

The Existence Of Provincial Accreditation Board For School/Madrasah (BAP S/M) In Improving Madrasah Education Quality In Southeast Sulawesi

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Abstract

The objectives of this research are to know the gait/performance of BAP S/M at Southeast Sulawesi province, as a picture of madrasah education quality assurance, and to know all factors supporting and hindering the implementation of madrasah education quality assurance policy. The scope of this research is the performance of Provincial Accreditation Board for Schools/Madrasah (BAP S/M) at Southeast Sulawesi province in enhancing education quality, the picture of madrasah education quality assurance, factors supporting and hindering the implementation of madrasah education quality assurance policy. Technique of data collection used interview and documentation which are processed by qualitative approach. The result shows that the performance of BAP S/M at Southeast Sulawesi province has been run in accordance with the criteria and conditions set by BAN S/M and has accredited schools/madrasah during the year of 2006-2014 for 5660 schools/madrasah. They are 5109 schools (90,3%) and 551 Madrasah (9.7%). For a picture of madrasah education quality assurance, BAP S/M at Southeast Sulawesi province, as an institution accrediting schools/madrasah, has been implementing the program by mapping schools/madrasah as one of the components in improving schools/madrasah education quality referring to the national standard of education. While, the factors supporting the implementation of accreditation for schools/madrasah are the formation of BAP S/M manager at Southeast Sulawesi province, Accreditation Implementation Unit (UPA) for city, good coordination establishment with the Department of National Education and Department of Religious Affairs, the number of assessors in various levels of education, the availability of an adequate budget from central and local government.

Keyword: BAP S/M, Madrasah Education Quality.

INTRODUCTION

Background

The law of the Republic of Indonesia Number 20 Year 2003 on National Education System is the legal basis for the organization and reformation of the national education system. The law contains vision, mission, function, and national education objectives and national education development strategies to create education which is qualified, relevant to society needs, and competitive in the global life. The vision of national education is to realize the educational system as a social institution that is strong and authoritative to

empower all Indonesia citizens to be developed into qualified human beings which are capable and proactive answering the time challenges which always changes.

The mission of national education are (1) to pursue the expansion and equal opportunity to obtain qualified education for all Indonesian people; (2) to improve education quality having competitive skill at national, regional and international scope; (3) to increase education relevance to the society needs and global challenges; (4) to assist and facilitate children of nation full potential development from an early age to the end in order to create learning communities; (5) to improve the readiness of input and education quality process to optimize the formation of having moral personality; (6) to increase the professionalism and accountability of educational institution as knowledge center civilization, skill, experience, attitude, and value based on national and global standard; and (7) to encourage public participation in organizing education based on autonomy principle in the context of the Unitary of Republic of Indonesia [1].

In accordance with vision and mission of the national education, it is needed a basic reference for each organizer and educational unit which includes minimum criteria of various aspects related to education organization including evaluation implementation, accreditation and certification which are oriented to continuous education quality improvement. The basic reference is as national standard of education which is intended to spur managers, organizers, and educational units in order to improve their performance in providing qualified education services. In that context, some of regulations governing education quality assurance in Indonesia have been validated, one of them is through accreditation. Accreditation as a form of public accountability is done objectively, fairly, transparently, and comprehensively using instruments and criteria referring to the National Education Standards.

The accreditation process is conducted regularly and openly to help and empower program and educational unit to be able to develop the resources in achieving national education objectives. Accreditation processes in the implementation will take place when all provisions concerning to the implementation are required with all requirements, starting from data collection on unaccredited schools/madrasah or schools/madrasah having expired accreditation period to the final result in accordance with Provincial Accreditation Board for School/Madrasah plenary which is done every year.

In carrying out accreditation, BAN S/M is assisted by Provincial Accreditation Board (BAP S/M) formed by the Governor. In this context, Madrasah (from Ibtidaiyah to

Aliyah) which are Islam based primary and secondary education, is part of Indonesia national education system, no exception for it, has to follow quality assurance regulation through accreditation.

The Provincial Accreditation Board for School/Madrasah (BAP S/M) of Southeast Sulawesi province has conducted schools and madrasah accreditation, in all regencies/cities in Southeast Sulawesi province. The quota for accredited madrasah in 2014 consisting of :

- a. State Elementary School = 9 schools
- b. MTs(Equivalent to Junior High School) = 13 schools
- c. Madrasah Aliyah (Equivalent to Senior High School) = 11 schools [2].

For the accreditation status can be viewed in this following table:

Table 1. Accreditation Result for Madrasah Level in Southeast Sulawesi Province of 2014

No	MADRASAH LEVEL	ACREDITATION				
		A	B	C	TT	TOTAL
1	IBTIDAIYAH	2	1	4	2	9
2	MTS	0	7	3	3	13
3	ALIYAH	0	6	4	1	11
TOTAL		2	14	11	6	33
%		6,06	42,42	33,33	18,18	100

Source: BAP S/M Southeast Sulawesi Province 2014

The table shows that from 33 accredited madrasah, the schools/madrasah which are accredited A, are only 2 madrasah, namely madrasah Ibtidaiyah, the schools/madrasah which are accredited B, are 1 MI, 7 M.Ts. and 6 Aliyah. Meanwhile, the schools/madrasah which are accredited C, are 2 Ibtidaiyah, 3 M.Ts., 4 Aliyah, and the schools/madrasah which are not accredited, are 2 Ibtidaiyah, 3 M.Ts., and 1 Aliyah. This means that the schools/madrasah which are accredited A 6.06%, 42.42% for the schools/madrasah which are accredited B, 33.33% for the schools/madrasah which are accredited C, and 18.18% for unaccredited schools/madrasah. Madrasah which is unaccredited reaches 18.18%. It is considered high percentage in national level, which is according to national average, for unaccredited madrasah is maximum 10%. The problem in this fact should be found and it is expected that madrasah quality will be increased.

