

CONTRIBUTION OF SCHOOL PRINCIPALS IN ACHIEVING ACCREDITED SCHOOLS

Muh. Hizbul Muflihin¹, Aziz Fuadi²

¹ UIN Prof. K.H. Saefuddin Zuhri Purwokerto, Indonesia

² SLB PGRI Minggir Sleman Yogyakarta, Indonesia

Email: hizbulmuflihin@uinsaizu.ac.id, azizfuadi17@gmail.com

ABSTRACT

At present the problem of school graduates is still a central issue in the study of education management in Indonesia. Because until now there is still an assumption if alumni of a particular educational institution cannot be accepted at the level of education above, or not many graduates can be accepted as employees in certain sectors that are considered relevant/in accordance with the wishes and expectations of the community, then the school is considered not or not qualified. Looking at this phenomenon, the government in the early 2000s launched an accreditation program for all education providers ranging from the level of Kindergarten to Higher Education. For school levels, the legal basis for accreditation is primarily: Law No. 20 of 2003 Article 60, Government Regulation No. 19 of 2005 Articles 86 & 87 and Minister of National Education Decree No. 87 / U / 2002. Accreditation in the process takes the form of systematic and comprehensive school assessment activities through self-evaluation activities and external evaluations (visitations) to determine an eligibility and school performance is only an instrument. This means that the school will still be of high quality or not very much dependent on the wishes of all school people to work together to realize a quality graduate or not. We need to realize that the realization of accredited schools is also influenced by the persistence and enthusiasm of school principals in encouraging all citizens to make it happen. To improve the quality of schools or madrasah it is necessary to create a school culture, among the benefits of cultural values are; 1) Adaptive culture, 2) Family culture, 3) Culture of achievement, and 4) Bureaucratic culture. Among the duties of the existing principal. So the task as a manager in supervising education is very basic, because it relates to the quality of education. Among the duties of the principal are; arrange planning, organize activities, direct activities, coordinate activities, carry out supervision, evaluate activities, hold meetings, make decisions, organize the learning process, organize schools with the community.

KEYWORDS Accreditation, Education Quality, Headmaster.



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INTRODUCTION

The issue of school quality has now become a necessity to realize and also become the expectation of all stakeholders (especially parents of students), this is done because it is caused by the high competition of individuals (in the future) in obtaining positions / positions and jobs in society. One of the policies that has been taken by the government Cq. Ministry of National Education is to issue regulations on accreditation at all levels of education (including schools). The issue of accreditation is related to school quality assurance in all lines and aspects of education implementation. The issue of education quality is related to the role of the principal in implementing supervision. The results of Nur Aisyah's research concluded that (1) the principal's supervision in realizing teacher professionalism is by carrying out scheduled supervision, unscheduled supervision with the supervised areas are teaching and learning activities, lesson plans, teacher creativity in classroom displays, teacher personality and tidiness. (2) the obstacles to the implementation of supervision at MI Muhammadiyah Kartasura Special Program are the teacher supervision schedule in conjunction with other activities, inadequate teaching aids facilities, and difficulties in determining teacher strategies in learning.

In the implementation of accreditation, the principal and other personnel must know the eight standards that the school must have, as stated in the Government Regulation of the Republic of Indonesia. Number. 19 of 2005, especially in Chapter II Article 2, concerning National Education Standards, where the scope of national standards includes: Content Standards, Process Standards, Graduate Competency Standards, Educator and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, Educational Assessment Standards. In other words, the principal must be able to make a change that can lead the school to a more advanced and developed realm.

In the development of an educational institution, especially a school, of course there are several things that are quite important regarding accreditation, namely what and how is school accreditation, who is the driving force for the realization of accredited schools, and how to make it happen. When viewed in terms of school organization theory, the party who has the top position and who has the responsibility for the implementation of quality school management is the principal.

Underlining the above, it is not wrong if the government (in this case the Ministry of National Education) issued PERMENDIKNAS no. 13 of 2007 regarding the five competencies of school principals. Because this is one of the factors that encourage the realization of a change in the school itself, which is to become an innovative school in the increasingly rapid development of education, and superior so that it remains in demand and or gain the trust of education customers.

