



## Evaluation of Accreditation-Based School Management in Improving Quality of Education at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District

Warni Tune Sumar<sup>1</sup>, Intan Abdul Razak<sup>2</sup>, Nina Lamatenggo<sup>2</sup>

<sup>1,2,3</sup>State University of Gorontalo

\*Author<sup>1</sup>, e-mail: [warnisumar@ung.ac.id](mailto:warnisumar@ung.ac.id)

Author<sup>2</sup>, e-mail: [intanrazak@ung.ac.id](mailto:intanrazak@ung.ac.id)

Author<sup>3</sup>, e-mail: [ninalamatenggo@ung.ac.id](mailto:ninalamatenggo@ung.ac.id)

### Abstract

Objective of this study was to find out an obvious description for the evaluation of accreditation-based school management in improving the quality of education at SMP (Junior High School) Widyakrama in Telaga Biru Sub-district, Gorontalo District by studying four indicators which were: (1) curriculum management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District, (2) human resource management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District, (3) facility and infrastructure management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District, and (4) education financing management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District. This research applied an evaluation done quantitatively, qualitatively, and descriptively in a percentage. Research samples were school principal, teachers, employees, parents, committee, and students that were 28 in total. Techniques of data collection used questionnaire, observation, interview, and documentation. Research findings were as followed: (1) the curriculum management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District achieved average score of 97.7 or 66.31 in effective category, (2) the human resource management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District achieved average score of 98,14 or 83.5 in effective category, (3) the facility and infrastructure management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District achieved average score of 97.14 or 82.3 in effective category, and (4) the education financing management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District achieved average score of 98 or 83,33 in effective category.

### Abstrak

Tujuan penelitian ini adalah untuk mendapatkan gambaran yang jelas tentang penilaian manajemen sekolah berdasarkan akreditasi untuk peningkatan mutu pendidikan di SMP Widyakrama Kecamatan Telaga Biru Kabupaten Gorontalo dengan melihat empat indikator yaitu: (1) Manajemen Kurikulum di SMP Widyakrama, Kecamatan Telaga Biru, Kabupaten Gorontalo, (2) Manajemen Sumber Daya Manusia di SMP Widyakrama, Kecamatan Telaga Biru, Kabupaten Gorontalo, (3) Pengelolaan Sarana dan Prasarana di SMP Widyakrama, Kecamatan Telaga Biru, Kabupaten Gorontalo dan (4) pengelolaan keuangan pendidikan di SMP Widyakrama di Kabupaten Telaga Biru, Kabupaten Gorontalo. Penelitian ini menggunakan kuantitatif, kualitatif dan deskriptif dengan persentase. Sampel penelitian adalah kepala sekolah, guru, staf, orang tua, komisi dan siswa yang berjumlah 28 orang. Teknik pengumpulan data menggunakan angket, observasi, wawancara dan dokumentasi. Hasil penelitian sebagai berikut: (1) Manajemen kurikulum di SMP Widyakrama Kecamatan Telaga Biru Kabupaten Gorontalo rata-rata 97,7 atau 66,31 dalam kategori efektif, (2) Manajemen Sumber Daya Manusia di SMP Widyakrama Kecamatan Telaga Biru Kecamatan Gorontalo rata-rata 98,14 atau 83,5 kategori efektif, (3) Pengelolaan Sarana dan Prasarana di SMP Widyakrama Kecamatan Telaga Biru Kabupaten Gorontalo rata-rata 97,14 atau 82,3 dalam kategori efektif dan (4) Pengelolaan Pendanaan Pendidikan di SMP Widyakrama, Kecamatan Telaga Biru Kabupaten Gorontalo rata-rata 98 atau 83,33 dalam kategori efektif.

**Kata Kunci:** Management; School; Accreditation-Based; Improving Education Quality.

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## 1. Introduction

One of efforts taken by Indonesian government to improve education quality is through issuance of a Decree of the Minister of National Education Number 087/U/2002 concerning school accreditation. This decree explicitly urges all schools, whether public or private, to be accredited. Through school accreditation, it is expected that the quality of the school will also be better and have high learning achievement.

Schools are institutions that are assigned as center for the implementation of education and teaching in producing educated generations. In this regard, the school becomes subject of community discussion particularly related to its role, existence and benefits. The previous concerns lead to the need for the implementation of education to prepare generation to take part in country's development and progress. Consequently, it leads to the low quality of education because of teacher weaknesses, so that it should not be entirely teacher's workload and it is likely due to improper prevailing management system (Nasional, 63 C.E.). The education process is carried out formally at schools through teaching and learning process which is the core of entire education process and the teacher holds the main role. Future expectation is establishment of good synergies in a school environment so that effective performance is maintained in achieving goals and efficient in its use. Implementation of school management led by principal can be illustrated by results of student learning evaluation at the end of each year. Thus assessment of school performance through school accreditation will reflect the result of accreditation. The legal basis for implementing accreditation includes: Law No. 20 of 2003 (Indonesia & Bambang, 2003) in Article 60, Government Regulation No. 19 of 2005 in Articles 86 & 87 and Minister of National Education Decree No. 87/U/2002. Therefore school accreditation is one way of quality assurance of education and learning evaluation carried out by the government through National Examination is an evaluation of educational performance.

