19	2	34	0	0	1	0	1
7	Bungo	3	26	6	0	35	0	3	0	2	5
8	Sarolangun	0	10	10	0	20	0	0	0	0	0
9	Merangin	0	0	7	2	9	0	0	0	0	0
10	Kerinci	3	16	13	0	32	0	0	0	0	0
11	Sungai Penuh	1	22	5	0	28	0	0	0	0	0
The Amount		19	142	128	4	293	1	5	7	4	17
Percent		6,48	48,46	43,69	1,37	100	5,88	29,41	41,18	23,53	100

**Table 3:** The spread result of Islamic elementary school accreditation, 2012/2013.

For Islamic junior high school, among twenty five schools (from eleven regencies in Jambi province) which had been accredited there were two schools achieved A, eleven schools achieved B, nine schools achieved C and three Islamic junior high schools could not be accredited. The spread result of Islamic school accreditation per regency can be seen in the table 4 below:

RANK DISTRIBUTION OF SMP/MTs, 2012											
NO	REGENCY / CITY	SMP					MTs				
		A	B	C	TT	TOTAL	A	B	C	TT	TOTAL
1	Jambi City	1	5	1	0	7	1	2	0	0	3
2	Batanghari	0	5	0	0	5	0	1	1	0	2
3	Muaro Jambi	6	3	0	0	9	0	2	2	1	5
4	East of Tanjung Jabung	0	4	2	0	6	0	3	0	0	3
5	West of Tanjung Jabung	0	2	5	0	7	0	0	2	2	4
6	Tebo	0	5	3	0	8	0	0	2	0	2
7	Bungo	3	3	0	0	6	1	1	0	0	2
8	Sarolangun	0	2	1	0	3	0	1	1	0	2
9	Merangin	0	1	1	3	5	0	1	1	0	2
10	Kerinci	1	0	6	0	7	0	0	0	0	0
11	Sungai Penuh	0	0	0	0	0	0	0	0	0	0
The Amount		11	30	19	3	63	2	11	9	3	25
Percent		17,46	47,62	30,16	4,76	100	8,00	44,00	36,00	12,00	100

**Table 4:** The spread result of junior high school accreditation, 2012/2013

Meanwhile, in 2012 Jambi province had twenty eight Islamic senior high schools (spread from eleven regencies) that would be accredited. However none of them could achieve A for accreditation. There were five Islamic senior high schools achieved B, fifteen Islamic senior high schools achieved C and eight Islamic senior high schools could not be accredited. The rank spreads of Islamic senior high school per regency were described in the following table:

NO	REGENCY/CITY	PART OF EDUCATION									
		SMA					MA				
		A	B	C	TT	TOTAL	A	B	C	TT	TOTAL
1	Jambi City	0	1	0	0	1	0	0	4	0	4
2	Batanghari	0	0	1	0	1	0	0	1	0	1
3	Muaro Jambi	0	0	0	0	0	0	0	0	0	0
4	East of Tanjung Jabung	0	1	0	0	1	0	1	3	2	6
5	West of Tanjung Jabung	0	0	2	0	2	0	0	1	0	1
6	Tebo	0	2	1	0	3	0	2	1	1	4
7	Bungo	1	1	0	1	3	0	1	2	1	4
8	Sarolangun	1	2	0	1	4	0	0	1	3	4
9	Merangin	0	2	0	0	2	0	0	2	1	3
10	Kerinci	0	0	0	0	0	0	1	0	0	1
11	Sungai Penuh	0	0	0	0	0	0	0	0	0	0
THE AMOUNT		2	9	4	2	17	0	5	15	8	28
PERCENT		11,76	52,94	23,53	11,76	100	0,00	17,86	53,57	28,57	100

**Table 5:** The result spread of Senior High School Accreditation, 2012/2013

The data above shows the rank of Islamic senior high school accreditation that comes from eleven regencies in Jambi province. Most of the Islamic senior high schools only achieved C for their accreditation and the rest could not be accredited. From the data, it is clearly seen that most of the





Islamic senior high schools which could not be accredited were private schools located in remote areas.  
(Data source, BAP-S/M Jambi: 2013)

## Discussion

There are some factors which cause schools under the authority of ministry of religion in Jambi province only able to achieve C and even could not be accredited. The interview result with the head of Mapenda ministry of religion, assessor and headmasters of Islamic schools in Jambi province shows that the factors were as follow:

### 1. Socialization

The limited knowledge and comprehension towards the importance and benefits of school accreditation perceived by the headmasters becomes the factor that makes them reluctant to prepare their schools to be accredited. Even they tend to be reluctant to be visited due to some reasons: they were afraid if visitation can show the badness of headmaster's leadership such as the mistake in finance allocation, school management and the availability of facilities, etc. The socialization done by province accreditation committee (BAP-S/M) is a crucial factor to be joined by the headmasters. This activity is usually preceded by sending letter to the headmasters to join the socialization. In the socialization, the headmasters will be given an explanation related to the mechanisms of accreditation.