Based on the explanation above, the writer wants to conduct research discussing about the Existence of Provincial Accreditation Board for School/ Madrasah (BAP S/M) in improving madrasah education quality in Southeast Sulawesi province.

Research Focus.

The research focuses in this research are:

1. The gait/performance of BAP S/M in improving education quality;
2. The picture of madrasah education quality assurance;

3. The factors supporting and hindering the implementation of madrasah education quality assurance policy.

Formulation of Problems

The formulation of problems in this research are as follow:

1. How is the gait/performance of Provincial Accreditation Board for School/Madrasah (BAP S/M) at Southeast Sulawesi province in improving the education quality?
2. How is the picture of madrasah education quality assurance?
3. What factors that support and hinder the implementation of Madrasah education quality assurance policy?

Objectives and Significance of Research

The objective of this research is to know the gait/performance of BAP S/M at Southeast Sulawesi province, to know the picture of madrasah education quality assurance, and to know the factors supporting and hindering the implementation of madrasah education quality assurance policy.

This research is expected to be useful for BAP S/M at Southeast Sulawesi province, Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi province, and the Ministry of Religious Affairs Office and all madrasah in regencies and cities in Southeast Sulawesi province.

THEORETICAL FRAMEWORK

The Concept of Performance.

Performance is the implementation of demanded functions of person [3] (Whitmore 1997:104). This definition is an understanding that demands the most minimal requirements to succeed. Significant performance was far beyond what was expected, it performance sets the highest standards of himself and go beyond what is other's required or expected. Thus the performance is an act, an achievement, or what someone is shown through a real skill.

Performance demands one's potential expression, responsibility or comprehensive ownership, if not, then it will not be a one's potential, but the majority will belong to someone else.

Another view expressed by King [4](1993:19) that the performance is the one's activity in performing basic tasks assigned to him. Referring to that view, it can be interpreted that one's performance associated with her/his regular duty. For example, as a teacher, a regular duty is to carry out the process of teaching and learning in schools. The result optimally achieved from teaching was the teacher's performance. Similarly, in an institution that has a specific task, and then the optimal result of the institution is the institution's performance.

Other experts said that the performance is the result of interaction or the functioning of the elements of motivation (m), ability (k), and perception (p) in a person.[5] (Galton, 1994:15-17).

Many limitation provided by experts regarding the terms of performance. All of them have a little bit different vision, but they principally agree that the performance leads to an effort

in order to achieve better performance. According to Maier in As'ad [6] (1995:23) the performance is a person's successful in doing a job. In line with, Lawler and Porter in As'ad [7](1995 24) stated that the performance is successful role achievement obtained by someone of his/her actions. This definition explained that the performance is results achieved by a person based on available standard of his/her job.

Another view expressed by McDaniel [8](2000 2) the performance is interaction between someone's ability and its motivation. Based on this view, it can be affirmed that the performance is someone's sum of the ability and motivation.

Simamora [9](1995:327) states that performance is the level of someone behavior who should be achievable with certain requirements. Gomes [10] (1997 35) states that the performance is the number of records generated from a particular job function or an activity over a specified period of time. While, Suprihanto [11](1996 7) states that the performance is a result of an employee during a particular period as compared with the range of possibilities, such as standards, targets, or predetermined criteria and mutually agreed.

Based on the discussion above, it can be concluded that the performance is as a person's behavior or institutions that produce results after a certain work optimally meet a number of requirements.

The Concept of Accreditation

Government Regulation No. 19 year 2005 Article 2 paragraph (2) of the National Standard of Education states that the assurance and control of education quality in accordance with National Standard of Education (SNP) needs to be implemented in three integrated programs namely evaluation, accreditation, and certification [12]. The assertion of the importance of accreditation can be seen in the Law Number 20 Year 2003 on National Education System (Sisdiknas), Chapter XVI Part Two Article 60, concerning on accreditation, which is read as follow: (1) the accreditation is conducted to determine the feasibility of the program and the educational unit on the line of formal and non-formal education at all levels and types of education, (2) the accreditation upon the programs and educational units is conducted by an authorized independent institution as a form of public accountability, (3) accreditation is conducted on the basis of open criteria. (4) The provisions regarding to accreditation referred to paragraph (1), paragraph (2), and paragraph (3) shall be further regulated by the Government Regulation [13].

Accreditation has several definitions, they are as follow:

- a. The confession upon educational institutions provided by the authorized institution after assessing that the institution has fulfilled the qualification of standard or certain criteria. (KBBI);
- b. The confession by a bureau about the authority of a person to conduct or carry out duties. (KBBI);
- c. The school assessment activity in systematic and comprehensive form through self evaluation and external evaluation (visitation) to determine school feasibility and performance. Akhmad Sudrajat in <http://akhmadsudrajat.wordpress.com/2008/02/03/akreditasi-sekolah/> accessed on January 2, 2015)

- d. The school feasibility and performance assessment activity based on the criteria (standards) established and carried out by the National School Accreditation Board (BASNAS) which the results realized in the form of feasible rank confession as stipulated in the Decree of Minister of National Education 087/U/2002. (<http://www.ban-sm.or.id> accessed on January 4, 2015)

In accordance with above concepts, school/madrasah accreditation is the assessment activity conducted by the government and/or an authorized independent institution to determine program feasibility and/or educational units feasibility in the line of formal and non-formal education at all education levels and types in accordance with predefined criteria, as a form of public accountability which is conducted objectively, fairly, transparently and comprehensively using instruments and criteria referring to the National Standard of Education .