On the one hand, we admit that school accreditation has an impact on the enthusiasm of education actors at all levels to carry out tasks in a planned, integrated, measurable and recorded manner. However, on the other hand, school accreditation has also created a stigma in the community that accredited schools, such as "A", are in high demand (to enroll their children in the school). Meanwhile, schools that receive "C" accreditation seem to receive less judgment and response from the community (parents are less interested in sending their children to the school,

because the school is seen as unable to produce the expected graduates). This is what is now becoming an important discourse on the importance of accreditation of a school. If it is still important, what are the implications and the best solution, so that schools are still able to provide quality learning process services.

RESEARCH METHOD

This study employs a qualitative research methodology to explore the contributions of school principals in achieving accredited school status. The research focuses on understanding how principals' leadership, management practices, and school culture initiatives influence the accreditation process and overall educational quality. The study is conducted in the context of Indonesian schools, where accreditation is mandated by national policies such as Law No. 20 of 2003 and Government Regulation No. 19 of 2005.

Research Design

A case study approach is used to gather in-depth insights into the roles and strategies employed by school principals in accredited schools. This method allows for a detailed examination of the specific actions and behaviors that contribute to school accreditation.

Data Collection

Data is collected through a combination of semi-structured interviews, observations, and document analysis.

- **Interviews:** Interviews are conducted with school principals, teachers, and other key stakeholders to understand their perspectives on the accreditation process and the role of the principal in achieving accreditation. The interview questions are designed to explore the principals' leadership styles, management practices, and efforts to foster a positive school culture.
- **Observations:** The researchers conduct observations in selected schools to examine the daily activities and interactions within the school environment. This includes observing principals' interactions with staff, students, and the broader school community.
- **Document Analysis:** Relevant documents, such as school accreditation reports, strategic plans, meeting minutes, and policy documents, are analyzed to identify the strategies and practices implemented by school principals to achieve accreditation.

Data Analysis

The data is analyzed using thematic analysis, where recurring themes and patterns related to the principals' contributions to school accreditation are identified. The analysis focuses on key aspects such as leadership, school culture, and management practices. The findings are categorized according to how these factors contribute to achieving and maintaining accredited status.

To ensure the validity and reliability of the findings, triangulation is used by cross-referencing data from interviews, observations, and document analysis.

Member checking is also employed, where participants review the findings to confirm the accuracy of the interpretations.

The study adheres to ethical standards by obtaining informed consent from all participants, ensuring confidentiality, and maintaining transparency throughout the research process. Participants are informed of their right to withdraw from the study at any time without any repercussions.

RESULT AND DISCUSSION

Accreditation and School Quality

Currently, our world of education has not been able to fully meet the expectations of the community, it is characterized by the results of the quality of graduates who are still low (for example, the few alumni who can be accepted at the level of education above -although this is relative-, not many graduates can be accepted as employees in sectors that are considered relevant / in accordance with the wishes and expectations of the community. In addition, sometimes there are still educational problems that are not resolved completely, or tend to be patchy, even more oriented as a project / for financial gain. As a result of the above, the results of education often lead to disappointment in society.

On the other hand, people continue to question the relevance of education to the needs of society in the dynamics of economic, political, social and cultural life. The quality of education graduates is not in accordance with the needs of the labor market and development, both industry, banking, telecommunications, and other sector labor markets that tend to challenge the existence of schools. Even the human resources prepared through education as the next generation have not been fully satisfactory when viewed in terms of morals, morals, and national identity in the plurality of national culture. To eliminate the above, the government Cq. Ministry of National Education issued a policy on the need to standardize the implementation of education or what is known as accreditation.

School accreditation is a process of assessment of schools as providers and organizers of education services, which is carried out systematically, measurably and comprehensively covering all segments in the governance of education through institutional self-evaluation activities and external evaluation (visitation from outside parties) to assess and determine the feasibility and performance of the school apparatus periodically. Madrasah accreditation can be defined as a process of assessing the quality of madrasahs, both public and private madrasahs, using standardized quality criteria set by the government or accreditation agencies.

