



RESEARCH ARTICLE

IMPACT OF ACCREDITATION ON THE QUALITY OF MADRASAH ALIYAH EDUCATION AT EAST LAMPUNG DISTRICT

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Abstract

Based on the analysis of research data it can be concluded that the impact of accreditation in MAN 1 Lampung Timur, namely: National exams and madrasah final exams with national standard, the average score reaches 9.6 and passes 100%. Community trust is increasing. the impact of accreditation in MA Muhammadiyah Purbolinggo. Accreditation is one of the ways carried out by the stakeholders in this matter the government to evaluate and control the education that has been carried out and all components and stakeholders have produced encouraging results including one of them getting an accreditation rating rank B. Impact of Accreditation MA Ma'arif NU 8 Taman Cari Public trust in the institution is increasing. Student achievements of MA Ma'arif NU 8 Taman Search both academically and non-academically, students' faith and devotion to Allah SWT is increasing. Madrasah accreditation scores reach B, which is Good.

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Introduction:-

Education is a vital element for building a civilization. In the context of Islam, education is one area of study whose birth has given awareness to non-Muslims that Islam is a religion taught by the Prophet Muhammad and has proven to be successful in building his own civilization with great glory. the existence of education is one of the fundamental conditions for continuing and perpetuating human culture. But the function of education is not only limited to continuing and perpetuating culture, but more education seeks to adjust and develop new cultures proportionally and dynamically.

Schools are required to apply for re-accreditation to make an application at least after 1 (one) year from the date of accreditation ranking. Values obtained based on accreditation have an impact on the results of accreditation is expected to be an information material for mapping madrasah eligibility indicators. After the accreditation, the results of the school /madrasah accreditation are the encouragement of teachers to always improve themselves and work hard to provide the best for their students. Madrasah accreditation is expected to provide a new vehicle for the change of paradigm within the education system and can map educational equity.

Quality assurance in the context of education can be interpreted as a method or method of continuously improving performance on the results or processes of an educational institution by utilizing all available human resources and capital. Quality education is education that can produce quality graduates, i.e. graduates has academic and non-academic achievements that are able to become pioneers of reform and change so as to be able to answer various

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challenges and problems, the description of infrastructure support is one of the supporting elements of improving the quality of school management able to meet the needs of the community for quality education services.

Accreditation is the activity of evaluating the feasibility of programs and / or education units based on established criteria as stated in Law Number 20 of 2003 concerning National Education System, article 1 paragraph (22). Imadrasah accreditation is a comprehensive evaluation process on the appropriateness of educational units or programs, the results of which are manifested in the form of recognition and eligibility ranking in the form of certificates issued by an independent and professional institution or called BANS / M (National Accreditation Body-Schools / Madrasas). Accreditation is an assessment process with certain facts-based indicators. Assessors make observations and assessments according to reality, without any manipulation(Jamal Ma'mur Asmani: 2011. 184).

Madrasah accreditation can be given understanding as a process for evaluating the quality of madrasas, both public madrasas and private madrasahs by using criteria of quality standards set by the government or accreditation institutions. The assessment results are used as a basis for maintaining and improving the quality of the organization and education services of the institutions concerned(Departemen Agama RI:2005, 5-6).

Accreditation is a program that has been planned by the government in particular and an independent institution authorized in an accreditation program in an educational institution both formal and informal and the results of the accreditation assessment are the responsibility of the madrasa with the surrounding community.

The purpose of madrasah accreditation is to obtain a picture of the situation and performance of madrasas to determine the level of eligibility of a madrasa in organizing education. This accreditation is carried out with the aim of obtaining an overview of the performance of madrasas in organizing education, as a basis that can be used as a guidance and development tool in the context of improving the. (Depag RI, *Pedoman Akreditasi Madrasah*:2008, 7)

The objectives of the school / madrasah accreditation system area) produce an evaluation and analysis of the results of identifying the initial process of the school / madrasah accreditation system, b)providing recommendations for mapping the technological needs in the school / madrasah accreditation system creating excellent services in accordance with the principles of public service reform(Kementerian Pendidikan Nasional RI:2 009).

