

Analysis of the Objectives, Benefits, and Functions of Accreditation in Improving the Quality of Indonesia's National School System Based on Standards

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Abstract

This study aims to comprehensively analyze the objectives, benefits, and functions of accreditation in improving the quality of Indonesia's national school system based on established standards. It focuses on how accreditation operates as an external quality assurance mechanism that is both evaluative and transformative in fostering continuous improvement within educational institutions. The study employs a qualitative library research method, analyzing recent scholarly sources, including national and international journal articles, academic books, and relevant policy documents. Data are examined using content analysis to identify patterns, themes, and conceptual relationships related to accreditation and educational quality. The findings reveal that accreditation serves three primary roles: quality assurance, performance evaluation, and public accountability. It ensures the fulfillment of National Education Standards, improves teaching and learning quality, enhances teacher professionalism, and strengthens school management effectiveness. Functionally, it acts as an external quality control system that promotes transparency and public trust. The study also finds that its effectiveness depends on schools' follow-up actions after evaluation. Its novelty lies in integrating the objectives, benefits, and functions of accreditation into a unified standards-based framework, highlighting its role as a transformative system grounded in continuous improvement, institutional reflection, and innovation.

Keywords: Accreditation, Educational Quality, National Standards

Abstrak

Penelitian ini bertujuan untuk menganalisis secara komprehensif tujuan, manfaat, dan fungsi akreditasi dalam meningkatkan mutu sistem persekolahan nasional Indonesia berbasis standar yang telah ditetapkan. Penelitian ini berfokus pada bagaimana akreditasi berfungsi sebagai mekanisme penjaminan mutu eksternal yang tidak hanya bersifat evaluatif, tetapi juga transformatif dalam mendorong peningkatan berkelanjutan di lembaga pendidikan. Penelitian ini menggunakan metode library research dengan

pendekatan kualitatif, melalui analisis berbagai sumber ilmiah terkini, termasuk artikel jurnal nasional dan internasional, buku akademik, serta dokumen kebijakan yang relevan. Data dianalisis menggunakan teknik content analysis untuk mengidentifikasi pola, tema, dan hubungan konseptual terkait akreditasi dan mutu pendidikan. Hasil penelitian menunjukkan bahwa akreditasi memiliki tiga peran utama, yaitu sebagai penjamin mutu, alat evaluasi kinerja, dan sarana akuntabilitas publik. Akreditasi memastikan terpenuhinya Standar Nasional Pendidikan, meningkatkan kualitas proses pembelajaran, memperkuat profesionalisme guru, serta meningkatkan efektivitas manajemen sekolah. Secara fungsional, akreditasi berperan sebagai sistem kontrol mutu eksternal yang mendorong transparansi dan kepercayaan publik. Penelitian ini juga menemukan bahwa efektivitas akreditasi sangat bergantung pada tindak lanjut sekolah terhadap hasil evaluasi. Kebaruan penelitian ini terletak pada integrasi tujuan, manfaat, dan fungsi akreditasi dalam satu kerangka berbasis standar yang terpadu, serta menegaskan perannya sebagai sistem transformasi mutu pendidikan yang berlandaskan pada perbaikan berkelanjutan, refleksi kelembagaan, dan inovasi.

Kata kunci: Akreditasi, Mutu Pendidikan, Standar Nasional

INTRODUCTION

Accreditation of the urban system is a crucial component in efforts to improve the quality of education in Indonesia. In the educational context, accreditation serves as a measuring tool to assess and ensure that educational institutions meet established standards. Through the accreditation process, educational institutions are expected to improve the quality of services and learning outcomes provided to students. According to [the context], accreditation plays a strategic role in improving the quality of education, particularly in integrated Islamic elementary schools. This demonstrates that accreditation is not merely a formality, but a proactive step to ensure the quality of education provided. (Adlina, 2024) The accreditation process is not merely an administrative assessment, but rather a comprehensive evaluation encompassing various aspects, from curriculum and teaching methods to available facilities. For example, accredited educational institutions must demonstrate that they have a curriculum that is relevant and appropriate to student needs and current developments. With accreditation, educational institutions are expected to make continuous improvements that positively impact the quality of teaching. A study by Iskanto et al. (2022) showed that schools that have undergone the accreditation process showed significant improvements in student academic performance. This research confirms that accreditation not only functions as a measurement, but also as a driver for improving the overall quality of education.

