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The role of accreditation in improving the quality of Islamic Education

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Abstract

Accreditation has a very important role in improving the quality of Islamic education in Indonesia. This article aims to examine the role of accreditation in encouraging the improvement of the quality of Islamic education, both in terms of managerial, curriculum, human resource management, and educational facilities. Accreditation becomes an instrument used to assess the extent to which Islamic education institutions meet the standards set by the government and accreditation bodies. This study also discusses the challenges and obstacles faced in the accreditation process, as well as efforts that can be made to improve the quality of Islamic education through a more effective and efficient accreditation system. This research uses literature review with the hope of being able to contribute to the understanding of the role of accreditation in improving the quality of Islamic education. From the results of data analysis, it can be concluded that accreditation not only functions as a monitoring and evaluation tool, but also as a motivator for educational institutions to continue to innovate and improve the quality of teaching, research, and community service. Therefore, it is important for Islamic educational institutions to continue to pay attention to and comply with applicable accreditation standards in order to achieve the goal of quality education.

Keywords: Accreditation, Quality of Islamic Education, Education Standards

1. Introduction

Islamic education in Indonesia has a very strategic role in producing a generation that is noble and competent in various fields. Along with the times, the quality of Islamic education is also faced with demands to continue to innovate and improve quality to be relevant to the needs of society and the global world. In this context, accreditation is one of the important instruments used to assess and ensure the quality of educational institutions, including Islamic education.

Accreditation is an evaluation of the eligibility of an educational institution or program with the aim of improving the quality of education. Accreditation has the common goal of improving the quality of education, so it is important to tailor it to the needs of various parties. Accreditation has a great effect on improving education services as it increases public trust, public accountability, education quality and competitiveness of graduates. To improve the quality of education, especially during education reform and democratization, accreditation is essential. Accreditation is recognized as an important tool for guidance and development, supporting education quality improvement, and covering issues such as equity, quality, relevance and efficiency. The right of every citizen to high-quality education is recognized in Indonesia through accreditation of educational institutions (Nawaroni, Khoirul Amri, 2022).

Accreditation of schools and madrasahs is organized on the basis of the consideration that efforts to improve the quality of schools and madrasahs are efforts to improve the quality of their graduates, so that they can have the necessary scientific and moral basis in facing their future (Mulyono, 2014) ^[10]. Madrasahs as part of the national education system are required to always strive to improve the quality of education, so that they can produce quality graduates, able to compete and be able to face the

challenges of the times. The implementation of education that produces low-quality graduates is actually a waste of time, energy and money. Therefore, the implementation of madrasah accreditation, as an effort to control quality, both through the learning outcomes assessment system, curriculum implementation, facilities, education personnel, as well as through the organization of the teaching and learning system is a must. (Departemen Agama RI).

From the above explanation, it can be understood that accreditation is the process of assessing educational institutions based on certain standards that have been set by a legitimate accreditation body. This process aims to evaluate the extent to which Islamic educational institutions meet the expected standards, both in terms of curriculum, management, teaching staff, and educational facilities. With accreditation, educational institutions can find out the extent of their quality and get recognition from the community and related parties. However, although accreditation has an important role in improving the quality of education, not a few Islamic education institutions face various challenges in the accreditation process. Some of these challenges include a lack of understanding of accreditation procedures, limited resources, and difficulties in meeting the standards set. Therefore, it is important to examine more deeply the role of accreditation in improving the quality of Islamic education and the steps that need to be taken to optimize the accreditation process.

2. Methodology

In this research, the author uses a qualitative method based on library research, which is a study used in collecting information and data through literature (Mirzaqon T, Budi Purwoko, 2017). Qualitative research according to Saryono is research that is used to investigate, find, describe, and explain the quality or features of social influences that cannot be explained, measured or described through a quantitative approach (Saryono, 2013) ^[14]. Meanwhile, literature research is identical to an event in the form of an act or writing that is researched to get the right facts by finding the origin, the real cause of the event (Hamzah, 2020) ^[6]. Literature study is a series of activities related to library data collection methods, reading and recording and processing research materials to obtain research results (Zed, 2008) ^[15]. In library research, data collection is done first with documentation to find data in the form of notes, transcripts, books, newspapers, magazines, inscriptions, agendas and so on. The primary sources in this research are obtained from books related to education in the form of books, journals, dictionaries, which directly or indirectly support the discussion of this research. The information or data that has been collected is then reviewed in accordance with the research, arranged systematically so that it becomes a clear description of the Role of Accreditation in Improving the Quality of Islamic Education.