The principles of accreditation are as follows a) Objective:School / Madrasah Accreditation is essentially an evaluation activity regarding the feasibility of providing education as indicated by a School / Madrasah. In carrying out this assessment various aspects related to eligibility are examined clearly and correctly to obtain information about their whereabouts. So that the results of the assessment can describe the actual conditions to be compared with the expected conditions, then in the process indicators are used in relation to established criteria. b) Comprehensive: In the implementation of School / Madrasah Accreditation, the focus of assessment is not only limited to certain aspects but also includes various components of education that are comprehensive. Thus the results obtained can fully illustrate the feasibility of schools / madrasas throughout Indonesia. c) Fair: Implementation of the Accreditation of all Schools / Madrasas must be treated the same as not distinguishing S / M or the basis of culture, beliefs, socio-culture and not looking at the status of schools / Madrasas either public or private. Schools / Madrasas must be served according to the criteria and mechanism of work in a fair and / or non-discriminatory manner. d) Transparent: Data and information relating to the implementation of School / Madrasah accreditation such as work mechanism criteria, schedule and accreditation assessment system and others must be submitted openly and can be accessed by anyone who needs it. e) Accountability: Implementation of School / Madrasah Accreditation must be accounted for both in terms of assessment and decisions in accordance with established rules and procedures. (Keputusan Menteri Pendidikan Nasional Republik Indonesia)

Based on the description above, it can be explained the principles of Accreditation, namely the implementation of this assessment various aspects related to the feasibility are examined clearly and correctly to obtain information about the existence of the focus of the assessment not only limited to certain aspects but also includes various components of education. Components that must be evaluated (assessed) in school accreditation include: content standards, process standards, graduate competency standards, education and education personnel standards, facilities and infrastructure standards, management standards, financing standards, education assessment standards (Eka Prihatin:2011, 49). To find out more about the components of the school assessed in the accreditation.

The quality of education in madrasas is interpreted in part by the ability of madrasas to manage operational and efficient components related to madrasas, so as to produce added value to the components according to applicable norms or standards. (SudarwanDanim: 2003, 78-79) In the context of education, quality refers to the process and results of education. In the education process, the quality of education is related to teaching materials, methodology, facilities and infrastructure, personnel, financing, environment and so on.

First, covering meeting or exceeding customer expectations, Second, covering products, services, people, processes, and the environment, third, is a condition that is always changing. Based on these elements, quality can be defined as a dynamic condition related to products, services, people, processes and the environment that meets or exceeds expectations(Nurkolis: 2004, 68).

The quality of education is simply a specific target of educational goals(Indra Bastian: 2006, 184). In the context of education understanding of quality refers to the educational process and educational outcomes. In the educational process, namely input that includes teaching materials (cognitive, affective or psychomotor), methodology, madrasah facilities, administrative support, infrastructure and other resources as well as creating a conducive atmosphere.

The quality of education is universally measured in terms of inputs, processes, outputs and outcomes. There are 13 characteristics assessed in terms of quality of education, i.e.:1) *performan*, 2) *timelines*, 3)*reliability*, 4) *durability*, 5) *aesteties*, 6) *personal interface*, 7) *easy of use*, 8) *feature*, 9) *comformence to specification*, 10) *concistency*, 11) *uniformity*, 12) *serviceability*, 13) *accuracy* (Husaini Usman: 2006, 411).

Performance (performance) related to the functional aspects of madrasas which consist of teacher performance in teaching. "The teacher is one of the actors in madrasa activities. Therefore he is required to know the place of work. Based on the Regulation of the Minister of Education and Culture No. 004 / H / AK / 2017 concerning Criteria and Equipment for High School / MA Accreditation starting in 2017. Schools / madrasas that are accredited received an accreditation rating as follows:

Improving the quality of madrasas according to SudarwanDanim involves five dominant factors: 1) Madrasa Principal Leadership; 2) Students / children as the center; 3) Maximum teacher involvement; 4) Dynamic curriculum; 5) Cooperation Network(Sudarwan Danim:2007, 56). The above description can be understood that the head of madrasa must have and understand a clear vision of the work, able and willing to work hard, have a high work motivation, persevering and steadfast in working, providing optimal service, and strong work discipline.