Statistics show that accredited educational institutions tend to have higher graduation rates than non-accredited ones. This is evident in data showing that accredited schools often record graduation rates exceeding 90%. This improvement reflects not only academic success but also other aspects such as character development and students' social skills. Thus, accreditation contributes to the formation of a generation that is not only academically intelligent but also possesses sound ethics and morals.

Furthermore, accreditation also serves to provide transparent information to the public regarding the quality of educational institutions. With accreditation, parents and students can more easily choose schools that meet their needs. The guaranteed quality of education through accreditation also attracts prospective students, which in turn can increase the number of applicants to those schools. For example, schools with good accreditation often experience a surge in enrollment, as parents feel more confident that

their children will receive a quality education. A survey by the Indonesian Ministry of Education and Culture showed that 70% of parents prefer to enroll their children in accredited schools.

Despite its numerous benefits, accreditation still faces challenges in its implementation. Some educational institutions still lack an understanding of its importance, often viewing the process as an administrative burden. This may be due to a lack of information and understanding of its benefits. Therefore, more intensive outreach and education regarding the benefits and objectives of accreditation are needed so that all parties understand the importance of this process in improving educational quality. For example, training educational institution managers on how to prepare for accreditation can help them better understand the process and its benefits.

In a global context, educational accreditation is also one of the indicators considered in ranking universities and educational institutions worldwide. This demonstrates that accreditation impacts not only the local level but also the international reputation of educational institutions. In the era of globalization, where student mobility is increasing, accreditation is crucial to ensure that education received in one country is recognized in other countries. Therefore, it is crucial for all educational institutions to commit to the accreditation process for the continuous improvement of educational quality. Thus, accreditation can serve as a bridge connecting educational institutions with international standards, thus providing graduates with better opportunities in the global marketplace.

City system accreditation is a crucial element in improving the quality of education in Indonesia. The accreditation process not only assesses educational institutions but also encourages continuous improvement that positively impacts the quality of teaching and student learning outcomes. While implementation challenges exist, with greater understanding and commitment from all parties, accreditation can be an effective tool in ensuring educational quality. In the global era, accreditation also contributes to the international reputation of educational institutions, making them increasingly relevant in developing high-quality, high-standard education. Therefore, it is crucial for all educational institutions to actively participate in the accreditation process for a brighter future for education.

Accreditation is a strategic instrument for ensuring the quality of education in Indonesia, based on national education standards. In the context of globalization and educational competition, the school system is required not only to meet minimum standards but also to demonstrate excellence and public accountability. Therefore, accreditation serves as an objective and systematic external evaluation tool for assessing the quality of educational institutions (Sallis, 2018; Arifin, 2020). This process serves not only as an administrative assessment but also as a mechanism for continuous quality improvement. In practice, accreditation involves various indicators such as curriculum, teaching staff, facilities, infrastructure, and school management. This demonstrates that accreditation has a comprehensive dimension in the development of national education.

The importance of accreditation is increasing in line with demands for transparency and accountability in the modern education system. The government, through the National Accreditation Board for Schools/Madrasahs (BAN-S/M), strives to ensure that every educational unit meets established standards (Ministry of Education and Culture, 2020). Accreditation also serves as an indicator of public trust in a school's quality. Schools with high accreditation tend to be more attractive to the public because they are perceived as having good quality. This creates healthy competition among

educational institutions to continuously improve quality. Thus, accreditation has not only internal but also external impacts.

Furthermore, accreditation plays a role in systematically identifying a school's strengths and weaknesses. This evaluation process allows schools to engage in self-reflection and continuous improvement. According to research by Widodo (2019), schools that actively follow up on accreditation results show significant improvements in learning quality. This demonstrates that accreditation is not merely a formality, but rather a tool for educational transformation. In this context, accreditation is an integral part of educational quality management. Therefore, understanding the goals, benefits, and functions of accreditation is crucial.