Underlining the above statement, accreditation can be interpreted as a process of comprehensive assessment of the feasibility and performance of educational units and/or programs, which is carried out as a form of public accountability. In the accreditation process, a school is evaluated in relation to its direction and objectives, and based on the overall condition of the school as an educational institution. Accreditation is a *self-regulated* tool for schools to recognize their strengths and weaknesses and to make continuous efforts to improve their strengths and correct their weaknesses.

Regarding school accreditation, Dwikita Andriyanti in her 2016 research on 65 junior high schools in the Yogyakarta Special Region concluded that there were only 4 accreditation standards in the upper score classification and 4 accreditation standards in the lower score classification. The 4 standards included in the upper score classification include content standards, facilities and infrastructure standards, management standards, and financing standards. While the 4 standards included in the lower score classification are process standards, graduate competency standards, educator and education personnel standards, and educational assessment standards.

In its operation, school accreditation activities are carried out with the legal basis of Law No. 20 of 2003 Article 60, Government Regulation No. 19 of 2005 Articles 86 & 87 and, Decree of the Minister of Education No. 87/U/2002. Where in this legislation it is confirmed that school accreditation is carried out to provide information and assurance to school customers (as users), that their expectations to realize their children who will graduate with the competencies as expected are actually implemented gradually and measurable. Thus the purpose of school accreditation is to: 1) determine the level of eligibility of a school in organizing educational services and 2) obtain an overview of the performance of the school's school apparatus.

Looking at the above, the question of accreditation is a matter of school quality. This means that school accreditation is intended so that schools as education providers can truly guarantee the quality of their graduates. The good and bad quality or quality of student learning outcomes still seems to be the hope and responsibility of teachers and principals, because local governments only facilitate various educational activities, both infrastructure, personnel, and various learning programs planned by schools to produce quality human resources. This opinion arises because the community feels that they have paid or incurred costs as stipulated, so the school should be able to realize the community's expectations (namely that their children graduate with good quality).

The condition of the accreditation results greatly affects the community's interest in choosing a school. This is in line with the accountable function of accreditation, which is to hold schools or madrasah accountable to the public, whether the services carried out and provided by schools or madrasah have met the expectations or desires of the community. So it is likely that the first time the community will determine which school to choose will be based on the accreditation of the school.

This understanding needs to be straightened out that to create a quality educational institution as expected by many parents or communities, this is not only the responsibility of the school, but is the responsibility of all parties including parents and the business world as internal and external *customers* of an educational institution. This means that to get quality graduates, it must start from ourselves.

Regarding accreditation and quality, according to Oemar Hamalik, quality can be seen from two sides, namely the normative aspect and the descriptive aspect. In a normative sense, quality is determined based on intrinsic and extrinsic considerations (criteria). Based on intrinsic criteria, the quality of education is the product of education, namely educated humans in accordance with ideal standards. Based on extrinsic criteria, education is an instrument to educate, a trained

workforce. In a descriptive sense, quality is determined based on the state of learning achievement test results. The issue of quality correlation with education is emphasized by Dzaujak Ahmad, is the school's ability to manage operationally and efficiently the components related to the school so as to produce added value to these components according to applicable norms / standards.

According to Sugeng Listyo Prabowo, to improve the quality of schools or madrasah, it is necessary to create a school culture, among the cultural values that can be created in schools are :

- 1) Adaptive culture has the following characteristics: creative, experimental, risk-taking, independent, and responsive.
- 2) Family culture has the following characteristics: prioritizing cooperation, consideration, mutual consent, equality, and fairness.
- 3) Achievement culture has the following characteristics: It is oriented towards competition and rivalry, accumulating perfection, aggressive, active and diligent, and encourages members' initiative.
- 4) Bureaucratic culture, dominated by the following characteristics: The formality of relationships within and with outside the madrasah, the importance of efficiency, the emphasis on rationality, the order and hierarchy, and the demand for compliance from those under the leadership.

Strategic Value of Accredited Schools

Not only does an accredited school show that the school has organized education in a responsible and systematic, measurable manner and has demonstrated maximum effort to meet customer expectations, but an accredited school will at least have the following strategic values:

Increase public trust

Parents' trust in the school is necessary to maintain the existence and sustainability of a school in the era of competition. Nowadays, competition between schools or education service providers is increasingly attractive. Marketing for educational institutions is absolutely necessary. Therefore, an educational services marketing strategy is needed to win the competition between schools as well as to accelerate the improvement of school quality and professionalism. So the quality lies in the person who observes it (beholder). In an integrated quality approach (total quality) the customer (customer) is the absolute main determinant. As an illustration, for example, customers assess the quality of a restaurant from the aspects of service, food presentation, environmental atmosphere, price, menu choices, and precise presentation.