The factors which influence the quality of madrasah education are as follows:Curriculum and Teaching Program. The curriculum comes from the Latin "curriculum", originally meant "a running course, specially a carriot race", this term is used for a number of courses or subjects that must be taken to achieve a degree or diploma. Traditionally the curriculum is interpreted as a subject taught by madrasa(S. Nasution:1993, 9). The curriculum is any activity undertaken by schools in order to influence children in learning, set strategies in the teaching and learning process.

Educational Personnel: Educational staff as an integral part of members of the Indonesian society that is Pancasila. There have been many references that contain the opinions of experts regarding the competencies that must be possessed by educational staff, especially academics who carry out the task of educating and teaching, and they must meet the minimum criteria.

Leadership: Madrasa leadership must be clever in leading the group delegation of duties and authority(Nurkolis: 2004, 119). He education process in madrasas is not just teaching and learning, with various components that do not necessarily make the madrasa an educational institution that is well managed, efficient and effective.Facilities and infrastructureFacilities and infrastructure must be well managed and managed to be able to contribute optimally and meaningfully to the course of the education process. These management activities include: planning, procurement, supervision, storage of inventory, and deletion and structuring activities. (Nurkolis: 2004, 76). Madrasah facilities and infrastructure are equipment and equipment that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables and chairs, as well as teaching tools and media.

The quality of education is good, if the education can be presented in accordance with the needs of its customers. Quality concepts are also determined by the manufacturer as the maker or service provider based on the specifications set by the producer (Dalmeri, dkk:2008, 34).

Currently orienting the management process in an effort to achieve good quality in the organization's inputs, processes and outputs, so it is hoped that the organization will always have a meaningful relationship with its customers. This meaningfulness will make the organization said to be a quality organization.

While the quality standard of madrasa education is not only determined by 8 National Standards of education but must have several criteria, namely: 1) understanding of Islamic teachings in an interpretive and correct manner, 2) practicing Islam properly and correctly, 3) practicing karimah in daily life day, 4) has a conducive, safe and beautiful madrasa environment. Based on the description above, policies in planning to achieve quality, both for the short term, medium term and longterm quality of education in madrasas are determined by the input, process and output of education.

The use of learning methods teachers must pay attention to the following things: a) always goal-oriented, b) not bound by one alternative, c) combining various methods, d) often switching from one method to another. 4) improve learning facilities and infrastructures such as the availability of learning media that is suitable with the objectives and content of the material being taught. 5) arousing learning motivation, such as giving rewards to students who excel, holding competitions or competitions against students. 6) conduct a comparative study of superior madrasas and achievers(Bedjo Sujanto:2008, 30).

Quality as a condition related to customer satisfaction with goods or services provided by producers. More broadly than that, the concept of quality is also determined by the producer as a maker or service provider based on specifications that have been determined by the manufacturer.

Islamic education through Islamic educational institutions is an activity carried out by a group of people having the functions, tasks and roles of each need to be managed properly in order to achieve the goals and objectives set. The basics of Islamic teachings on quality are as follows: first, quality is the realization of the teachings of ihsan, which is doing good to all parties because Allah SWT has done good to humans with His various favors and is prohibited from doing damage on the surface of the earth in any form(Muhaimin:2005, 58).

The explanation above can be explained that the quality in the perspective of Islam is that a person must do something seriously and conscientiously (itqon), not halfhearted or half-hearted, so that neat, beautiful, orderly and in accordance with each other one is required to have a dynamic that high, committed to the future, has sensitivity to the development of society and science and technology, and istiqamah.

Research Method:-

Jenis penelitian ini ditunjukkan untuk memperoleh gambaran mendalam mengenai peran kepalaQualitative approach is a research mechanism that relies on descriptive description of words, or sentences, which are arranged carefully and systematically starting from collecting data to interpreting reported research results, the deeper and quality of the data obtained or collected, the more quality the results of research”(Burhan Bungin:2001, 58).

The nature of this research is descriptive research that describes the state of an object to take a conclusion that applies generally”(Sutrisno Hadi:1991, 3). And this type of research is (Field research) a study with research procedures that dig data from the field for later scrutiny. And research conducted at a place chosen as a location and research objective”(AbdurrahmatFathoni: 2006, 96).

The above description can be concluded that the nature and type of this research are descriptive qualitative research aimed at obtaining more complete, meaningful data in accordance with the nature of qualitative research, and the research seeks to explain the impact of accreditation on the quality of Aliyah madrasa in MAN 1 Lampung Timur MA Muhammadiyah Purbolinggo and MA Maarif NU 8 Parks Search systematically, factually and accurately.