On the other hand, the implementation of accreditation in Indonesia still faces various challenges. One of these is the disparity in quality between regions, which leads to uneven accreditation results (Prasetyo & Suryadi, 2021). Schools in urban areas tend to meet standards more easily than those in remote areas. This suggests that resource factors significantly influence accreditation outcomes. Furthermore, the perception persists that accreditation is merely an administrative process with no real impact on the quality of learning. This perception needs to be addressed through an educational approach and ongoing development.

Accreditation is also closely linked to national education policy. The National Education Standards (SNP) serve as the primary reference in the accreditation assessment process. The SNP encompasses eight standards that must be met by every educational unit (Ministry of Education and Culture, 2020). Therefore, accreditation serves as a tool to ensure the effective implementation of this policy. Furthermore, accreditation serves as the basis for educational policy decision-making at the national and regional levels. This demonstrates the strategic role of accreditation in the education system.

LITERATURE REVIEW

Accreditation in education is defined as the process of assessing the suitability of educational programs and units based on established criteria (Eaton, 2017). This process is conducted by an independent institution to ensure objectivity. In the Indonesian context, accreditation refers to the National Education Standards. This demonstrates that accreditation has a strong legal basis. Furthermore, accreditation is also part of an external quality assurance system.

Educational quality theory emphasizes the importance of continuous evaluation in improving quality (Sallis, 2018). In this regard, accreditation serves as an external evaluation tool that complements internal school evaluations. The combination of these two evaluations will produce a comprehensive picture of educational quality. Thus, accreditation plays a strategic role in the education system. This is also supported by research by Hidayat (2021), which shows that accreditation contributes significantly to improving school quality.

Previous research has shown that accreditation has a positive impact on learning quality. For example, research by Setiawan (2020) found that schools with A accreditation had better learning quality than schools with C accreditation. This suggests that accreditation can be an indicator of educational quality. Furthermore, accreditation also encourages increased teacher professionalism. Teachers are required to meet established competency standards.

Quality management theories such as Total Quality Management (TQM) are also relevant in the context of accreditation. TQM emphasizes the importance of all parties'

involvement in improving quality (Sallis, 2018). In this regard, accreditation serves as a tool to measure the success of TQM implementation. Schools that implement TQM principles tend to be better prepared for accreditation. This demonstrates the close relationship between quality management and accreditation.

Furthermore, the theory of accountability in education is also an important foundation. Accreditation is a form of school accountability to the public (Eaton, 2017). Accreditation allows the public to assess a school's quality. This increases transparency in the education system. Furthermore, accreditation also increases public trust.

Research by Rahman (2022) shows that digitalization of accreditation increases the efficiency and accuracy of assessments. This demonstrates that technological innovation can improve the quality of the accreditation system. Furthermore, digitalization also facilitates monitoring and evaluation. Thus, accreditation becomes more adaptive to changing times, and technological developments also influence the accreditation system in Indonesia. Currently, the accreditation process has begun to adopt a more efficient and transparent digital system. Digitalization of accreditation allows for real-time data collection and more accurate analysis (Rahman, 2022). This is expected to improve the quality of the assessment process. Furthermore, digitalization also minimizes the potential for data manipulation. Thus, accreditation becomes more credible and trustworthy.

From an educational management perspective, accreditation is part of quality assurance. This system aims to ensure that the educational process meets standards and produces quality output. According to Total Quality Management (TQM) theory, continuous evaluation is key to quality improvement (Sallis, 2018). Accreditation is one form of TQM implementation in education. Therefore, accreditation cannot be separated from the concept of quality management.

Furthermore, accreditation also serves as a benchmarking tool between schools. With accreditation rankings, schools can compare their performance with other schools. This encourages innovation in education management. Schools with low accreditation will be motivated to improve their quality. Conversely, schools with high accreditation will strive to maintain their achievements. Thus, accreditation creates a culture of positive competition; however, its effectiveness depends heavily on the commitment of all parties. Not only the government, but also principals, teachers, and the community must be actively involved. Without strong commitment, accreditation will become merely an administrative formality. Therefore, synergy between stakeholders is necessary.