SMP (Junior High School) Widya Krama in Gorontalo District is an excellent school with accreditation A. The school has met the predetermined standard criteria. As proofs, interest of the community is high and it is evidenced by number of students who register at the school, human resource or teacher is highly adequate as their minimum education qualification is bachelor's degree and even master's degree and certified ones, and strongly supportive facility and infrastructure. Accreditation is the determination of quality standard and assessment of an educational institution. It can also be interpreted as a government effort to standardize and guarantee quality of alumni so that the quality of graduate is not too varied and meeting employment needs. In addition, the accreditation is a crucial asset for determining position of an institution in a management competition level and is a benchmark to ensure that the graduate is worthy (Worthen & Sanders, 1973).

The current several phenomena related to the implementation of accreditation encounter several problems, including: (1) result of accreditation has not shown the objective condition of school, (2) result of accreditation has not shown accountability indicator, (3) result of school accreditation has not been used as a tool for guidance, development and improving the quality of education, (4) ranking of accreditation result has not been able to describe the feasibility of school, (5) result of accreditation has not been able to provide recommendation regarding education quality assurance. The quality of school education does require a special supervision that can give value to a school education institution such as: management, implementation process, and facility and infrastructure which are parameters in meeting standard to improve the quality of education at school. Problem that often occurs in the assessment of accreditation at school/ *madrasah* (Islamic school) is that the implementation of accreditation is occasionally not in accordance with principles of accreditation, namely objective, fair, transparent, comprehensive and accountable. So that the principles are not implemented properly. In addition, in filling out the accreditation instrument, there are still a lot of data that do not match the existing fact and also there is still fictitious data regarding the fulfillment of the eight national education standards, which are made up suddenly by the school/ *madrasah*. One of the educational problems faced is a low quality of education at every level and unit of education, particularly primary and secondary education (Stufflebeam, 1968). Various efforts have been made to improve the quality of national education, including through various training and competency enhancement, teacher qualification, curriculum improvement, procurement of science laboratory, language, computer, book and learning tool, improvement of educational facility and infrastructure, and improvement of school management quality. Some schools, especially those in the city, show a quite encouraging improvement in the quality of education, although some are still apprehensive.

Based on the earlier background, problem statements in this research are as follows: 1. how is the curriculum management at SMP Negeri Widya Krama in Telaga Biru Sub-district, Gorontalo District? 2. How

is the human resources management at SMP Negeri Widya Krama in Telaga Biru Sub-district, Gorontalo District? 3. How is facility and infrastructure management at SMP Negeri Widya Krama in Telaga Biru Sub-district, Gorontalo District? 4. How is the Education Financing management at SMP Negeri Widya Krama in Telaga Biru Sub-district, Gorontalo District?

## 2. Research Methodology

The research method was evaluation which employed goal-oriented and decision-oriented models. (Arikunto & Jabar, 2004) The approach used in this research was a quantitative approach using percentage analysis and was a descriptive type which aimed to determine the evaluation of accreditation-based school management in improving the quality of education at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District, carried out in the following stages: (1) problem study and data collection, (2) instrumental analysis, (3) interview, and (4) study documentation. The problem study and data collection were carried out using interview and questionnaire techniques. Sources of information were school principal, teacher and school administration staff, school committee, parent and student. Goal Oriented Evaluation Model was the model that appeared first and its object of observation was goal of program that has been set before start of the program. This evaluation was carried out continuously to evaluate how far these objectives have been achieved in the program implementation process. 2. Goal Free Oriented Evaluation Model and decision-oriented evaluation model. In general, the evaluation research method included four components, namely: (1) a description of determining respondents or data source; (2) data collection method; (3) determination of data collection tool or instrument; and (4) a description of the data analysis. However, the researchers needed to reaffirm the evaluation model that was used to carry out the program evaluation in certain designs.