School/Madrasah Accreditation

School/madrasah accreditation policy in Indonesia is that every citizen has right to obtain qualified education. To be able to organize qualified education, then every educational unit/program has to fulfill and reach the standard conducted through accreditation activity upon the feasibility of each educational unit/program.

Scope of school/madrasah accreditation includes:

1. Kindergarten (TK)/Raudhatul Atfal (RA).
2. Elementary School (SD)/Islamic Elementary School (MI).
3. Junior High School (SMP)/MTs (MTs).
4. High School (SMA)/Madrasah Aliyah (MA).
5. Vocational High School (SMK)/Vocational Madrasah Aliyah (MAK).
6. Special Need School (SLB), consisting of Special Need Kindergarten (TKLB), Special Need Elementary School (SDLB), Special Need Junior High School (SLTPLB), and Special Need High School (SMLB). [14]

The objectives of school/madrasah accreditation are:

1. Providing information about school/madrasah feasibility or program conducted according to the National Standard of Education .
2. Giving feasible rank confession.
3. Providing recommendation about education quality assurance to program and/or accredited educational unit and related parties. [15]

School/madrasah accreditation is conducted based on the following principles:

1. **Objective**; school/madrasah accreditation in essence is the feasibility assessment of educational organization indicated by a school/madrasah. In this assessment implementation various aspects related to the feasibility are examined clearly and correctly to obtain information about the existence.
2. **Comprehensive**; in implementing school/madrasah accreditation, assessment focus is not only limited to the certain aspects but also including various comprehensive educational components.
3. **Fair**; in implementing accreditation, all schools/madrasah has to be treated equally with no distinguishing school/madrasah on the basis of culture,

beliefs, socio-culture and not looking at school/madrasah status both public and private school/madrasah. School/Madrasah has to be served in accordance with the criteria and working mechanisms fairly and/or non-discriminatory.

4. **Transparent;** data and information related to school/madrasah accreditation implementation of the accreditation such as criteria, working mechanism, schedule and accreditation assessment system and others have to be delivered openly and accessible to anyone who needs them.
5. **Accountable;** school/madrasah accreditation implementation has to be accountable both in terms of assessment and decision according to the rules and procedures stipulated.
6. **Professioal;** akreditasi sekolah/madrasah dilakukan oleh orang-orang yang memiliki kompetensi dan integritas yang tinggi. School/madrasah accreditation has competence and high integrity [16]

Schools/madrasah can follow the accreditation activities, if they fulfill the following requirements:

1. Having the decree of school/madrasah establishment/operation
2. Having learners for all grades
3. Having educational facilities
4. Having teachers and educational personnel
5. Implementing prevailing curriculum and
6. Having alumni. (Department of Religious Affairs, 2005)[17].

School/madrasah accreditation includes eight components in the National Standard of Education, namely:

1. Standard of Content, [The Decree of Minister of National Education No. 22/2006][18]
2. Standard of Process, [The Decree of Minister of National Education No. 41/2007][19]
3. Standard of Graduates Competence, [The Decree of Minister of National Education No. 23/2006][20]
4. Standard of Teachers and Educational Personnel, [The Decree of Minister of National Education No. 13/2007 regarding to principal, The Decree of Minister of National Education No.16/2007 regarding to Teachers, The Decree of Minister of National Education No.24/2008 regarding to Administration Manpower][21]
5. Standard of Infrastructure [The Decree of Minister of National Education No.24/2007][22]
6. Standard of Management, [The Decree of Minister of National Education No.19/2007][23]
7. Standard Finance s, [Government Regulation No.48/2008][24]
8. Standard of Educational Assessment. [The Decree of Minister of National Education No.20/2007] [25]

To implementschools/madrasah accreditation, the government established the National Accreditation Board for School/Madrasah (BAN S/M). It has several functions as follow:

1. National Accreditation Board for School/Madrasah (BAN S/M) formulates operational policies, socializes policies and implementsschool/madrasah accreditation.
2. Provincial Accreditation Board for School/Madrasah (BAP S/M) implements accreditation for TK/RA, SD/MI, SMP/MTs, SMA/MA, SMK/MAK, and SLB.
3. Unit of Accreditation Implementation (UPA) for regency/cityassists BAP S/M to implement accreditation.(BAN S/M, 2015) [26]

The mechanism of school/madrasah accreditation includes the following stages:

- a. Formulating school/madrasah number and allocation plan.
- b. Announcing openly to school/madrasah
- c. Proposing list of school/madrasah
- d. Delivering accreditation devices to school/madrasah
- e. Completing accreditation and support instrument
- f. Delivering accreditation and support instrument
- g. Determining visitation feasibility
- h. Assigning assessor team
- i. Implementing visitation
- j. Verifying assessor visitation results
- k. Determining school/madrasah accreditation result
- l. Issuance certificate
- m. Reporting accreditation result (BAN S/M 2015).[27]

The school/madrasah accreditation result will be reported to various parties in accordance with the duties and functions of each, and can be accessed by the various parties which are involved and concerned with education quality improvement. Whole accreditation results are announced nationally via BAN S/M website at <http://www.ban-sm.or.id> Department of Education and Culture, Ministry of Religious Affairs, Provincial Education Bureau, Regional Office of the Ministry of Religious Affairs, Education and Culture Bureau of Regency/City, Ministry of Religious Affairs of Regency/City, and organizers develop school/madrasah in accordance with accreditation result based on their authority.