This is crucial to ensure that accreditation results truly impact educational quality. This study aims to deeply analyze the goals, benefits, and functions of accreditation in improving the quality of the national standards-based school system. The approach used is a literature review of various recent studies. Thus, it is hoped that this research can provide theoretical and practical contributions to the development of the accreditation system in Indonesia.

METHOD

This research employed a qualitative approach using library research. This method was chosen because it allows researchers to analyze various relevant literature sources in depth (Zed, 2018). Data sources in this study include scientific journals, books, and official reports published in the last 5–10 years. Therefore, the data used is current and relevant. This approach also allows for comprehensive theoretical analysis. Furthermore, this method is effective for examining abstract concepts such as accreditation.

The data collection process was conducted through journal database searches such as Google Scholar and Scopus. Keywords used included "educational accreditation," "school quality," and "national education standards." The obtained data was then selected based on the relevance and credibility of the sources. This is crucial to ensure data quality. Furthermore, researchers conducted cross-checks to avoid bias. Thus, the data used is valid and reliable.

Data analysis was conducted using content analysis techniques. This technique is used to identify key themes in the reviewed literature (Krippendorff, 2018). The analysis process includes data reduction, data presentation, and conclusion drawing. Thus, the analysis was conducted systematically. Furthermore, the researcher used a comparative approach to compare the results of previous studies. This aims to gain a deeper understanding.

RESULTS AND DISCUSSION

The research results show that accreditation plays a crucial role in improving educational quality. The primary goal of accreditation is to ensure that schools meet national education standards. This aligns with research by Arifin (2020). Furthermore, accreditation also aims to encourage continuous quality improvement. Therefore, accreditation plays a strategic role in the education system.

The benefits of accreditation are felt not only by schools but also by the community. Schools receive input for improvement, while the community receives information about the quality of education. This increases public trust in the education system. Furthermore, accreditation also encourages innovation in learning. Schools are required to continuously adapt to changing times.

The function of accreditation as an external quality control system is crucial in maintaining educational quality. Without external control, educational quality is difficult to ensure. Therefore, accreditation is a crucial instrument in the national education system. Furthermore, accreditation also serves as a tool for evaluating educational policies.

Further discussion shows that the effectiveness of accreditation depends heavily on implementation on the ground. Schools that seriously follow up on accreditation results show significant quality improvements. Conversely, schools that merely view accreditation as a formality experience no significant changes. This demonstrates the importance of commitment in accreditation implementation. As for the discussion table related to Accreditation Analysis is in the following table.

Accreditation Analysis Summary Table

No	Aspect	Key Findings	Impact
1	Accreditation Objectives	Ensuring the quality of education	Improving school standards
2	Benefits of Accreditation	Continuous evaluation and improvement	Improving the quality of learning
3	Accreditation Function	External quality control	Transparency and accountability

A. Purpose of Accreditation of School Systems

School system accreditation is an evaluation process aimed at determining the suitability of educational institutions based on government-established quality standards. This process serves not only as a quality measurement tool but also as a guarantee that educational institutions meet predetermined criteria. In this context, accreditation plays a crucial role in increasing public trust in the quality of education provided by schools or madrasas. According to Astenia, accreditation also serves to provide formal recognition of the quality of educational institutions, making it easier for the public to choose the right educational institution for their children. (Astenia, Rugaiyah, & Karnati, 2020) For example, when parents are considering enrolling their children in a school, they are more likely to trust a school that has been properly accredited, as this indicates that the school has gone through a rigorous evaluation process and meets established quality standards.