## 3. Finding and Discussion

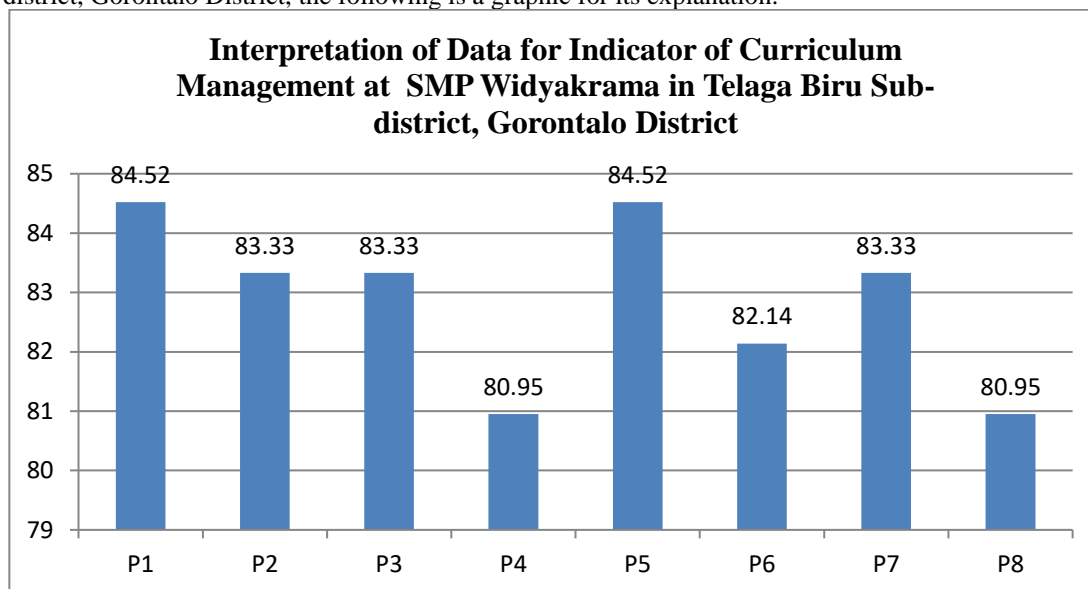
### A. Curriculum Management

Table:1.1 Interpretation of Data for Indicator of Curriculum Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District

Sub-indicator	Respondent Score	Percentage (%)	Assessment Criteria
School creates curriculum based on vision, mission, purpose, organization, curricular content, management of teacher and student workload in creating syllabus and Lesson Plan.	99	84.52	Strongly Effective
School develops syllabus and Lesson Plan completely and systematically referring to the taught subject	98	83.33	Effective
School develops curriculum based on operating procedure of 2013 curriculum development which comprises stages of: analysis, creation, determination, and legalization	98	83.33	Effective
School principal and teacher develop curriculum based on guideline of 2013 Curriculum development by involving several parties include supervisor, resource person, school committee, and educational institution organizer	96	80.95	Effective
School implements curriculum based on prevailing regulation, follows curriculum structure, and performs structured assignment and independent activity, teacher workload based on self-development provision.	99	84.52	Strongly Effective
Teacher implements learning by applying following steps: preparing student physically and psychologically, motivating student, explaining learning purpose, and delivering topic coverage.	97	82,14	Effective
School develops syllabus and Lesson Plan which contain components of subject identity, school identity, core competence, basic competence, main topic, learning activity, and assessment of time allocation and learning source.	99	84.52	Strongly Effective
School applies assessment approach employing authentic assessment in the learning process.	97	82.14	Effective
School utilizes result of authentic assessment to plan remedial, enrichment, counseling services, and learning process improvement programs.	98	83.33	Effective

School supervises learning process objectively and transparently to improve the quality sustainably.	96	80.95	Effective
<b>TOTAL</b>	<b>977</b>	<b>663</b>	
<b>Average</b>	<b>97,7</b>	<b>66.31</b>	<b>Effective</b>

Based on score in all indicators of Curriculum Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District, the following is a graphic for its explanation.



The score for all curriculum management indicators at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District, based on the planning indicators are: creating curriculum according to the vision, mission, and objective in which the overall component score is 99 or 84.52% in strongly effective category, developing syllabus and lesson plan is 98 or 83.33% in effective category, creating curriculum according to the procedure is 98 or 83.33% in effective category. Implementation indicators were: creating a curriculum based on the 2013 Curriculum implementation guidelines was 96 or 80.95% in effective category, creating a curriculum based on curriculum structure is 99 or 84.52% in strongly effective category, based on curriculum stages was 97 or 82.14%, development of syllabus contained components curriculum was 99 or 84.52% in strongly effective category. The assessment indicators are: learning process uses authentic assessment is 97 or 82.14% in effective category, remedial program is 98 or 83.33% in effective category, objective and transparent are 96 or 80.00% in effective category.

Thus the indicator of curriculum management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District, obtained an average score of 97.7 or 66.31 in effective category.

The result of previous analysis is supported through interview with the following informants:

1. How is Curriculum Management Process at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District?

Below is an explanation conveyed by the school principal or informant during interview:

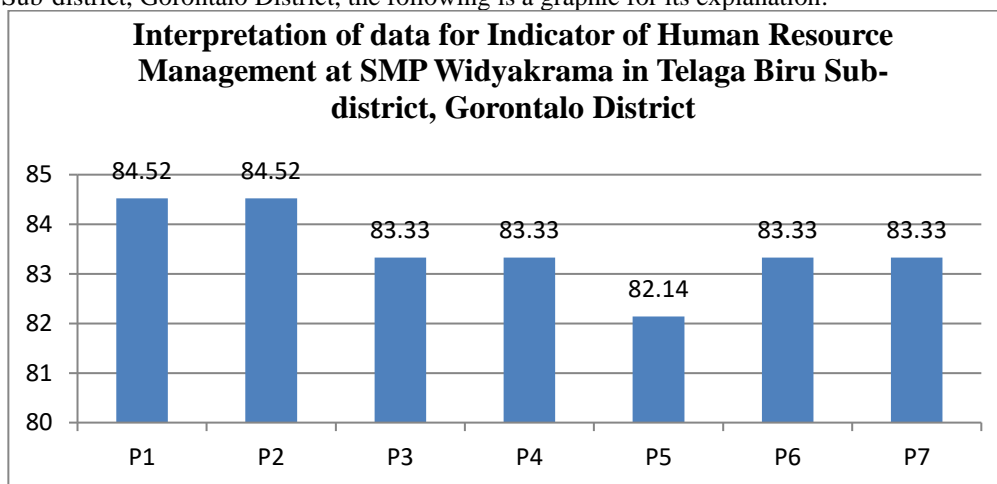
The curriculum management in our schools is based on curriculum compiler components, such as based on the curriculum preparation mechanism, curriculum implementation principle, learning load, and validation by the authorities. Lesson Plan process standard is a face-to-face learning activity plan for one or more meetings. The Lesson Plan is developed from a syllabus to direct student learning activities in an effort to achieve Basic Competence (BC). Each teacher is obliged to compile a complete and systematic lesson plan based on the following principles: (1) considering individual differences, (2) centering on students, (3) developing a culture of reading and writing, (4) emphasizing applicative skills to generate students who are competent and in accordance with potential development of students, (5) providing feedback and follow-up, (6) having relationship and integration between BC, learning material, learning activities, Competency Achievement Indicators (CAI), assessment, and learning resources as a whole, and general subject learning must support achievement (W.HP/5/7/2020) (BAN-SM, 2020)

### B. Human Resource Management

Table:1.2 Interpretation of data for Indicator of Human Resource Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District

Sub-indicator	Respondent Score	Percentage (%)	Assessment Criteria
Teacher's minimum academic qualification is bachelor's degree in accredited study program.	99	84.52	Strongly Effective
Teacher who teaches at school is the certified educator	99	84.52	Strongly Effective
Teacher teaches at school based on educational background or feasibility and equivalence test	98	83.33	Effective
Teacher has pedagogic competences that cover students' characteristics integration, learning which is in accordance with characteristics, ability to plan learning activity based on curriculum, ability to perform educative learning, and ability to use technology and communication.	98	83.33	Effective
Teacher has professional competences which consist of: mastering topic, structure, concept, and scientific mindset that support the taught subject.	97	82.14	Effective
School principal has managerial competences which comprised: planning, developing organization, leading school-related activities, creating conducive and innovative culture, managing teacher and educational staff, and managing facility-infrastructure and relation of school and community.	98	83.33	Effective
Academic qualification of school's administrative staff is minimally a graduate of secondary school based on the assigned job.	98	83.33	Effective
<b>TOTAL</b>	<b>687</b>	<b>585</b>	
<b>Average</b>	<b>98.14</b>	<b>83.5</b>	<b>Effective</b>

Based on score in all indicators of Human Resource Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District, the following is a graphic for its explanation.



The score for all human resource management indicators at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District, based on academic qualification indicator reveals that teachers have a minimum qualification of Bachelor's Degree and achieves score of 99 or 84.52% in strongly effective category, teacher certificates indicator reveals that teachers who teach at school have a professional certificate and achieves score of 99 or 84.52% in strongly effective category, educational background indicator reveals that teachers who teach according to educational background achieves score of 98 or 83.33% in effective category, teacher competency indicator reveals that teachers have a pedagogical competence with score of 98 or 83.33% in effective category, teachers teach based on professional competence with score of 97 or 82.14% in effective category, principal has managerial

competence with score of 98 or 83.33% in effective category, school has administrative staff with a minimum qualification of Senior High School with score of 98 or 83.33% in effective category. The score of academic qualification is 99 or 84.52% in strongly effective category, teacher certificates was 99 or 84.52% in strongly effective category, educational background is 98 or 83.33% in effective category, teacher pedagogical competence is 98 or 83.33% in effective category, teacher professional competence is 97 or 82.14% in effective category, principal managerial competence is 98 or 83.33% in effective category and school administrative staff is 98 or 83.33 in effective category.

Thus the indicator of human resource management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District obtained an average score of 98.14 or 83.5 in the effective category.

The result of previous analysis is supported through interview with the following informants:  
How does teacher develop learning material to facilitate student in understanding the material?

Result of interview with teacher as informant generated the following information:

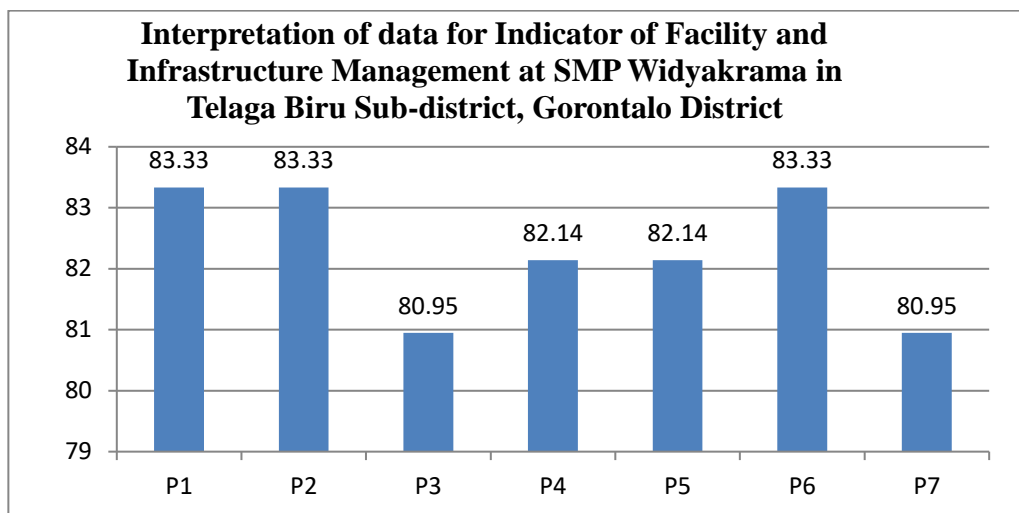
Learning material is a learning component that plays an essential role to direct students to achieve the learning goal or objective as set. In addition, the learning material contains certain aspects which are expected to be able to guide students to behave well. These aspects include logic, ethics, and aesthetics. These three are knowledge of learners about the consideration that must be taken when doing certain activities. Through mastery of the aspects, they will have choices regarding good behavior they should perform and bad behavior they should avoid. More than that, students can have advantages in realizing a beautiful and meaningful life, as determined in the collective expectation that is universally stated in the goal of education. (W/FD/29/07/2020)

### c. Facility and Infrastructure Management

Table: 1.3 Interpretation of data for Indicator of Facility and Infrastructure Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District

Sub-indicator	Respondent Score	Percentage (%)	Assessment Criteria
School's building meets certain criteria such as stable and sturdy construction and has fire prevention and air pollution prevention systems.	98	83.33	Effective
School has classroom with size and facility that are in accordance with provisions.	98	83.33	Effective
School has library whose wide and facility are in accordance with provisions	96	80.95	Effective
School has laboratory based on the required size completed with props such as: human skeleton model, globe, solar system model, and various kinds of mirror	97	82,14	Effective
School has complete teacher's room with following facilities: chair, work table, cupboard, guest chair, statistics board, notice board, and clock	97	82.14	Effective
School has head's room equipped with following facilities: chair, table, cupboard, statistics board, state symbols, garbage bin, and clock	98	83.33	Effective
School has School Health Unit based on provisions and equipped with following facilities: bed, cupboard, table, chair, health equipment, stretcher, blanket, scale, thermometer, and hand washing facility	96	80.95	Effective
<b>TOTAL</b>	<b>680</b>	<b>576</b>	
<b>Average</b>	<b>97.14</b>	<b>82.31</b>	<b>Effective</b>

Based on score in all indicators of Facility and Infrastructure Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District, the following is a graphic for its explanation.



The score for all indicators of facility and infrastructure management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District, based on school building area is: the school has a building according to the provision with score of 98 or 83.33% in effective category, classroom according to the provision along with facilities with score of 98 or 83.33% in effective category, library according to the provision along with facilities with score of 96 or 80.95% in effective category, laboratory according to the size based on the provision with score of 97 or 82.14% in effective category, teacher's room according to the provision with score of 97 or 82.14% in effective category, head's room with score of 98 or 83.33%, and School Health Unit with score of 96 or 80.95%.

Thus the indicator of facility and infrastructure management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District obtained an average score of 97.14 or 82.31 in effective category.

The result of previous analysis is supported through interview with the following informants: How is the school's preparation to procure facility and infrastructure?

The interview with the school principal or informant results in the following explanation.

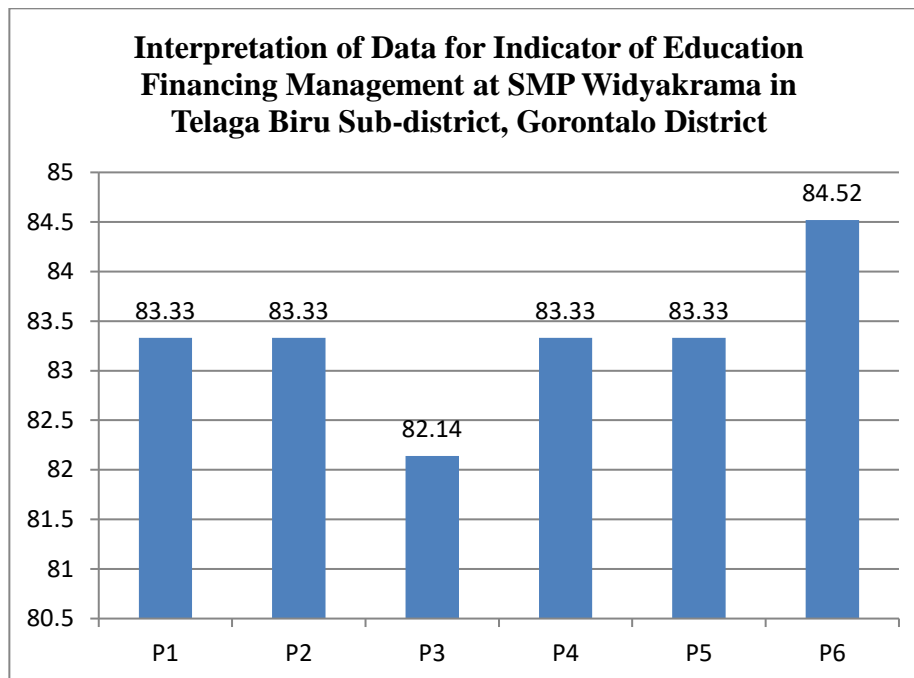
Preparation of procurement plan for educational facility and infrastructure needs is an activity carried out by the school through organization of planning meeting and data collection on the needed facility and infrastructure. Based on a result of interview conducted with the principal and person in charge for facility and infrastructure, they initially conducted a planning meeting prior to procuring educational facility and infrastructure. The principal confirmed an importance of careful and coordinated planning to have a collective decision through data collection analysis and priority scale determination to be adjusted with school budget (W/HP/5/07/2020).