The Concept of Education Quality.

Quality:

In this decade, there are three most popular quality conceptions developed by three experts of international level quality, namely W. Edwards Deming, Philip B. Crosby and Joseph M. Juran (In Arcaro 2005)[28]. W. Edwards Deming defines that quality is anything becoming customer needs and desires. Philip B. Crosby defines that quality is as conformance to requirements. While Joseph M. Juran defines that quality is the conformance to specifications.

Although all of three experts are different on quality perception, but these three quality perception then becoming basis of thought in quality management system which is as central issue in today's business activities. Therefore, many companies progressively seek management system including education management which is considered to be the most effective way to deal with quality in globalization era. The main objective of integrated quality management in education is to improve the education quality sustainable, continually and integrated (Edward Sallis, 2008)[29]. The effort to improve education quality in question is not all at

once, but it is addressed based on quality improvement in every educational component.

The education quality assurance is systemic and integrated activity by educational unit or program, educational unit or program organizer, local government, government and communities to raise intelligence level of the nation through education. The final objective of education quality assurance is the high of human and nation life intelligence as aspired by the Preamble of the Constitution of the Republic of Indonesia Year 1945 which is achieved through Education Quality Assurance System (SPMP) application.

The education quality in educational unit has meaning to produce and deliver only the best. In the implementation, quality assurance activity is conducted in synergic way by various parties, both internally and externally.

External quality assurance conducted by various parties or external educational unit institution formally has duty and function related to education quality assurance either directly or indirectly affecting the educational unit in improving quality continually.

Internally, educational unit applies school/madrasah based quality assurance management (MBS/M), applies vision and mission, develops a work program, conducts school/madrasah examination and conducts self-evaluation comprehensively. The effort of educational unit in improving quality is conducted sustainable as internal quality assurance.

RESEARCH METHOD

Type of Research

The research is a qualitative descriptive. It is a method used to track an event or to find the widest knowledge on the object of study at particular time.

Time and Place of research

This research was conducted in Kendari City that is Provincial Accreditation Board for School/Madrasah (BAP S/M) office and the Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi Province. The time of research was started in April until July 2015.

Subject of Research

The subject in this research is the Chairman and all members of the Provincial Accreditation Board for School/Madrasah, Assessors, and the Head of Division of Madrasah Education of Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi Province.

Technique of Data Collection

Generally, data collected in this research are primary data and secondary data. Firstly, primary data were obtained from BAP S/M of Southeast Sulawesi province in 2014 having registered office in UMK Campus secretariat, Jl. K.H. Ahmad Dahlan 10, Kendari. These data were obtained using the two techniques, namely interview and documentation. Secondly, secondary data were obtained from collection and documents observation related to accreditation implementation for madrasah level at Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi Province as builder institution.

Technique of Data Analysis.

In analyzing the data, the researcher includes three sub-processes that are related to each other, namely the data reduction, data presentation, and conclusion drawing/verification) Huberman (1984) [30]. The analysis can be mentioned as follows: Interactive Model Analysis, the process occurs before data collection, or the process occurs when planning the study model, when collecting temporary data and preliminary analysis is performed, and after collecting data as the final result and they have perfected.

RESEARCH RESULTS AND DISCUSSION

Description of Research Results

Provincial Accreditation Board for School/Madrasah (BAP S/M) gait/performance.

The presence of the Provincial Accreditation Board for School/Madrasah (BAP S/M) in Southeast Sulawesi is in accordance with the regulation of Minister of Education and Culture of the Republic of Indonesia Number 59 year 2012 concerning to the National Accreditation Board of article 1, paragraph 3 that the Provincial Accreditation Board for School/Madrasah hereinafter referred to BAP S/M is an independent evaluation board in the province assisting BAN S/M in implementing accreditation.

In order to improve gradual, planned and measured national education quality by virtue of the mandate of Law No. 20 year 2003 on National Education System, Chapter XVI Part Two Article 60 on Accreditation, Government implements accreditation to assess program feasibility and/or educational units. In this regard, the Government has stipulated National Accreditation Board for School/Madrasah (BAN S/M) with regulation of Minister of National Education No. 29 Year 2005 BAN S/M as an independent evaluation board that stipulated program feasibility and/or formal basic and middle educational units by referring to national standards of education. As an independent institution and having responsibility to the Minister of Education and Culture, BAN S/M charges to formulate operational policy, perform policy socialization and implements schools/madrasah accreditation. In implementing school/madrasah accreditation, BAN S/M is assisted by the Provincial Accreditation Board for School/Madrasah (BAP S/M) formed by the Governor, by the virtue of Government Regulation No. 19 Year 2005 on National Standard of Education, particularly in Article 87 paragraph (2).