3. Results and Discussion

Definition of Accreditation

Accreditation is an activity of assessing the feasibility of educational programs and/or units based on predetermined criteria as stated in Law No. 20/2003 on National Education System, article 1 paragraph (22). Madrasah accreditation is a comprehensive assessment process of the feasibility of educational units or programs, the results of which are manifested in the form of recognition and eligibility ratings in the form of certificates issued by an independent and professional institution or called BANS / M (National Accreditation Board - School/Madrasah). Accreditation is an assessment process with certain fact-based indicators. Assessors make observations and assessments according to reality, without any manipulation (Jamal Ma'mur Asmani, 2011) ^[8].

According to Ara Hidayat, accreditation is defined as a systematic and comprehensive assessment of schools through self-evaluation and external evaluation (visitation) activities to determine the feasibility and performance of schools (Ara Hidayat, 2010) ^[3]. In line with the above understanding, Anwar Arifin explained that accreditation is defined as a quality assessment process using standard quality criteria that are determined and open. In the context of school accreditation, it can be given an understanding as an activity of assessing the feasibility of a school based on the criteria set by the School Accreditation Board, the results of which are realized in the form of recognition of eligibility ratings (Anwar Arifin, 2003).

According to the regulation of the Minister of National Education No. 29 of 2005 concerning the National Accreditation Board for Schools/Madrasahs (BAN-S/M) states that what is meant by school/madrasah accreditation is an activity of assessing the feasibility of a school/madrasah based on predetermined criteria and carried out by BAN-S/M, the results of which are realized in the form of recognition of eligibility ratings (Department Agama RI, 2006).

Based on the above explanation, it can be concluded that accreditation is the process of assessing the feasibility of an education program or unit based on predetermined criteria. This is in accordance with the provisions in Law No. 20/2003 on the National Education System. In the context of Islamic education, madrasah accreditation refers to a comprehensive assessment of the feasibility of a madrasah or educational program, the results of which are shown in the form of recognition and eligibility ratings through certificates issued by an independent and professional institution, namely the National Accreditation Board for School/Madrasah (BANS/M). Accreditation is conducted using certain fact-based indicators, where assessors conduct objective assessments in accordance with existing realities, without data manipulation with systematic and comprehensive assessments through self-evaluation and external evaluation

(visitation) that aim to determine the feasibility and performance of educational institutions.

Quality of Islamic Education

According to Dzaujak Ahmad, the quality of education is the ability of schools to manage operationally and efficiently the components related to schools so as to produce added value to these components according to applicable norms or standards (Dzaujak, 1996). Meanwhile, according to Kaoru Ishikawa, "Quality is meeting customer satisfaction", quality means the degree (level) of excellence of a product (work / effort) in the form of goods and services (Ishikawa, 1985)^[7]. Nurhas education states that indicators or kereteria that can be used as a measure of the quality of Islamic education are the final results of education such as written tests, anecdotes, attitude scales. In the context of Islamic Education, quality indicators are guided by the context of educational outcomes that refer to the achievements achieved by schools in a certain period of time. While the achievements achieved can be in the form of academic ability test results or non-academic achievements (Nurhasan, 1994)^[12].

Based on the above description, it can be understood that the quality of Islamic Education is the ability of schools or madrasah in operational and efficient management of schools or madrasah with reference to the quality of education provided in the Islamic context, which includes various aspects related to the implementation of education based on the principles of Islamic teachings. The quality of Islamic education includes not only academic proficiency and technical skills, but also character building based on Islamic religious and moral values.

The Role of Accreditation in Improving the Quality of Islamic Education

For every educational institution, quality is a central issue that needs attention. According to Ismail, the implementation of quality management in the world of education requires good and professional management, good organizational management and the provision of adequate personnel in carrying out a good process so as to produce quality output and high quality (Feiby Ismail, 2016).

In terms of the quality and quality of education, there is a standard determined in the national standards of education. The national standards set are standards that have been reviewed and can be achieved by every educational institution in Indonesia. The concept of national education standardization has implications for improving the quality of education, so it is hoped that the existence of national standards can motivate schools to provide the best service for students in their educational environment. Therefore, quality assurance must continue to be carried out to achieve national standards of education. The essence of quality assurance is a systematic plan and action in providing confidence in quality. In this activity, the main goal is improvement and efforts to achieve the National Education Standards and make improvements. Based on the quality assurance model, the quality assurance process contains 4 functional characteristics, namely, setting standards, meeting standards, evaluating, and improving quality (Ridwan, 2015).