Table: 1.4 Interpretation of data for Indicator of Education Financing Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District

Sub-indicator	Respondent Score	Percentage (%)	Assessment Criteria
School has the last 3-year work plan which contains budget for investment and consisted of: development of facility and infrastructure, development of teacher and educational staff	98	83.33	Effective
School has the last 3-year work plan which contains budget for both operating expenses and non-operating expenses that consisted of: stationary, consumables, small-scale maintenance, power, and service, as well as extracurricular activity	98	83.33	Effective
School has a complete document of facility and infrastructure investment	97	82,14	Effective
School has a financial bookkeeping in the last 3-year which consisted of: cash book, subsidiary book, and tax book	98	83.33	Effective
School spends the budget for the last 3-year reporting	98	83.33	Effective
School has financial accountability and submits it to the government, parents, and committee	99	84.52	Effective

<b>TOTAL</b>	<b>588</b>	<b>499</b>	
<b>Average</b>	<b>98</b>	<b>83.33</b>	<b>Effective</b>

Based on score in all indicators of Education Financing Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District, the following is a graphic for its explanation.



The score for all indicators of education financing management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District based on budget work plan is: the school has a budget plan for the last 3 years with score of 98 or 83.33% in effective category, the school has a budget plan for the last 3 years for operating and non-operating expenses with score of 98 or 83.33% in effective category, the school has a complete facility and infrastructure document with score of 97 or 82.14% in effective category, the school has financial bookkeeping for the last 3 years which includes cash book, subsidiary book with score of 98 or 83.33% in effective category, the school spends its budget for the last 3 years with score of 98 or 83.33% in effective category, and the school has a financial accountability with score of 99 or 84.52% in effective category.

Thus the indicator of education financing management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District obtained an average score of 98 or 83.33% in effective category.

The result of previous analysis is supported through interview with the following informants:

The interview with the school principal or informant results in the following information:

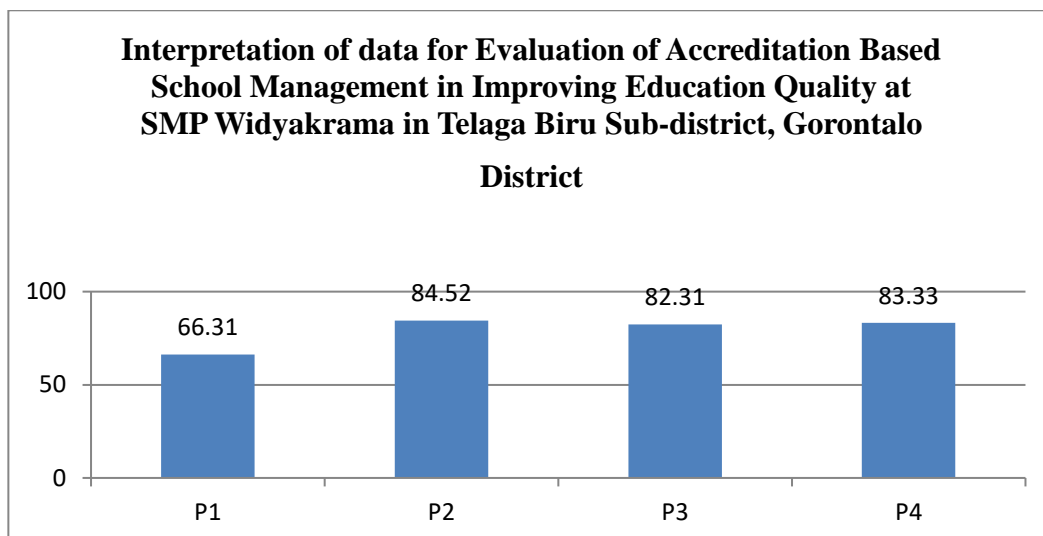
The deconcentration fund and grant from the central government are deemed sufficient to assist school in the teaching and learning process related to school operating expenses, so that school no longer need to collect fees from students as they have been sufficiently helped through government assistance. In other words, school assesses School Operational Assistance or known as BOS fund from the central government to be helpful for parents and school to finance the education despite its insufficiency. (W/HP/8/07/2020)