Provincial Accreditation Board for School/Madrasah of Southeast Sulawesi (BAP S/M Sultra) formerly known as the School Accreditation Board (BAS-Prov) has been established by the Governor of Sulawesi by virtue of Governor's Decree No. 96 dated 11-02-2013 in 2013-2018 period. The Provincial Accreditation Board for School/Madrasah (BAP S/M) of Southeast Sulawesi has accredited school/madrasah since 2006. At the end of 2014 there were 5660 schools/madrasah

have been successfully accredited. The following table presents school/madrasah accreditation rank:

Table 1: School/Madrasah Accreditation Rank in the year 2006-2014

Year	Rank	School	Madrasah	Total
2006	A	21	1	22
2007	A	53	8	61
2008	A	11	1	12
2009	A	12	0	12
2010	A	5	1	6
2011	A	32	2	34
2012	A	83	14	97
2013	A	35	7	42
2014	A	19	2	21
TOTAL		270	36	306
%		88.2	11.8	100

Based on the above table, it can be seen that the schools which are accredited A during 2006 to 2014 are 270 schools or 88.2%, while the madrasah which are accredited A are 36 madrasah, or 11.8%.

Furthermore, to know schools/madrasah which are accredited B, they can be seen in the following table:

Table 2: The rank of Schools/Madrasah which are accredited B in 2006-2014

Year	Rank	School	Madrasah	Total
2006	B	245	3	248
2007	B	369	55	424
2008	B	167	8	175
2009	B	157	3	160
2010	B	67	4	71
2011	B	166	19	185
2012	B	365	21	386
2013	B	106	20	126
2014	B	53	14	67
TOTAL		1,695	147	1,842
%		92	8	100

Based on the above table, it can be seen that the schools which are accredited B during 2006 to 2014 are 1,695 schools or 92%, while the madrasah which are accredited B are totally 147 madrasah or 8%.

The schools/madrasah which are accredited C from 2006 to 2014 can be seen in the following table:

Table 3: The rank of School/Madrasah which are accredited C in 2006-2014

Year	Rank	School	Madrasah	Total
2006	C	410	3	413
2007	C	586	68	654
2008	C	248	13	261
2009	C	262	13	275
2010	C	82	3	85
2011	C	263	19	185
2012	C	277	21	386
2013	C	68	20	126
2014	C	34	14	67
TOTAL		2,231	218	2,449
%		91.1	8.9	100

Based on the above table, it can be seen that the schools which are accredited C throughout the year 2006 up to 2014 are 2,231 schools or 91.1%, while the madrasah which are accredited C are 218 madrasah or 8.9%.

Furthermore, the schools/madrasah which are not accredited in 2006 until 2014, can be seen in the following table:

Table 4: The rank of School/Madrasah which are not accredited (TT) in 2006-2014.

Year	Rank	School	Madrasah	Total
2006	TT	89	2	91
2007	TT	231	35	266
2008	TT	66	17	83
2009	TT	115	18	133
2010	TT	29	14	43
2011	TT	271	37	308
2012	TT	77	9	86
2013	TT	17	13	30
2014	TT	18	6	24
TOTAL		913	150	1,063
%		85.9	14.1	100

Based on the above table, it can be seen that the school which are not accredited during 2006 to 2014 are 913 schools or 85.9%, while the madrasah which are not accredited are 150 madrasah or 14.1%.

Overall, the schools/madrasah which are accredited in 2006 through 2014 are 5,660 schools, they are accredited A 306 schools, accredited B 1,842 schools, accredited C 2,449 schools, and which are not accredited 1,063 schools. The 5,660 schools/madrasah are under Ministry of Education and Cultural and the Ministry of Religious Affairs supervision. To know about that, then it can be seen in the following table:

Table 5: The results of school/madrasah accreditation according to Ministry of Education and Cultural and the Ministry of Religious Affairs source from 2006 until 2014

Rank accreditation	Schools under ministry of education and culture supervision	Rank accreditation	Schools under ministry of religious affairs supervision	Total
A	270	A	36	306
B	1,695	B	147	1,842
C	2,231	C	218	2,449
TT	913	TT	150	1,063
TOTAL	5,109	TOTAL	551	5,660
%	90.3	%	9.7	100

Based on the above table, it can be seen that the number of schools that have been accredited at the Ministry of Education and Culture from 2006 to 2014 are 5109 schools or 90.3%, while the madrasah that have been accredited at the Ministry of Religious Affairs are 551 madrasah or 9.7 %.

Nationally, in average the madrasah that have been accredited by BAP S/M are 10%, So that the result of madrasah accreditation mentioned above 9.7% is based on BAN S/M discretion. BAP S/M of Southeast Sulawesi province performance has been considered sufficient, school community has understood very well the importance of accreditation for school, while the accreditation implementation at madrasah level are very appreciative and it is only needed once because Indonesia regions geographically are varied, it still needed some sort of instruction or appointed directly (Drs.H.Lansala, Vice-Chairman of the BAP S/M, interviewing, Kendari dated May 15, 2015). Ministry of Religious Affairs of Southeast Sulawesi province which manages madrasah cooperates with the Provincial Accreditation Board for School/Madrasah particularly in the budget year of 2014. The madrasah accreditation implementation all the time has been considered already well and in accordance with the provisions of the accreditation implementation (Samsuri, S.Ag., S.Pd., M. Pd. Head of Madrasah Education Division of Southeast Sulawesi province, interviewing, Kendari dated May 1, 2015). According to the Head of Division and Madrasah Information System of Ministry of Religious Affairs of Southeast Sulawesi Province, the performance of BAP S/M is considered to be good, they need only to sharpened the coordination with the relevant agencies having school/madrasah mainly in determining accreditation participants (Adnan Saufi, interviewing, Kendari dated May 3, 2015). Madrasah accreditation implementation before 2014 performing by BAP S/M of Southeast Sulawesi province is assessed that the appointment of madrasah was without coordination with Ministry of Religious Affairs of Southeast Sulawesi province, so that it causes data overlapping. In 2014, the Ministry of Religious Affairs of Southeast Sulawesi province in cooperation with BAP S/M implement madrasah accreditation after getting funds and the results are quite encouraging (Samsuri, interviewing, Kendari dated May 4, 2013)

The Picture of Madrasah Education Quality Assurance.
The External Institution Role in Education Quality Assurance:

The process of educational unit quality achieving is through the fulfillment of SNP (National Standard of Education) including standard of content, process, competency of alumni, teachers and education personnel, facilities and infrastructure, management, financial, and standards of educational assessment. The quality achievement which has to be gradually, systematically, and planned in a continuous and sustained program is an effort of concerned educational unit quality assurance.