The ultimate problems which usually happen in socialization are: (a) the headmasters who should attend the socialization do not come and they are sometimes substituted by the head of administration (TU) or a teacher, (b) the lateness of socialization invitation arrival cause the absence of school representatives, (c) the certain schools unwillingness for being accredited due to limited knowledge towards accreditation, (d) the condition of schools which are not proper to be accredited.

### 2. Limited Budget



The unity consequence of Islamic school accreditation committee (DAM) to Province School accreditation (BAP-S/M) cause the budget for accreditation comes from national budget (APBN). The numbers of schools to be accredited are really dependent on the data collection done by the head section of regency Mapenda.

The data collection becomes the consideration for accrediting schools through regional accreditation implementer unit (UPA) which the members come from officers in the ministry of religion. So, in order to be able to accredit schools in large numbers the headmasters and teachers need to be given explanation related to the importance of school accreditation.

### **3. Geographical Condition**

Geographical condition and the place where the schools located will decrease the information needed by the schools to do the preparation for being accredited. Besides, the geographical condition and the range between one school to another school also causes significant problems to the realization of accreditation, such as: (a) the school location distance which is sometimes far from inhabitants and the bad track cause the hamper for accreditation, (b) difficult access to the school location cause the limited information and communication among schools,

(c) surrounding and weather condition unable the process of accreditation.

### **4. Network Among Schools**

One of the ultimate obstacles for accrediting schools is the less cooperation among the schools. School cooperation is really needed to share information, such as: (a) headmasters' experience that has been able to achieve A for school accreditation, (b) conduct on schedule meeting to discuss about the way to improve the school quality, (c) publish educational magazines and journal as media to get information.



## 5. Policy

The policy done by the ministry of religion that have allocated budget for school accreditation Rp. 370.000.000 for Jambi need to be appreciated. By using this finance, Islamic school accreditation was begun on September-October 2013. (The result of school accreditation still unable to be reported when the writer wrote this article). (Data source, the head section of Mapenda ministry of religion Jambi, August 2013).

Along the time, before 2013 the ministry of religion in Jambi still relies on the national budget through ministry of national education for school accreditation. It means that, at that time Islamic schools really rely on the policy of (BAP-S/M) in distributing the numbers of Islamic schools to be accredited. In the interview, some assessors from the ministry of religion stated that there was a tendency where the quota of schools to be accredited through national budget was dominated by the schools under the authority of the ministry of education.

## Conclusion

From the research result based on the findings and discussion about “the existence of province school accreditation (the effort to improve the quality of Islamic schools in Jambi province) there are some conclusions as follow:

1. The result of Islamic school accreditation based on the realization percentage until year 2012:
  - (a) 244 Islamic kindergartens: there were 169 (71, 63%) Islamic kindergarten which had been accredited, there were 75 (28, 37%) Islamic kindergarten which had not been accredited,
  - (b) 263 Islamic elementary school: there were 171 (61%) Islamic elementary schools which had been accredited while 92 (38, 20%) of them had not been accredited, (c) 345 Islamic junior high school: there were 158 (44, 99%) Islamic junior high schools which were accredited and 187 (55, 01) of them



had not been accredited, (d) 184 Islamic senior high schools: 80 (47, 01%) Islamic senior high schools were accredited and 96 (52, 99%) of the total numbers had not been accredited. Based on the data of ministry of religion in Jambi province per-august 2013, there were 450 (43, 44%) Islamic schools which were accredited, 450 (43, 44%) Islamic schools were being accredited and 586 (56, 56%) Islamic schools had not been accredited).

2. The main problems of Islamic school accreditation are as follow: (a) insufficient socialization accepted by the headmasters who cause various interpretations related to the benefits of Islamic school accreditation. It was often found that some headmasters thought that accreditation was only for revealing the badness of their leadership, (b) limited budget. Because Islamic schools obtain quota from BAP-S/M through national budget, it made Islamic schools needed to share the quota with other schools under the authority of national education ministry. It caused there were only little number of Islamic schools that got opportunity to be accredited, (c) geographical condition. The location of Islamic schools which were far from inhabitants caused the obstacle to do accreditation,

(d) networks among Islamic schools. Due to the minimum communication facilities among the headmasters of Islamic schools became the negative factor for the school participation to the accreditation. The communication was only incidental without any continuous scheduled program. (f) Policy. The policy made should be strong insisting on implementing accreditation in order to support the success of accreditation. The result for the Islamic school accreditation rank as the comparison of accreditation result in 2007 as the beginning of the unity of accreditation committee specifically for the Islamic schools which were accredited by (BAP-S/M): there were 527 Islamic schools which were included to the quota of schools accredited:

(a) 104 Islamic kindergartens, 1 school achieved A, 18 schools achieved B, 27 schools achieved C, 2 schools were still not ready to be accredited and 40 schools without any remarks, (b) 251 Islamic elementary schools, 0 school achieved A, 15 schools achieved B, 6 schools achieved C, 33 schools were not ready to be accredited and 33 schools without any remarks, (c) 131 Islamic junior high schools: 1 school got A, 21 schools got B, 38 schools got