According to Alma Bukhori, educational services are an organization whose main consumers are students or students. If producers are unable to market their products, because the quality is not liked by consumers, does not provide added value, the service is not satisfactory, then the service products offered will not sell, so the school is closed due to the inability of the managers. Business and *marketing do* not work with advertisements and promotions that deceive the public, but educate and convince the public in the right direction and believe that this school is of quality.

The general assumption about a quality school still revolves around whether or not the school is able to graduate 100% of its students, whether or not the child after graduating can be accepted at the bona fide upper school level. This assumption is reasonable, because most people still think that a quality school is only good if the children are smart and intelligent. To realize the expectations of the community as mentioned above, then inevitably the school must try to realize an accredited school.

There are several forms of participation that can be made by the community and parents towards education efforts in schools to ensure quality. First, the participation of ideas, which is the contribution of thoughts, experiences and knowledge given in meetings so as to produce a decision. Secondly, the participation of energy, which is providing energy to produce something that has been decided. Third, participation of skills or expertise, namely acting as an expert, advisor or resource person needed in educational activities at school. Fourth, property participation, namely contributions or donations in the form of objects or money on a regular or incidental basis. Legally, community participation at the school level has now been institutionalized in the form of school committees. Referring to the Decree of the Minister of National Education No. 044/U/2002, the school committee is a nonpolitical and nonprofit body or institution, formed based on democratic deliberation by education stakeholders at the school level, as a representation of various elements responsible for improving the quality of education processes and results.

Increasing Government Trust

In the eyes of the government, an accredited school is a school that has been able to demonstrate its commitment, seriousness and responsibility in carrying out the mandate of the community. Thus, the existence of schools is based on the needs of the community so that the responsibility for education in schools is the responsibility of the community, family and government. Given the importance of the concept of education provision in a symbiotic mutualism, the institutionalization of community participation as a supporter of educational efforts in schools is an important factor in improving the quality of education. The government also needs to routinely supervise schools, both public and private, and conduct on-service training for teachers and other education personnel. So that all public and private schools and all their citizens can truly realize quality or accredited schools.

Regarding public and private schools, according to Saur Pandjaitan, it is ironic that the government continues to aggressively push for additional capacity in public schools. Even though the infrastructure and the number of state teachers are inadequate. It is better for public school quotas to be in accordance with ideal conditions, without having to be forced to increase capacity. School accreditation has also been highlighted by Saur Pandjaitan in terms of new student admissions. According to him, in order to create a balance between public and private schools, private schools with A accreditation can get more quota. This way it can provoke private schools to pursue A accreditation, in order to get a lot of new student quotas. Unlike now, some private schools are still waiting for students who do not qualify in public schools. "We even asked the Ministry of Education and Culture, private

schools are actually biological children, stepchildren, foster children, or bastard children in the eyes of the government.

For schools that can continuously ensure that their institutions are always accredited or strive for the fulfillment of the eight standards of education, the government will also put trust in the management of the school in question, to be given assistance or grants that can be used for institutional development both physically and non-physically, as well as improving and strengthening the facilities and infrastructure of the learning process. In addition to gaining the trust of the government in the form of financial and material assistance, accredited schools will also gain the trust to provide quality human resources with high integrity.

Principal and Accreditation Questions

A person who is placed in the highest position and carries a heavy mandate to condition the school always in a healthy and dynamic state is the principal. According to Soewardi Lazaruth (Iin Ali Imran, 2009: 37), school principals are educational leaders who have a major role in developing the quality of education in schools. This means that the principal is a structural position with a functional dimension, where the principal must have the ability to influence, guide, coordinate and mobilize others who have to do with the development of education and the implementation of learning, so that educational activities can be carried out more effectively and efficiently in achieving educational learning objectives.