The inputs from external party are accreditation result which is the result of overall unit or educational program feasibility assessment referring to the SNP. Provincial Accreditation Board for School/Madrasah (BAP S/M) of Southeast Sulawesi province, before implementing school/madrasah accreditation, prepares the assessor personnel for various levels of education. Since the establishment, BAP S/M of Southeast Sulawesi Province has organized assessor training every year. The latest data of assessor condition in Southeast Sulawesi province can be seen in the following table.

Table 6: The condition of assessors deployment based on education level/education skill program in the Regency/City of Southeast Sulawesi province in 2014:

No	REGENCY / CITY	ASSESSORS						TOTAL
		TK/RA	SD/MI	SMP / M.Ts	SMA / MA	SMK / MAK	SL B	
1	Buton	6	8	8	-	-	-	22
2	Buton Utara	2	5	8	-	-	-	15
3	Muna	2	9	5	3	-	-	19
4	Wakatobi	2	6	6	-	-	-	14
5	Kendari	4	9	9	17	11	2	52
6	Kolaka	6	15	7	1	3	1	33
7	Konawe	2	9	3	2	1	-	17
8	Konsel	3	4	2	1	-	-	10
9	Kolut	4	5	4	-	-	-	13
10	Bombana	6	5	2	-	-	-	13
11	Bau-Bau	3	6	2	-	-	-	11
12	Konawe Utara	2	5	1	-	-	-	8
13	Konawe Kepulauan	-	2	3	-	-	-	5
TOTAL		42	88	60	24	15	3	232
%		18.1	37.9	25.9	10.3	6.5	1.3	100

Source: BAP S/M of Southeast Sulawesi province in 2014.

Based on the above table, it can be seen that the assessors in Southeast Sulawesi province spread in 13 regencies/cities and the most is in Kendari City with 52 people, then Kolaka 33 people, Buton 22 people, and the least number is in Konawe Islands 5 people. The assessors who have been trained are divided into various levels, the assessors for TK/RA are 42 people or 18.1%; assessors for SD/MI are 88 people or 37.9%; assessors for SMP/M.Ts are 60 people or 25.9%; assessors for SMA/MA are 24 people or 10.3%; assessors for SMK/MAK are 15 people or 6.5%; and assessors for SLB are 3 people or 1.3%.

Educational units and builder agencies obtain the input from BAN S/M and BAP S/M that can be consideration in the SNP compliance. The school/madrasah which will be accredited, have to fill out a self-evaluation instrument first stating that they are ready to be visited. BAP S/M determines the assessors in accordance with their fields, and prepares letter of duty and costs as necessary based on prevailing financial rules to reach the school/madrasah to be visited. The school/madrasah which will be visited are given times to prepare everything regarding to the accreditation that is the fulfillment of the eight education standards. According to one of madrasah level assessors, the headmaster of madrasah has to fill self-evaluation one week before visitation, so there are some standards that have not fully filled completely, besides, there are some headmasters who do not know how to fill self-evaluation instrument, so that this thing needs coaching or training procedures for filling the self-evaluation instrument (Dra. Sri Astuti, interviewing, Kendari, May 29, 2015).

Internal Education Quality Assurance :

Internal education quality assurance is implemented by each educational unit.

- Unit management at basic and middle education levels implements school/madrasah based management shown with independency, partnership, participatory, transparency, and accountability (Government Regulation No. 19 of 2005, article 49, paragraph 1).[31]
- Educational unit develops vision and mission (Regulation of Minister of National Education No. 22 of 2006).[32]
- Educational unit develops Curriculum of Educational Unit Level (KTSP) (Regulation of Minister of National Education No. 41 of 2007).[33]
- Educational unit conducts learning outcomes assessment including school/madrasah examination (Regulation of Minister of National Education No. 20 of 2007).[34]
- Educational unit conducts educational performance evaluation as a form of educational implementation accountability to all concerning parties (Government Regulation No. 19 of 2005, article 78).[35]
- Educational unit shall conduct education quality assurance, to meet or exceed the SNP (Government Regulation No. 19 of 2005, Article 91, paragraph 2).[36]

The items are signs and mandate that every educational unit needs to be conducted the education quality assurance by concerning the input from external elements.

The Role of BAN S/M in Education Quality Assurance:

The role of BAN S/M in education quality assurance cannot be separated from accreditation activity as external element which the result (either in the form of accreditation ratings and recommendations for further action) is delivered to each educational unit and various agencies organizer and educational units builder as input for improvement, development, and quality completion in order to education quality assurance. According to the Head of Madrasah Education Division of Ministry of Religious Affairs of Southeast Sulawesi province, madrasah quality assurance has to be encouraged continuously by the programs that are relevant to achieve the quality standards of madrasah services (Interview, Kendari, dated May 5, 2015). To achieve this, then conducted the cooperation between the BAP S/M with the Ministry of Religious Affairs of Southeast Sulawesi province. This cooperation model proposes that the acceleration of madrasah accreditation where the Ministry of Religious Affairs of Southeast Sulawesi Province regional office provides madrasah accreditation visitation fund and guidance to madrasah that will be visited (Samsuri, interviewing, Kendari dated May 6, 2015).