Furthermore, the goal of accreditation also includes continuously improving the quality of education. Through the accreditation process, schools are expected to conduct self-evaluations and continuously improve their programs. Data from Kurniawan et al. (2024) shows that accredited schools tend to perform better in terms of material delivery and educational resource management. This is evident in improved student learning outcomes and parental satisfaction with the educational services provided. In other words, accreditation is not merely a formality but also a driving force for schools to continuously innovate and improve the quality of educational services. For example, many schools, after receiving accreditation, develop curricula that are more relevant to student needs and current trends, so that students gain not only theoretical knowledge but also practical skills needed in the workplace.

Accreditation also provides the public with clear information about school quality. In many cases, the public often struggles to assess the quality of education offered by an institution. Through an accreditation system, information on educational performance and quality can be more easily accessed. This is especially important for parents who want to ensure their children receive the best education. Astuti and Diantoro (2021) note that this transparency can help parents make better decisions regarding their children's education. For example, publicly available accreditation data allows parents to compare multiple schools in terms of educational quality, facilities, and the experience and qualifications of teachers. With more complete and transparent information, parents can make more informed choices that best suit their children's educational needs.

Furthermore, accreditation serves as a reference for schools in planning educational program development. With clear standards, schools can plan strategic steps to improve educational quality. For example, schools that receive poor accreditation results can use the evaluation results as a basis for formulating improvement plans and developing more effective programs. Kogoya and Uruwaya (2022) emphasize the importance of mentoring during the accreditation process so schools can understand and implement the recommendations. This mentoring can include training for teaching staff, curriculum development, and improvements to educational facilities. Thus, accreditation serves not only as a benchmark but also as a tool to encourage improvement and innovation within educational institutions. Allah says in QS. At-Taubah verse 122 which reads

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي
الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ﴿١٣٣﴾

It is not right for the believers to go all together (to the battlefield). Why did not a group of them from each group go (with the Messenger of Allah) to deepen their knowledge of their religion and warn their people when they return, so that they may guard themselves?

In another surah and verse, namely QS. Al-Mujadilah verse 11 which reads
يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجْلِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا
قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا
تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

O you who believe, when it is said to you, "Make room in the gatherings," make room, and Allah will make room for you. When it is said to you, "Stand up," stand up. Allah will raise those of you who believe and those who have been given knowledge by degrees. Allah is All-Aware of what you do.

From the two verses above, we can conclude that Allah commands a group of people to study knowledge to warn their people. This emphasizes the importance of quality education and the existence of a party that ensures its quality.

In a hadith narrated by Muslim, the Messenger of Allah said, "Whoever follows a path in search of knowledge, Allah will make easy for him the path to Paradise." (HR. Muslim)

In this hadith, we can also conclude that the aim of accreditation is to ensure that the educational path truly leads students to high quality knowledge.

Overall, the objectives of school system accreditation include determining the eligibility of educational institutions, recognizing their quality, continuously improving their quality, providing information to the public, and developing educational program development plans. Therefore, accreditation is not merely an administrative process, but a vital component of the education ecosystem aimed at improving the quality of education in Indonesia. Through accreditation, it is hoped that a better educational environment will be created, where every child has the opportunity to receive a quality education that is relevant to future needs. Accreditation, therefore, is not merely a formal step, but a bridge to better and more sustainable education for future generations.

B. Benefits of School System Accreditation

School system accreditation offers significant benefits for the community, parents, and students. One key benefit is ensuring the quality of education received by students. Through the accreditation process, schools are required to meet specific standards set by the accrediting body. This process involves assessing not only the curriculum and teaching methods but also management, facilities, and human resources. With clear standards, schools can refine and improve the quality of their education. This builds trust among parents and the community that the school is capable of providing quality education. According to Febrianti and Syukri (2023),

accreditation serves as a reliable indicator of quality, giving parents greater confidence in choosing a school for their children. For example, parents looking for a school for their children tend to choose schools with good accreditation, as this guarantees that the school has met certain criteria for providing education.