Table: 1.5 Interpretation of data for Evaluation of Accreditation-Based School Management in Improving the Quality of Education at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District

No	Indicator	Respondent Score	Percentage (%)	Assessment Criteria
1	Curriculum Management	98	66.31	Effective
2	Human resource management	99	84.52	Effective
3	Facility and infrastructure management	97	82.31	Effective
4	Education financing management	98	83.33	Effective
	TOTAL	98	79,2	Effective



Based on score in all scores for indicators of Education Financing Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District, the following is a graphic for its explanation:



The score for all indicators of accreditation-based school management in improving the quality of education at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District based on the aspect of curriculum management is 98 or 66.31% in effective category, human resource management is 98 or 83.33% in effective category, facility and infrastructure management is 97 or 82.31% in effective category and education financing management is 98 or 83.33% in effective category. So that the total of result for analysis of the evaluation data on accreditation-based school management in improving the quality of education at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District is 98 or 79.2% in effective category. Meanwhile, the remaining 20.8% is influenced by other factors such as: an ability of teacher to master the curriculum and inadequate school building land so that the provision of library and laboratory still does not meet the requirements.

## DISCUSSION

One of the efforts to improve quality of graduate and basic education carried out by the Minister of National Education is to issue Decree No. 087/U/2002 concerning School Accreditation. This decision is later supported by Law No. 20 of 2003 concerning National Education System that is elaborated in Government Regulation No. 19 of 2005 concerning National Education Standard. The previous decree clearly designates all schools, both public and private, to be accredited. This is a great progress since previously the Directorate General of Primary and Secondary Education through decree of Director General No. 020/C/Kep/1/1983 states that accreditation is only applied to private schools. Likewise, the accreditation process may reveal accountability of education providers in basic education level based on school's accreditation ranking. This is in accordance with paragraph 2 Article 60 of Law No. 20 of 2003 which states that the accreditation of educational program and unit is carried out by the government and and or independent institution that are authorized as a form of public accountability. The accreditation ranking must truly describe the quality of school so that the community obtains a clear picture of the quality of the school.

### A. Curriculum Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District.

The indicator of curriculum management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District obtains an average score of 97.7 or 66.31 in effective category. Curriculum management is associated with managing learning experiences that require specific strategies to produce learning productivity for students. In addition, it must be administered so that the learning process runs well, by measuring achievement of goal by students so that educational goal can be achieved.

The research finding at SMP Widyakrama show that the preparation for school accreditation has been appropriate with the accreditation mechanism such as (a) commenced by establishment of an accreditation team consisting of principal, teacher, educational staff, and committee in which the principal conducted socialization about accreditation to the school member, (b) the accreditation team grouped and

classified data and documents for each standard, (c) the team prepared for the implementation of visitation and started from preparation of school profile broadcast material to be delivered by the principal, (d) the simulation of accreditation assessment is carried out by the school well, (e) creation of togetherness, enthusiasm, hard work, and sincerity in preparing the accreditation.

The result of accreditation can also be noticed from condition of the national education standard at SMP Widyakrama in which the entire standards are in good condition. The school always maintains and monitors the conditions for each standard. Eventually, it leads a good accreditation result. For content standard, the school has organized Education Unit Level Curriculum (KTSP). The implementation of the curriculum can be observed from activity of teacher in preparing learning activity tools such as syllabus, lesson plan, educational calendar, and other documents. Therefore, the standard of graduate competence at the school is trusted as the competence of their students is highly competitive with other school graduates. Indicators of school's competency standard are graduation rate and number of students who continue to higher education. In this case, the annual graduation rate at SMP Widyakramais 100% and they continue to a higher level of education.

#### **B. Human Resource Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District.**

Indicator of human resource management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District obtains an average score of 98.14 or 83.5 in effective category. The management of educational staff is basically aimed at creating an integrated school system, where management is carried out thoroughly and continuously to create an effective and efficient education. Through an integrated management mechanism, it is expected that teacher and other staff will be able to work together in achieving educational goal, because these two professions are an integral part of the education system, both of which have functions and tasks that support one another. The management includes a managerial system, coaching and development of teacher and educational staff. The coaching and development aim to improve the quality of education through various programs that have been implemented by schools in order to improve the competence of teacher/ educational staff. This is due to the fact that they have a strategic role in the efforts to build character of nation and improve the quality of human resources which are important aspects in the era of globalization. This can be noticed from the meaning of teacher and educational staff as stated in article 39 of Law No. 20 of 2003 in paragraph (1) and (2) concerning the National Education System.

#### **C. Facility and Infrastructure Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District.**

The indicator of facility and infrastructure management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District obtains an average score of 97.14 or 82.3 in effective category. One aspect that becomes main attention of every education administrator is regarding educational facility and infrastructure. The Educational facility generally include all equipments used to support the educational process which must be in accordance with the learning process, such as building, classroom, educational tool or media, table, chair and so on. They are all facilities needed in the teaching and learning process, both mobile and immobile in order to achieve educational goal and run smoothly, regularly, effectively and efficiently. Meanwhile, infrastructure is facility that indirectly supports the educational process, such as: a good yard for learning, calming garden or park, accessible road to school, school rule, and so on.