The cooperation conducted is expected to support the empowerment of madrasah accreditation acceleration in the Ministry of Religious Affairs of Southeast Sulawesi province. According to the head of Madrasah Education Division, the forms of madrasah empowerment conducted by BAP S/M of Southeast Sulawesi province are conducting madrasah accreditation visitation acceleration the cooperation between the Ministry of Religious Affairs of Southeast Sulawesi Province regional office and BAP S/M of Southeast Sulawesi province, and socializing accreditation instrument to madrasah that will be visited (Samsuri, interviewing, Kendari, May 7, 2015).

According to the deputy chairman of the BAP S/M of Southeast Sulawesi province, the picture of madrasah quality assurance in Southeast Sulawesi Province can be achieved after following and accreditation is implemented in various levels of madrasah, it means that the motivation for quality assurance can be achieved and increased (Lansala, interviewing, Kendari, May 16 2015).

The factors supporting and hindering the implementation of madrasah education quality assurance policy

Supporting Factors :

- The establishment of BAP S/M Southeast Sulawesi Province builder period of 2013-2018, through the Decree of Southeast Sulawesi province Governor No. 96 dated 11-02-2013.
- The establishment of Accreditation Implementation Unit (UPA) in Southeast Sulawesi Province regency/city.
- The election of assessors who have been joined in assessors training held by BAPS/M of Southeast Sulawesi Province.

- Intertwining good coordination between the BAP S/M with Department of Education and Culture of Southeast Sulawesi Province and Department of Education and Culture of district/city, and the Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi Province and the Ministry of Religious Affairs of district/city, and also BAP S/M of Southeast Sulawesi Province with BAN S/M.
- The budget availability from central and local government, through the State Budget of the Ministry of Education and Cultural of Republic of Indonesia, Ministry of Religious Affairs of Republic of Indonesia and the budge from Local Budget of the Southeast Sulawesi province. (Interview with the Chairman of BAP S/M of Southeast Sulawesi province Prof.Dr.H.Abdullah Alhadza, MA, Kendari dated May 5, 2015).

Hindering Factors :

The hindering factors in madrasa accreditation implementation performed by BAP S/M of Southeast Sulawesi province according to interview results with the Chairman of BAP S/M of Southeast Sulawesi province (Prof.Dr.H.Abdullah Alhadza, MA) are:

- Madrasah leaders awareness are still low, because they assume that the BAP does not any right to accredit madrasah.
- Some madrasah, especially the private madrasah, do not know about accreditation.
- There is still a fictive madrasah, because there are no students.

RESULTS DISCUSSION

The implementation of schools/madrasah accreditation performed by BAP S/M during 2006 to 2014 has accredited 5660 schools and madrasah. The number is included schools/madrasah reaccreditation. Based on that number, the schools that have been accredited by the BAP S/M are 5109 schools, while for madrasa totaled 551 madrasah. From the total number, the schools which are accredited A are 270 schools, accredited B are 1695 schools, accredited C are 2231 schools, and not accredited are 913 schools. Meanwhile, madrasah which are accredited A totaled 36 schools, accredited B are 147 madrasah, accredited C are 218 madrasah, and not accredited are 150 madrasah. The madrasah which are not accredited in the Ministry of Religious Affairs in general do not reach the criteria specified in accreditation instrument. The accreditation instrument which is required to be completed by the head of madrasah is the fulfillment of the eight standards of education, they are the standard of content, the standard of process, the standard of competency, the standard of educators and educational personnel, the standard of facilities and infrastructure, the standard of management, the standard of financing and the standard of assessment.

Based on interview with madrasah assessors that madrasah which are not accredited generally do not achieved the standard of facilities and infrastructure, and standard of educators and educational personnel and the standard of management. (Drs.Sri Astuti, M.Pd. Interview. Kendari dated

May 29, 2015) , Another assessor suggests that madrasah which are not accredited, one of them does not know how to complete self-evaluation, so it is not able to prepare everything related to the instruments referred to (Drs.Muhammad Nur Ahmad MA, interview Kendari, dated May 20, 2015).

In addition, the madrasah in this case the madrasah headmaster does not master the management yet, so that the madrasah developments very slow. The madrasah which are accredited two years before getting unaccredited rank(TT), and then proposing reaccreditation two years later, the result is the same, TT (unaccredited). This is because some of the educational standards are not met, it is based on the interview with an assessor telling that the madrasah which are not accredited (TT) are the madrasah which do not complete the standard of infrastructure and the standard of content, and it affects the standard of educators and educational personnel having very minimum number of teachers, so that if the standards are not completed by the headmaster, so each time proposing reaccreditation, then the madrasah are not accredited (Barmin, S.Pd.M.Pd. Interview, Kendari, dated June 1, 2015).

Madrasah accreditation activities is one of the activities to improve the quality of madrasah education, so the headmasters, teachers and staff must be able to understand madrasah self-evaluation instrument concerned, so all standards which have been prepared can be met properly. The ability to complete madrasah self-evaluation and all supporting components will help the madrasah to get maximum score from the assessors, because one of assessors duties is to match what in the madrasah self-evaluation is with the actual things at madrasah. The completeness of eight educational standards in madrasah means that it has met one element of madrasah education quality through accreditation. Here needs good and qualified madrasah management, so the headmaster needs to develop madrasah management knowledge .