Data collection techniques are the means used in order to find the required data, i.e.:

1. Observation Observation method is as a selection, alteration, recording, and coding of a series of behaviors and atmosphere regarding an organism in accordance with empirical goals”(Edi Kusnadi:2008, 116). Namely direct

observation by recording activities that take place to obtain data on the impact of accreditation on the quality of Aliyah madrasa.

2. Interviews in research are in-depth interviews or also commonly called unstructured interviews”(H.B.Sutopo: 2006,68).Interview is the process of obtaining information for research purposes by way of question and answer while face to face between the interviewer and the resource person for the purpose of using this technique is to find as much information as possible.
3. Documentation documentation is a technique used by studying documents, historical data records, family, personal documents, community groups, organizations, institutions and so on”(Abdul Muthalib: 2006, 81,82). The document data needed in the collection of this data is the Impact of Accreditation on the Quality of Madrasah Aliyah at the East MA Muhammadiyah and MA Ma’arif NU 8 Taman Cari”

Results and Discussion:-

Data analysis is "the process of simplifying data into a form that is easier to read and interpret”(Sutrisno Hadi:2000, 92). Data analysis during the process in the field together with data collection was carried out as follows, i.e”

Data Reduction

Reducing data means summarizing, choosing the main points, focusing only on the important things, looking for themes and removing unnecessary”(Sutrisno Hadi:2000,328). The researcher selects and simplifies the data from the field interviews.

Data Presentation

Presentation of data is done in the form of brief descriptions, charts and so on”(Sutrisno Hadi:2000, 135). At this stage, the researcher begins to compile the data so that it becomes a description in the form of a narrative, where a series of sentences is made logically and systematically so that when read it will be easily understood by the researcher.

Concluding Drawing/Verification:-

The next step in analyzing data is to draw conclusions and verify. The initial conclusions that have been stated are still temporary, and will change if strong evidence is found that supports the data collection stage.

The impact of accreditation on the quality of Madrasahs on the first data in MAN 1 East Lampung can be obtained research findings on the impact of accreditation on the quality of Madrasah aliyahyaitur”:

National exams and madrasah final examination results are of national standard, the average score reaches 7.8 and passes 100%. Second, community trust is increasing students who register both from local and outside East Lampung Regency ”.

Achievers both in the academic and non-academic fields". Fourth, Maintain the character of morality, faith and taqwa to Allah SWT more stable". "Fifth, Accredited with a specification of accreditation rank A by the National School Accreditation Agency with a total score of 97 (ninety seven) meets 8 national education standards consisting of: 1) content standards with a value of 95, 2) process standards with a value of 96, 3) passing competency standards with a value of 84, 4) standards for educators and education personnel with a value of 91, 5) infrastructure facilities with a value of 92, (6) management standards with 90, 7) financing standards with a value of 94, 8) educational assessment standards with a value of 93". "Eighth, Optimizingcooperation with all madrasahs and stakeholders with transparency in the quality of madrasahs, increasing the competency of teacher HR increasingly professional”.

Accreditation and Certification are implemented for every level and education unit is needed as an objective, fair, reliable public accountability. The accreditation and certification mechanism requires a valid and reliable instrument to guarantee public accountability for good justification procedures. Issues related to accreditation and certification standards are urgently needed as a means of controlling the education system facing the problem of the rise of fake diplomas and the use of diplomas and references to accreditation results that do not get a good response from the public.

The impact of accreditation on improving the quality of Madrasah Aliyah in MA Muhammadiyah Purbolinggo, Improving the quality of madrasahs is guided by the vision and mission that has been agreed with stakeholders ”.