So important and strategic is the position of the principal, then a number of roles should be able to be played and realized in supporting the realization of the vision and mission of the school that has been set. In general, the role of school principals in the matter of accredited schools is as follows:

As an Educator

As mentioned earlier, the principal is a structural position and a functional position. As a structural official, the principal is faced with a number of activities that are both educational administrative and substantive administrative in nature. School accreditation activities are activities that are loaded with administrative research issues. The parameters of the eight standards, starting from the content standard to the assessment standard, whether they have been implemented properly or not, are all checked and examined by looking at the accreditation documents in the form of administrative files that have been collected.

As a functional official, the principal is appointed from among educators. Indirectly, this gives us an understanding that as a principal he must have abilities related to how to improve the quality of the learning process. This means that the principal must have the right moves and strategies to improve the professionalism of teaching and education personnel in his school. Creating a conducive school climate, providing advice to school residents, encouraging all education personnel and implementing interesting learning models. Examples of the application of the principal as an *educator in the form of moving class* activities, holding acceleration programs for students who are intelligent above normal.

In order for educators and education personnel to have the enthusiasm to carry out their duties seriously and with full accountability, the principal must also be

able to set an example in terms of carrying out the task of teaching, educating and guiding students, followed by documenting all activities that have been carried out.

As a Manager

The principal is the highest position in the school organization, so the principal is also referred to as a manager. As a manager, the principal must have the right strategy to empower educators and education personnel by realizing cooperation in the implementation of education, providing opportunities for education personnel to improve and develop their profession. The duties of the principal as a manager include planning, organizing activities, directing activities, coordinating activities, carrying out supervision, evaluating activities, holding meetings, making decisions, managing the learning process, managing schools with the community.

In terms of school accreditation, the principal has the responsibility of coordinating and organizing all school members in the accreditation process. In addition, the principal must also do :

- a. Division of tasks in the form of focus groups, one group one assessment standard
- b. Equalization of perceptions of the meaning of understanding of KTSP based on national curriculum standards
- c. Exploring the latest information on school quality by making intensive contact with supervisors.
- d. Conducting orderly principal administration.

This means that principals as managers must have a strong commitment to developing, improving and maintaining the professionalism of teachers in their schools/madrasas. To that end, according to Paul V. Bredeson from the University of Wisconsin-Madison, USA, and Olof Johansson from the University of Umeå, Sweden, a principal must take eight (8) steps as follows:

- a. Always analyze student learning outcomes, especially analysis of student exam results, by examining the difference between learning outcomes and student competency goals and standards.
- b. Involves teachers in identifying students' learning needs, and enhancing their learning experiences to achieve the spa they need.
- c. Analyze whether the school program is in line with the teacher's daily activities.
- d. Analyze whether the programs that have been organized are still efficient in addressing the problem.
- e. Analyze whether ongoing activities and future learning programs support the need for further study.
- f. Conduct a joint evaluation using data from various student learning resources and teacher teaching materials.
- g. Provide opportunities for teachers to access the theories that underlie the knowledge, skills they are learning.

- h. Analyze whether the student learning program is appropriate for the purpose of making comprehensive changes in students, and whether the change program focuses on student learning progress.

Principal as Administrator

As an educational administrator, the principal is responsible for the smooth implementation of education and teaching in schools, which is measured in terms of the orderliness of administrative documents for the implementation of education as a whole. To be able to carry out their duties properly, school principals should understand, master and be able to carry out activities related to their functions as educational administrators, namely planning, organizing, directing, coordinating, supervising, and assessing the implementation of the curriculum, student affairs, and counseling guidance.

The role that should be carried out by the principal in the field of administration is to cover all areas of education administration, from curriculum matters, teaching and education personnel, student affairs to facilities and finance and public relations.

Head as Supervisor

The principal as the top leader who is respected and obeyed by all school members, his position and position become very strategic for the realization of a quality institution, especially his role as a supervisor. Supervision needs to be carried out to supervise and evaluate the performance of teachers, as well as motivate educators in order to improve, improve quality and develop a better learning process.