Creeh (1996: 7) in Komariah (2006: 30) [37] constructs five pillars to build quality namely product, process, organization, leadership, and commitment.

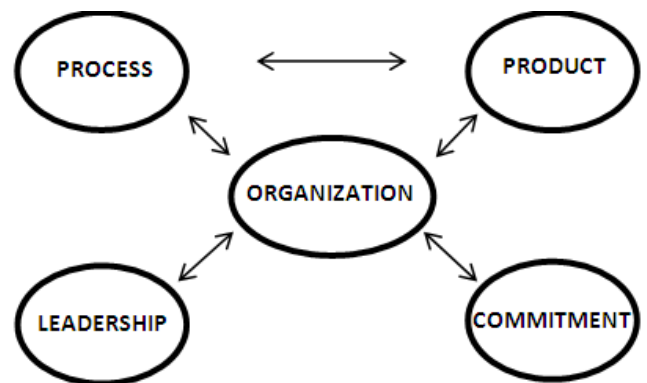


Figure 4.2: Five Pillars of TQM (Total Quality Management)
 Adopted from Creeh (1996: 7) in Komariah (2006: 30)

In his explanation, Creeh states that the product is the central point for the goals and organization achievements. The quality in product is impossible to be exist without quality in the

process. The quality in process is impossible to be exist without proper organization. Right organization is nothing without adequate leadership, strong commitment, from bottom to top are supporting pillars for all other pillars, each pillar depends on other four pillars and if one of them is weak automatically others are weak.

In schooling system, graduates are the central point of destination, qualified graduates is impossible without qualified educational process. The process of qualified education cannot be exist without the right madrasah/school organization.

All components (principals, teachers, other education personnel, employees, students, students' parents/guardians, and stakeholders) which are seen through the eyes of TQM have to be the center of attention in fulfilling all their wishes. Learners satisfaction lies in the ongoing process and satisfied education results.

The result of madrasah accreditation performed by BAP S/M will be very beneficial to the madrasah to know their weakness, so that they are motivated to revise it namely enhancing vision, mission, objectives, targets, strategies and madrasah program, utilizing all information of accreditation result as a feedback, in the effort to empower and develop madrasah performance, encouraging madrasahs always to seek improving the institution and program quality gradually, well-planned, and competitive at regency/city, province, regional, national, and even international, encouraging other madrasah that have not been accredited to reorganize themselves, and evaluate overall madrasah (Samsuri S.Ag, S.Pd.M.Pd Interview Kendari, dated June 2, 2015).

Besides the abovementioned, madrasah accreditation result performed by BAP S/M of Southeast Sulawesi province, would be very beneficial to the Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi province, the Ministry of Religious Affairs of Regency/City in Southeast Sulawesi province, later on to perform madrasah mapping, madrasah needs mapping, evaluation about situation and condition of madrasah which are constructed, and as an encouragement to conduct training on existing madrasah. (Adnan Saufi, S.Pd.M.Si, Kendari interview dated May 27, 2015). Madrasah condition and situation can be seen in the aspects of facilities and infrastructure owned are inadequate, lack of educators and education personnel so each madrasah requires any madrasah professional educators who are able to perform learning process well to shore up the standard of content. The standard of content is very beneficial, especially in learning process so that it needs learning skills, modern learning models, the syllabus and lesson plan (RPP) arrangement, methods, assessment or evaluation and so on.

CONCLUSION AND SUGGESTION

Conclusion

Based on the abovementioned description, then the conclusion can be stated as follow:

1. Performance of BAP S/M of Southeast Sulawesi province has been run in accordance with the criteria and conditions set by BAN S/M and has been managed to accredit S/M during the year of 2006 to 2014 with

total number 5660 schools/madrasah, namely 5109 schools or 90.3% and 551 madrasah or 9.7%.

2. The picture of education quality assurance, BAP S/M of Southeast Sulawesi province, as an institution accrediting school/madrasah, has been implementing the program by mapping school/madrasah as one of components of school/madrasah education quality improvement referring to the national standard of education.
3. The supporting factors of schools/madrasah accreditation implementation are the formation of BAP S/M Southeast Sulawesi province manager, Accreditation Implementation Unit (UPA) of regency/city, the establishment of good coordination between Department of National Education and Department of Religious Affairs, the enough number of assessors in various levels of education, the availability of budget adequately from national and local governments, while the inhibiting factors are low awareness of madrasah leaders and some of them are not aware yet about madrasah accreditation and poor madrasah management are still poor.

Suggestions

Based on the research results, the researcher proposes suggestions as follow:

1. The Provincial Accreditation Board for school/madrasah (BAP S/M) of Southeast Sulawesi province, should be able to provide madrasah assessors to achieve the ideal quota in accordance with the number of madrasah in the Southeast Sulawesi province.
2. The Provincial Accreditation Board for school/madrasah (BAP S/M) of Southeast Sulawesi province, should be able to train the head of madrasah which will be accredited, should be able to socialize the procedure of completing madrasah self-evaluation instrument.
3. The Regional Office of the Ministry of Religious Affairs of Southeast Sulawesi province, and the Office of Religious Affairs of regency/city, should provide adequate madrasah infrastructure supports, promote the head of madrasah who has sufficient managerial capacity, and promote all madrasah teachers based on their knowledge background/field to be placed in various regencies/cities of Southeast Sulawesi province.

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