Improving academic quality by integrating the values of Islamic teachings, so that the moral virtue of Islamic graduates and morality, third, Maintaining the originality of madrasas as religious institutions ", " fourth, improving the quality of madrasas in accordance with the expectations of the government community by referring to the 8 National Standards Education with all components of madrasas ",

Implementation of madrasa quality improvement as follows:

1. The implementation of the vision and mission is supported by all parties such as the board of teachers, employees, students, committees and stakeholders both directly and indirectly, joint meetings provide mutual support and motivation for the implementation of the vision and mission of the madrasa ".
2. "Conducting an analysis of the current situation and condition of madrasa education by providing input so that the madrasa makes a SWOT analysis". "
3. Support for fostering teacher competence.
4. madrasa head and stakeholders continue to strive to develop madrasa curriculum".
5. Support both morally and materially in the provision of educational infrastructure as needed.
6. Provide support and motivation so that madrasas pay attention to student achievement through intensive coaching"

The impact of improving the quality of madrasas on the results of the national examination and the final examination of the national standard madrasas passed 100 percent ". "The impact of improving the quality of madrasas on community trust is increasing by sending their children to school. "The impact of increasing madrasa quality on increasing students' faith and devotion to Allah SWT", "The impact of improving madrasa quality on the achievements of MA Muhammadiyah Purbolinggo students. "The impact of improving the quality of education on the value of madrasa accreditation". "The impact of improving the quality of madrasas on the ability of teachers in the pedagogical field has increased. "The impact of improving the quality of madrasas on students' abilities". "Most of the MA Muhammadiyah Purbolinggo graduates can be accepted to study at state and private universities.

The impact of improving Madrasah Aliyah quality on MA Ma'arif's quality, the impact of madrasah quality accreditation. The National Examination and UAMBN results reach an average score of 8 and pass 100%, the community is increasingly enthusiastic to send their children to school, they are many from outside the Regency of East Lampung ". The students' faith and devotion are increasingly evidenced by the morality of karma in daily life. More and more students are achieving both in academic and non-academic fields such as National exam results, becoming champions in KSM and National champions ". Madrasas are accredited with a value of B. Ability Madrasa principals increasingly visionary competence of professional teachers. The quality of education is what has been standardized in its education system based on quality assessment, directing and controlling an organization / institution in setting policies for its achievement in a sustainable manner ". "The objective of the quality of the process is the output produced that provides satisfaction and continuous improvement in the quality of education. Efforts to improve the quality of education referred to are not all at once, but based on improving quality.

The competencies needed in the community, granting the status and ranking of the Accreditation are expected to be madrasah drivers to continuously make improvements and development systematically and programmed, which in turn will produce quality. Accreditation is interpreted as a process of evaluating qualifications using established quality standards and is open and proof of education is not easy because it is intangible, it is necessary to guarantee the quality of education.

Speaking of school effectiveness can not be separated with the quality of school and school quality is the quality of all components that exist in the education system, meaning that school effectiveness is not only judged by results alone but the synergy of various components in achieving goals.

Conclusion:-

Quality of Aliyah madrasa in MAN 1 Lampung Timur, namely: "the final exam of a national standard madrasa passes 100%. Community trust is increasing by sending their children to MAN 1 Lampung Timur students who register both from local and outside East Lampung Regency. Achieves both in the academic and non-academic fields. Maintain the character of morality, faith and faith to Allah Accredited with the accreditation rank A specifications by the National Accreditation Board of Schools / Madrasas with a total score of 97

Second, the impact of accreditation on the quality of Madrasah Aliyah in MA Muhammadiyah Purbolinggo ", namely:" Accreditation is one of the methods carried out by stakeholders in this matter the government to evaluate

and control the education that has been carried out and all components have produced encouraging results including one of them getting accreditation value rating B ". "This indicates that the MA Muhammadiyah Purbolinggo has met the minimum standard of education. Improving the quality of Madrasah Aliyah in MA Muhammadiyah Purbolinggo provides very positive and good benefits on the quality or quality of education produced. Improving the quality of madrasa is guided by the agreed vision and mission.

The Third Impact of Accreditation on the Quality of Aliyah Madrasah in MA Ma'arif NU 8 Taman Cari "brought about changes and improvements in the quality of Aliyah madrasahs produced as follows:" The results of the national standardized exams and madrasah final exams reached an average value of 8.00 and passed 100% . Public confidence in the institution is increasing". "The achievements of MA Ma'arif NU 8 Taman Search students both academically and non-academically, students' faith and devotion to Allah SWT is increasing. Madrasah accreditation scores reach rank B that is Good, The ability of teachers in the pedagogical field is getting better ". "The education quality program that has been implemented has an impact on improving the ability of teachers in the teaching and learning process so that teachers get the ease in conveying learning to students so that educational goals can be achieved properly.

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