To realize this, the principal must be humanist towards educators, the supervision given by the principal to them is through good and continuous coaching, direction and guidance with the intention of increasing professionalism and improving quality, and ensuring the quality of education in the institution is good and runs effectively in accordance with the vision and mission of the institution. The aspects included in supervision are:

- a. Learning process
- b. Counseling and career guidance activities
- c. Extracurricular activities
- d. Administrative activities
- e. Infrastructure

The principal as a supervisor, which is in charge of organizing all aspects of the curriculum that applies in schools in order to provide results in accordance with the specified targets. The progress or failure of an educational institution is determined by the role of the principal, if the principal can carry out his duties as a supervisor well then the educational institution he leads can run well, educational supervision has a major influence on changes and improvements in education, both from curriculum improvement, effective learning models in class so as not to cause boredom in students because teachers who teach can find new theories and ways to develop a good teaching and learning process.

As a Motivator

As the top leader, the principal should be able to foster high motivation for all educators and education personnel in carrying out their main duties and additional duties. Even more important is the principal's ability to foster awareness to carry out tasks seriously. Awareness is the attitude of someone voluntarily obeying all the rules and being aware of their duties and responsibilities. Thus willingness is an attitude, behavior, and actions of a person in accordance with company regulations, both written and unwritten. Discipline can be interpreted when employees always come and go home on time, do their work well, comply with all company regulations and applicable social norms.

Discipline in the educational environment has a noble goal, namely the emergence of good work attitudes and achievements based on awareness and responsibility. Thus discipline is seen as having a direct and considerable effect on the quality of education. As a motivator, the motivator principal is in charge:

- a. Creating a physical work environment (facilities and amenities)
- b. Creating a cool and beautiful school environment
- c. Creating a harmonious non-physical work environment (working relationship)

In the principal competency standard, it is stated that the principal as a motivator is also required to be able to:

- a. Organizing a comfortable school physical environment (7K), mobilizing school members to create a clean, orderly, safe and shady school environment.
- b. Establishing a conducive working atmosphere and climate, implementing and developing the values of democratic school life, and creating a conducive-academic school climate.
- c. Fostering a work culture by encouraging the realization of a strong *school corporate* culture, a professional work culture and respecting and developing cultural diversity in school life.

Improving Education Quality

In order to improve the quality of education in each educational institution, it is necessary to have active and dynamic participation from parents, students, teachers and other staff, as well as the attitude and efforts of institutions to have concern for educational institutions. Some things that need to be considered in an effort to improve the quality of education include:

Establish a work unit

The establishment of this work unit is important to be able to systematically compile databases and profiles of educational institutions concerning various academic, administrative (students, teachers, staff) and financial aspects. This makes it easier for teachers and heads of educational institutions so that they only focus on the KBM while administrative matters become the duties and responsibilities of the Information and Quality Control Unit. The problem now is that most educational institutions have administrative staff but in limited numbers,

forcing teachers and heads of educational institutions to step in to handle administrative and financial matters.

Worse still, the principals seem to be very busy with administrative and financial matters, so they do not supervise teachers. Meanwhile, in terms of the implementation of educational supervision, the data found that the obstacles faced in the implementation of supervision by school principals, namely: Teachers' understanding of the concept of supervision is still very lacking because there are some teachers who think that supervision is considered as an activity to force everything that the supervisor wants to do to the teacher; the provision of follow-up from the principal is still not optimal because of the principal's busy schedule outside of school hours; and the lack of principals in providing enthusiasm and motivation for teachers, especially in preparing teachers to be supervised.

Paying attention to the education process

As we know that the educational process has been confined by the concept of organizing education based on the input-output concept as introduced by the theory of *education production function*. It turns out that the concept in question cannot function fully in educational institutions. This is because an educational institution is dynamic and rhythmic or not static, therefore it cannot be equated with economic and industrial institutions.

So far, our educational development has only focused on providing educational input factors while the educational process factors are sometimes neglected. Educational input is something that absolutely must exist but is not a guarantee that it can automatically improve the quality of education. Educational institutions as the leading formal education implementation unit with a variety of potential diversity of students who require diverse educational services, environmental conditions that differ from one another, then educational institutions must be dynamic and creative in carrying out their role to strive to improve the quality / quality of education.

Change the way teachers think

Most teachers in every educational institution from elementary school to higher education are only pursuing targets to complete a very dense learning material content in a year. The pursuit of this subject matter is indeed legitimate, but the reality we face is that most students have difficulty in doing the national final exam, as a result the percentage of graduation is low, which many observers say is the low quality of education.