Furthermore, accreditation serves as a basis for consideration in accepting assistance, programs, or collaboration with external parties. Accredited schools tend to more easily obtain support from the government and private institutions. For example, schools with good accreditation can submit proposals for grants from the government or donor agencies. This support is crucial, especially for schools in remote or disadvantaged areas, where access to educational resources is often limited. This is reinforced by data from Komariah and Mirnawati (2023), which shows that accredited schools have better access to external resources that can improve educational quality. In this context, accreditation serves not only as recognition but also as a bridge to obtaining the resources needed to improve educational quality.

Public trust in schools or madrasas also increases with good accreditation status. People tend to prefer schools with good accreditation, as this indicates that the school has met established standards. In this context, Marpaung et al. (2024) noted that schools with high accreditation often experience increased enrollment, which in turn positively impacts the funding and resources available to the school. For example, a secondary school that successfully achieves A accreditation is likely to attract more students than a school with B or C accreditation. This creates healthy competition among schools, encouraging them to continuously improve the quality of education they offer. Allah says in QS. Al A'alaq verses 1-5, which reads:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Read in the name of your Lord who created! He created man from a clot of blood. Read! Your Lord is the Most Glorious, who teaches (mankind) by the pen. He teaches man that which he did not know.

In a hadith narrated by Ahmad, the Prophet Muhammad said - "Whoever desires this world, let him seek knowledge; whoever desires the Hereafter, let him seek knowledge; whoever desires both, let him seek knowledge." (HR. Ahmad)

From the above verses of the Quran and the hadith of the Prophet Muhammad, we can conclude that knowledge emphasizes the benefits of life and ensures that the knowledge gained is relevant for life in this world and the hereafter. Accreditation ensures that the learning process meets standards.

Accreditation also serves as motivation for schools to continuously improve and innovate in the learning process. Regular assessments conducted by accreditation bodies encourage schools to improve the quality of education they offer. These assessments are not only evaluative but also provide constructive feedback for schools. This aligns with research conducted by Maulana (2022), which shows that schools actively involved in the accreditation process tend to be more innovative in developing teaching methods and curricula relevant to student needs. For example, schools that receive positive feedback from the accreditation process may be more willing to try new approaches to teaching, such as implementing information technology in the classroom or developing project-based curricula.

Ultimately, accreditation serves as a reference for the government in determining education policy. Data obtained from the accreditation process can provide a clear picture of the state of education in a region. This information is invaluable to policymakers, as it can be used to formulate more effective policies to improve education quality and better target resource allocation. Nurhasanah et al. (2022) explain that the information generated from accreditation can be used by the government to formulate more effective policies to improve education quality and better target resource allocation. Thus, accreditation not only benefits schools but also contributes to the development of better education policies at the national level. In this context, accreditation serves as a tool for creating a more transparent and accountable education system.

Overall, school system accreditation serves not only as a recognition of educational quality but also as a tool to encourage continuous improvement. Accreditation encourages schools to continuously innovate and improve, while the community and parents receive assurance that the education their children receive meets established standards. In the long term, accreditation can contribute to the development of a better education system, which ultimately improves the quality of human resources in our country.

C. Function of Accreditation of the School System

School system accreditation serves several crucial functions in improving the quality of education in Indonesia. These functions not only play a role in assessing and ensuring educational quality but also in providing accountability to the public and government. One of the primary functions of accreditation is as an evaluative tool that assesses the suitability and quality of schools based on national education standards. This is crucial because good quality education will contribute to improving graduate competency, which in turn influences the nation's competitiveness on the global stage.

The evaluative function of accreditation allows schools to obtain an objective assessment of their performance. According to Putra (2022), accreditation helps identify strengths and weaknesses in the education system, allowing schools to make necessary improvements. For example, accreditation results may indicate that a school has adequate facilities but lacks in the curriculum. With this information, schools can focus on developing a better curriculum to meet students' needs. Data from the Ministry of Education and Culture (2021) shows that well-accredited schools tend to have higher graduation rates, reaching 95%, compared to unaccredited schools, which only achieve 80%.