In this regard, Islamic education institutions need to conduct self-evaluation to find out where the quality assurance process has been carried out in each Islamic education unit. How many Islamic education institutions (madrasah) have been accredited (BAN S / M) and (BAN-PT) meet the

standards and how many Islamic education institutions have climbed the stages of improving the quality of education. This evaluation is important to determine the position of Islamic education institutions in the national education standards that have been set. Changes in the accreditation system that previously accredited madrasas were carried out by the Madrasah Accreditation Council (DAM) and are now managed by the National Accreditation Board (BAN) of schools/madrasas-Madrasas (SM), certainly make one of the burning encouragement in this Islamic Education institution. Thus, if the accreditation value is the same, then the quality of education between madrasah and public schools/madrasas will be the same. With good accreditation, madrasas have added value compared to public schools, because they teach sufficient religious materials as well, so as to increase the faith and devotion of students towards science and technology that are currently developing. Likewise, in terms of leadership and human resources, it is also a problem in itself, namely that many still do not meet the minimum required academic qualifications. This requires educators and education personnel to attend education, but the reality is still far from the hope of improving quality because the goal is just to fulfill the demands of the law. Similarly, the financial aspect still requires support from various parties and the development of Islamic education institutions to be more professional. Likewise, the Islamic education curriculum must be able to answer the challenges of the times, so it is necessary to develop the Islamic education curriculum continuously. Improving aspects of up to date subject matter, revising learning models and methods is carried out simultaneously with improving the quality of teachers in madrasah and pesantren.

Learning is more directed towards solving actual problems in society based on the foundation of the Qur'an and Hadith. So that Islamic education becomes the answer to the problems faced. This will increase the attractiveness of Islamic educational institutions. Fulfillment of facilities and infrastructure is no less important. The development of religious material in the review of modern scientific theories needs to be put forward as a reinforcement for students and produce marketable graduates. Referring to the Juran Trilogy, the quality of Islamic educational institutions can be improved by making improvements in the aspects of quality/quality planning, quality/quality control, and quality/quality improvement.

The main content of quality planning is to identify the needs of the community for Islamic educational institutions such as pesantren and madrasah. What is expected of their graduates and what are the urgent needs faced by Muslims. Furthermore, Islamic educational institutions must translate these needs into a program of activities, and develop steps in the process of implementing the program to produce quality students. Improving the quality of education can be achieved through a collective education system that involves various aspects such as curriculum, educational policies, materials, strategies, approaches and learning methods, facilities, facilities and infrastructure, teaching and education personnel, managerial processes carried out professionally, learning processes, application of information and communication technology, especially in the learning process in the classroom, appropriate evaluation and control of the quality of education. Quality in education to ensure the quality of school inputs, processes, outputs and outcomes so as to increase the accountability of educational institutions.

3. Conclusion

Accreditation plays a vital role in improving the quality of Islamic education. As an external evaluation mechanism, accreditation ensures that Islamic education institutions, whether at the madrasah, pesantren, or Islamic university level, meet predetermined quality standards. With accreditation, Islamic education institutions are expected to ensure the quality of teaching, curriculum, facilities, and management that support effective and quality learning. This creates a more transparent, accountable and measurable education system.

The accreditation process encourages Islamic education institutions to continuously improve and develop themselves, both through internal evaluation and by taking into account feedback from external parties. Therefore, accreditation serves as a driver of continuous improvement in various aspects, including the quality of teaching, the skills of educators, and the management of institutions that are more efficient and responsive to the times. In this case, accreditation not only serves as a tool to assess the quality of education, but also as a means to improve the competence of the institution in producing a quality generation, capable of integrating science with noble Islamic values. Furthermore, accreditation also plays a role in increasing the competitiveness of Islamic education institutions. An accredited institution with a good rating will have a higher reputation, which in turn increases public confidence in the quality of education provided. This has an impact on the high public interest in sending their children to accredited educational institutions, as well as increasing employment opportunities for graduates from these institutions. Accreditation also provides tangible evidence that Islamic education institutions are committed to the continuous improvement of the quality of education.

In addition, accreditation helps create clear standards regarding the educational facilities and facilities that each Islamic education institution must have. With clear standards, educational institutions will focus more on meeting the needs of facilities that support the teaching and learning process, such as classrooms, libraries, educational technology, and other supporting facilities. All of this contributes to the creation of a better and more conducive learning environment, which ultimately affects the improvement of students' academic and non-academic achievements. Overall, accreditation plays a very strategic role in strengthening the foundation of Islamic education in Indonesia. By ensuring that Islamic education institutions meet the set quality standards, accreditation not only enhances the credibility of the institution, but also contributes to the development of more quality, relevant and sustainable Islamic education. As a result, Islamic education will be increasingly able to meet global challenges and produce a generation that is not only academically intelligent, but also has noble morals and is ready to make a positive contribution to society.

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