Every educational institution must have the autonomy and authority to evaluate the extent of the abilities of students. Strict authority to not allow learners who are unable to follow the lessons in the next class needs to be applied so that students who are at the next level are really learners who are able to digest knowledge and access information. The failure of schools has been to move learners who should be 'grade resistant' to the next grade. This is a mistake made by educational institutions, even though an educational institution has the authority to

hold back learners who are unable to give them the opportunity to learn and improve so that in the future their achievements can increase.

The situation above signals that the education that has been going on is allegedly the teacher only pursuing a process characterized by the completion of the material given to students in the learning process, with less thought about the results obtained by students. This is as mentioned by Riky Eka Putra Fueh, that the responsibility of educational institutions in improving the quality of education is not only in the educational process, but more than that is in the results achieved.

Proclaiming to be a School of Excellence

Quality, as mentioned earlier, must start from ourselves (self to quality). This means that all parties in all lines and positions must have the desire to realize a quality school. For this reason, schools need to have something that is favored and proud of, so that the community will place high trust, so that in the future parents can become agents of information about schools that are considered quality.

The Ministry of National Education has set a number of criteria that excellent schools should have, including:

- a. Input, namely students are strictly selected using certain criteria and procedures that can be accounted for. The criteria are: (1) superior learning achievement with indicators of report card numbers, Pure Ebtanas Value (NEM), and academic achievement test results, (2) psychological test scores covering intelligence and creativity, (3) physical tests, if needed.
- b. Facilities and infrastructure that meet students' learning needs and channel their interests and talents, both in curricular and extra-curricular activities.
- c. A learning environment that is conducive to the development of potential excellence into real excellence in both physical and social-psychological contexts.
- d. Teachers and education personnel must be excellent in terms of mastery of subject matter, teaching methods, and commitment to carrying out their duties. For this reason, it is necessary to provide additional teacher incentives in the form of money and other facilities such as housing.
- e. The curriculum is trusted with maximum development and improvisation in accordance with the learning demands of students who have a higher learning speed than their peers.
- f. The study period is longer than other schools. It is therefore necessary to have a dormitory to maximize guidance and accommodate students from various locations. The dormitory complex needs facilities that can channel students' interests and talents such as a library, sports equipment, arts and other necessary facilities.
- g. The teaching and learning process must be of high quality and the results *accountable* to students, institutions and society.
- h. An excellent school does not only provide benefits to the learners in the school, but must have social resonance to the surrounding environment.
- i. The added value of excellent schools lies in additional treatment beyond the national curriculum through curriculum development, enrichment and

extension programs, remedial teaching, quality guidance and counseling services, fostering creativity and discipline.

Schools that are categorized as excellent must include three aspects including: *First, Input*. According to Daniel Goleman, the ability to recognize oneself and the environment is the ability to see objectively or analyze, and the ability to respond appropriately, which requires brain intelligence (*Intelligence Quotien*) and emotional intelligence (*Emotional Quotien*). In addition, the spiritual intelligence (*Spiritual Quotien*) of prospective students should be measured during the selection of new students. Thus, the new student selection test should be able to measure all three aspects of intelligence or even be able to measure various intelligences (*multi-intelligence*). Thus, the purpose of the new student selection test is not merely to accept or reject the student but far ahead to determine the level of intelligence of the student. With the data on the student's intelligence level, it can be used as a basis for determining the coaching process and can even determine the target or direction of education in the future.

CONCLUSION

A quality school is a school that has excellence both in real operations and administratively. To realize a quality school as expected by the community, the school needs to always strive for the roots to always be accredited, because accreditation is one of the doors used as a reference to assess whether or not a school organizes education.

Accredited schools can be realized if all school community members, starting from the top leadership, namely the principal, teaching and education personnel, students to parents of students have the motivation to be superior or quality in the implementation of education both managerial, administrative and substantive operations. Meanwhile, the role of the principal also becomes very central as an initiator, motivator, manager in every activity of the learning process, by routinely conducting supervision on all lines with the aim of helping educators and education personnel in reducing obstacles in teaching and in order to help create a conducive learning situation.

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