(Mulyasa & Mukhlis, 2007, p. 49) in general, educational infrastructure are a set of main support in the educational process so that educational goals are achieved, while educational facilities are anything that can be used as a tool or media in achieving educational goal or objective. Management of educational facilities and infrastructure can be defined as a collaborative process for the effective and efficient use of all educational facilities and infrastructure (Ibrahim, 2003). This definition shows that the existing facilities and infrastructure at school need to be utilized and managed for the benefit of the learning process at the school. The management is intended to ensure that the use of facilities and infrastructure at school can run effectively and efficiently. Management of school facilities and infrastructure is carried out through a series of processes starting from planning, organizing, mobilizing, maintaining, to monitoring. Everything that is needed by the school needs to be planned carefully with regard to the facilities and infrastructure that support all learning processes.

#### **D. Education Financing Management at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District.**

Indicator of education financing management at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District obtains an average score of 98 or 83.33 in effective category. Education financing standard is the minimum costs required for an educational unit to carry out educational activities for one year. The costs include investment cost, operating cost, and personal cost. The financing standard is regulated in the Decree of Ministry of National Education (Nasional, 63 C.E.) (Nasional, 2007). The decree regulates the minimum costs that must be spent for each education unit and path. Non-personnel operating costs include: school stationery cost, material and consumable costs, minor maintenance and repair costs, power and service costs, transportation or business travel cost, consumption cost, insurance cost, student coaching or extra-curricular cost, competency test cost, industrial job training cost, and reporting cost.

#### **E. Evaluation of Accreditation Based School Management in Improving Education Quality at SMP Widyakrama in Telaga Biru Sub-district, Gorontalo District**

The evaluation of accreditation-based school management in improving the quality of education at SMP Widyakrama, Telaga Biru Sub-district, Gorontalo District obtains a score of 98 or 79.2% in effective category. Meanwhile, the remaining 20.8% is influenced by other factors such as: an ability of teacher to master the curriculum and inadequate school building land so that the provision of library and laboratory still does not meet the requirements. The result of accreditation of an educational institution has several benefits, including the following: (a) as a reference in efforts to improve the quality of education and school development plan, (b) input material for empowering and developing the performance of school member, (c) motivation to improve school quality gradually, (d) instead of being a quality school, the accredited school also receives support from the government, society and private sector. In regards of the result of accreditation, a research conducted by Andre (2007) and the research conducted at SMP Widyakrama have similarities and differences. Both discussed the result of accreditation particularly the impact. However, the research conducted by Andre (2007) revealed that the result of accreditation was able to improve quality management, while the research conducted at SMP Widyakrama found that the result of accreditation had an impact on improving condition and quality of national education standard from human resource, facility and infrastructure to their management system. The result of the accreditation has made the facility and infrastructure complete as the school provided various facilities and infrastructure that support the learning activities. The financing activity at SMP Widyakrama went well in which the government also provided financial support. Every year the source of fund received by the school increases. In addition, the community did not mind to being fully involved in the planning, implementation and supervision processes. In addition, the result of the accreditation is also needed by the principal of as recommendation for the preparation of program and the school/ *madrasah* income and expenditure budget. For teachers, the result of accreditation is an encouragement to always improve themselves and work hard to provide the best service for the students. Morally, teachers are willing to work in good environment and recognized school/ *madrasah*, therefore, teachers always try to improve themselves and endeavour to maintain and improve the quality of school. The findings confirm that the implementation school accreditation requires lots of effort to deal with various problems. (Depdiknas, 2008) The problems include the rush of preparation made by school, insufficient physical evidence, incomplete accreditation guideline, insufficient time of the school to conduct self-evaluation and lack of coordination and communication between individual and team. According to Hendarman (2014: 80), the problems occur during school accreditation are related to aspects of concept, instrument, infrastructure, administration, and human resource. Additionally, it is identified that the problems appeared due to the school do not have a proper preparation in carrying out the accreditation properly. The school should have made a careful preparation and plan in three months prior to the implementation of accreditation as well as they should not belittle the process.

#### **4. Conclusion**

Based on the research finding and discussion, the following conclusions are drawn: 1. fulfillment of National Education Standard by SMP Widyakrama for all accredited indicators reaches the maximum average score or is categorized as the effective as function of all components in the learning process is very good. The community's demands for school to continue to improve the quality of education must be responded wisely and quickly and it should be followed by continuous development and improvement in all education management aspects including student management, teacher and educational staff, curriculum and learning, facility and infrastructure, finance, and school and community relation. Therefore, the government performs sustained attempts to achieve the improvement of quality of education and one of them is through school

accreditation. 2. Follow-up on school accreditation result is carried out through a mechanism of final discussion with the principal to make strategic decision about unsolved problems.

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