In addition to its evaluative function, accreditation also serves an accountability function. In this context, accreditation provides accountability to the public and government for the educational services provided. Accredited schools are required to meet certain standards and must report their progress and outcomes to stakeholders. This creates transparency in the education system, allowing the public to assess the quality of education their children receive. Qhuzairy (2023) emphasizes that this accountability is crucial for building public trust in educational institutions. For example, schools that successfully achieve A-grade accreditation often receive increased support from the government and the public, as they are perceived to be capable of providing quality education.

The quality control function is also a crucial aspect of accreditation. Through the accreditation process, schools are expected to implement educational programs in accordance with applicable standards. Rangkuti (2023) states that this quality control is crucial to ensure that every student receives a quality education in accordance with the established curriculum. For example, in accreditation, schools must demonstrate that they have a robust evaluation process to assess student progress. Thus, accreditation serves not only as an assessment but also as a tool to ensure that the education provided meets predetermined standards.

The development function is another equally important aspect of accreditation. Accreditation encourages schools to continuously improve the quality of education. Through the accreditation process, schools are expected to conduct self-evaluations and formulate continuous improvement plans. Thobi and Sucitra (2022) noted that schools actively participating in the accreditation process tend to be more innovative in developing educational programs. For example, several schools in Jakarta have successfully improved the quality of their learning by implementing new technology in the teaching and learning process after receiving feedback from the accreditation process.

Finally, the coaching function is also an integral part of accreditation. Accreditation provides the basis for the government to provide coaching and capacity building to schools. By knowing the accreditation results, the government can design appropriate training and development programs to help schools achieve the expected standards. Widat and Diana (2025) explain that coaching based on accreditation results can help schools overcome the challenges they face and improve the overall quality of education. For example, schools that achieve B accreditation are often provided with mentoring programs to help them achieve A accreditation in the future. Allah says in QS. An-Nisa verse 58 which reads:

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا
بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا ۝ بَصِيرًا ﴿٥٨﴾

Indeed, Allah commands you to render the trusts to their rightful owners. And when you judge between people, judge with justice. Indeed, Allah gives you the best advice. Indeed, Allah is All-Hearing, All-Seeing.

In a hadith narrated by Bukhari and Muslim, the Prophet Muhammad said, "Each of you is a leader and every leader will be asked to account for those he leads." (Narrated by Bukhari and Muslim).

From the verses of the Quran and the hadith of the Prophet Muhammad (peace be upon him) above, it can be concluded that Allah commands us to fulfill our trusts to those who are entitled to them. The function of accreditation is to ensure that educational institutions fulfill their trusts regarding quality and accountability mechanisms.

Thus, the functions of school system accreditation are diverse and interconnected. From evaluation to coaching, each function plays a crucial role in improving the quality of education in Indonesia. Through accreditation, it is hoped that schools can continue to adapt and develop to meet the demands of the times and the community's need for quality education.

D. Implications of Accreditation on the School System

School accreditation has a significant impact on the reputation of educational institutions, influencing not only public perception but also the internal and external dynamics of the school itself. Schools that successfully achieve good accreditation tend to be more trusted by the public, which in turn increases parents' interest in enrolling their children. Data shows that schools with A-grade accreditation have higher student enrollment rates than those without (YADNYA, 2020). This phenomenon reflects growing public awareness of the importance of high-quality education, which is often indicated through accreditation. For example, at Muhammadiyah 1 Senior High School in Kota Agung, the principal's strategy to maintain A-grade accreditation successfully attracted new students and increased public trust in the school (Septi, 2025). This success lies not only in achieving accreditation itself, but also in how the school communicates its values and achievements to the community.

This improved reputation not only impacts student enrollment numbers but also collaborations with various parties, including government and private institutions. Schools with a good reputation often have an easier time securing financial support and facilities from various sources. For example, government agencies often provide financial assistance to accredited schools, as a form of support for improving the quality of education. This is crucial, especially in the context of increasingly tight education funding. Thus, accreditation is not only a symbol of quality but also a tool to increase the resources available to schools. In this regard, accreditation serves as a bridge connecting schools with various stakeholders, including local communities, which play a vital role in supporting education.

Furthermore, accreditation also contributes to improving the quality of management and learning in schools. The accreditation process encourages schools to conduct regular self-evaluations, which serve as a mechanism for continuous improvement. Research by Stevany et al. (2020) found that accredited schools tend to be more organized in their management and have more effective learning systems. This is due to the standards that must be met, which encourages management to continuously improve quality. For example, schools with an A-grade accreditation typically have better management systems, including the use of information technology in administration and learning processes. This demonstrates that accreditation serves not only as an external assessment but also as an internal driver for innovation and improvement.

The accreditation process also forces schools to adjust their curriculum and infrastructure to meet established standards. In this context, schools are required not only to meet administrative requirements but also to provide an adequate learning environment. For example, schools seeking accreditation must have adequate facilities, such as laboratories, libraries, and classrooms. This aligns with research by Yumesri et al. (2024), which shows that good infrastructure contributes to improved student learning outcomes. In this regard, accreditation serves as an incentive for schools to invest in better educational infrastructure, which ultimately positively impacts students' learning experiences.

Essentially, accreditation promotes a culture of quality and transparency in education delivery. Accredited schools are expected to report evaluation results and progress openly to the public. This creates a transparent and accountable environment, where parents and the community can observe and assess the quality of education provided. Transparency is expected to encourage the community to

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participate more actively in the educational process, both through moral and financial support. For example, with clear annual reports on academic achievement and the use of funds, parents can better understand and support the school's programs. This creates synergy between the school and the community, ultimately positively impacting the overall quality of education.

In a hadith narrated by Bukhari and Muslim, the Messenger of Allah said, "Indeed, Allah loves when someone does a job, he does it with itqan (professional, earnest)." (HR. Thabrani).

School accreditation serves not only as an external assessment that recognizes educational quality, but also as a strategic tool that encourages continuous improvement in management, curriculum, and infrastructure. The positive impact of accreditation is clearly visible in the school's enhanced reputation, which leads to increased student enrollment and collaboration with various parties. Furthermore, accreditation contributes to the formation of a culture of quality and transparency, which supports active community participation in education. Therefore, it is crucial for every educational institution to focus not only on achieving accreditation but also on ongoing efforts to improve the quality of education for the benefit of students and the wider community.

CONCLUSION

School system accreditation is a crucial process that serves not only as an assessment tool but also as a driver for improving the quality of education in Indonesia. Research from various sources shows that accreditation has a clear purpose: to ensure that educational institutions meet certain established standards. According to Government Regulation of the Republic of Indonesia No. 32 of 2013 concerning National Education Standards, accreditation aims to guarantee the quality of education provided by formal and non-formal educational institutions (Ministry of Education and Culture, 2013). Furthermore, the benefits of accreditation are also significant. Accreditation encourages educational institutions to improve and enhance the quality of teaching, facilities, and school management. For example, a study by the Education Quality Assurance Institute (LPMP) showed that accredited schools tend to have better exam results than those that have not (LPMP, 2020). This demonstrates that accreditation is not merely a formality but has a direct impact on the quality of education received by students.

The function of accreditation also includes ongoing monitoring and evaluation of educational institutions. With accreditation, educational institutions are expected to conduct regular self-evaluations to identify strengths and weaknesses in their education systems. For example, a study by the National Accreditation Board for Schools/Madrasahs (BAN-S/M) found that educational institutions that regularly conduct self-evaluations have higher levels of student satisfaction (BAN-S/M, 2021). This demonstrates that accreditation serves as a tool to encourage educational institutions to continuously innovate and improve themselves. However, the challenges in implementing accreditation cannot be ignored. Some educational institutions still view accreditation as an administrative burden, rather than an opportunity to improve quality. This is evident from data showing that some schools still pursue accreditation status solely without considering the substance of the quality of the education they offer (Ministry of Education and Culture, 2022). Therefore, a paradigm shift is needed among school administrators so that accreditation is seen as a means for developing better education. Overall, school system accreditation has very important goals, benefits, and functions in the context of education in Indonesia. By understanding and applying accreditation principles effectively, it is hoped that educational institutions can make a greater contribution in creating a quality generation that is ready to face global challenges.

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