Implementation of Accreditation-Based Graduate Quality Assurance in Private Schools

Enung Hasanah[1], Cucu Afriliandhi[2]

Educational Management Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia
Email: enung.hasanah@mp.uad.ac.id[1], cucu2008046029@webmail.uad.ac.id[2]

Abstract:

This study aims to analyze the implementation of accreditation-based graduate quality assurance at private junior high schools in Sleman, Yogyakarta Special Region. This research design is qualitative research. The subjects of this study consisted of school principals, deputy principals, teachers, employees, parents and students, who received an A accreditation rating. Data collection was carried out through in-depth individual interviews, observation and documentation. The study results a show that accreditation-based quality assurance on the graduate quality component is carried out by applying adaptive, contextualized, and cooperative principles. The results of this study imply that implementing school quality assurance is not just managing administration but requires the development of a state of mind from all stakeholders.

Keywords: *Quality Assurance, Accreditation, Middle School, IASP 2020*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang implementasi penjaminan mutu lulusan berbasis akreditasi di SMP swasta di Sleman, Daerah Istimewa Yogyakarta. Desain Penelitian ini adalah Penelitian kualitatif. Subjek penelitian ini terdiri dari kepala sekolah, wakil kepala sekolah, guru, karyawan, orang tua siswa dan siswa, yang mendapatkan peringkat akreditasi A. Pengumpulan data dilakukan melalui wawancara individual mendalam, observasi dan dokumentasi. Hasil penelitian menunjukan bahwa untuk melaksanakan penjaminan mutu berbasis akreditasi pada komponen mutu lulusan, dilakukan dengan menerapkan prinsip adaptif, kontekstualisasi, dan kolaborasi. Hasil penelitian ini mengimplikasikan bahwa pelaksanaan penjaminan mutu sekolah bukan sekedar menata administrasi tetapi memerlukan pengembangan state of mind dari seluruh stake holder.

Kata Kunci: *Penjaminan Mutu, Akreditasi, SMP, IASP 2020*

INTRODUCTION

Quality of education (Kurilovas, 2020; Syahril & Hadiyanto, 2018) has become the goal in the implementation of education by all education actors. However, in the development of education in the world, many schools still need to receive quality education (Guo et al., 2019). Therefore, various efforts are needed so that schools can maintain the quality of professional education (Ibrahim, 2014). Ideally, education managers in schools (Mitana & Kitawi, 2021; Ospina-Ramírez & Mosquera-Ñañez, 2020) provide the best possible service to meet or exceed customer expectations (Hakim, 2019). In this regard, quality control is required. Regulation of the Minister of National Education Number 63 of 2009 concerning Education Quality Assurance is a systemic and integrated activity by academic units or programs, organizers of academic departments or programs, local governments, and the community to increase the level of intelligence of the nation's life through education.

One of the quality assurance models implemented by the government is school/madrasah accreditation which the National Accreditation Board carries out for Schools/madrasahs (BAN S/M) (Kurnaesih, 2020). National Accreditation Board for Schools/Madrasah that Accreditation is an activity to assess the feasibility of primary and secondary education units based on predetermined criteria to provide education quality assurance (Kemdikbud, 2018). For people in Indonesia, the value of school/madrasah accreditation will be a top priority when looking for a school for their children (Enung; Hasanah et al., 2021). Therefore, the school/madrasah will prepare everything to meet the standards specified in the accreditation instrument (Enung Hasanah et al., 2020) so that the schools/madrasas they manage become the community's choice (Samson, 2020).

Quality schools/madrasahs should have an accreditation score of A, which indicates that the school has perfect quality assurance. However, in reality, there are still schools/madrasahs whose accreditation scores are B and C. 104 schools/madrasahs this year participated in the accreditation process with the results of an A accreditation score of 62 schools, a B accreditation score of 34 schools and a C accreditation score of 8 schools. (BAN-SM, 2021).

The implementation of accreditation uses the Education Unit Accreditation Instrument (IASP) 2020, an accreditation instrument based on the administrative order and a performance-based accreditation instrument. The IASP 2020 assessment standards are no more extended explicitly written as eight national education standards (SNP, 2020); instead, these 8 national education standards are processed into four main components of assessment, namely the graduate quality component, the teacher component, the learning process component and the school management component to meet good school standards. (Enung Hasanah, 2021). Thus, it is necessary to implement accreditation-based quality assurance (Awaludin, 2017), especially in all private junior high schools in Sleman Regency.

The changes in the characteristics of the 2020 education unit accreditation instrument pose new challenges for teachers and school principals because not all schools are familiar with these changes. Previous research has yet to explore

how to implement accreditation-based quality assurance in Scheman specifically. Studying the implementation of accreditation-based quality assurance can be used as a reference for best practices for schools that will carry out accreditation.

RESEARCH METHODS

This research uses a qualitative approach (Creswell et al., 2007). It aims to obtain complete information regarding the implementation of quality assurance for graduates based on private SMP accreditation in Sleman Regency using the IASP 2020 instrument, which aims to get complete information regarding the performance of quality assurance for graduates based on Privat Junior High School accreditation in Sleman Regency using the IASP 2020 instrument [IASP 2020 Elementary and secondary education unit accreditation instruments].

The data collection procedure that we carried out was through several stages, namely 1) at the beginning of the data collection process, we obtained permission from UAD Yogyakarta, 2) after receiving permission, we went to several schools that had been selected, 3) we got ten people who were willing to participate in the data collection process. In our research, 4) we conducted individual and in-depth interviews using an interview guide, and 5) we spontaneously developed the following questions during the interview. We interviewed participants for 30-60 minutes. Participants in this study were selected using a purposive sampling technique (Lewis-Beck et al., 2012). Participants in this study can be seen in Table 1:

Table 1. Participant

Participant	Number of people
Headmasters	4
vice principals for curriculum affairs	2
deputy principals for student affairs	2
vice principals for facilities and infrastructure/treasurer	2
data school system operators	2
Teachers	4
Students	4
Parents	4
Total	24

The qualitative research design developed is the first stage, namely the description stage or orientation stage, which contains: (1) we describe what is seen, heard, and felt, (2) we collect data on the information obtained about how the quality assurance process for graduates based on private junior high school accreditation in Sleman Regency. The second stage is the data reduction stage; at this stage, we reduce all the information obtained in the first stage to focus on specific problems. The third stage is the selection stage; at this stage, we describe the focus applied in more detail and then conduct an in-depth analysis of the implementation of quality assurance for graduates based on private junior high school accreditation in Sleman Regency. The research question we posed to the participants was what aspects were developed by private schools in junior high schools in the Sleman district in implementing accreditation-based graduate quality assurance in your school?

We conducted data analysis using thematic analysis, using the help of the atlas.ti application 8. The steps in the data analysis process were as follows: 1) the first stage we did was to copy the interview transcript in the form of a word document and then enter it into the atlas.ti application; 2) the second stage is coding and data reduction; 3) the third stage is to collect codes that have the same meaning into the theme; The next step is to form a concept network to determine the flow of the problem and get what information is at the core of the results of this study to be used as the discussion material.

RESULTS AND DISCUSSION

The results of observations and interviews show that the implementation of graduate quality assurance based on private junior high school accreditation in Sleman Regency begins with establishing graduate quality standards that are adjusted to the items of school accreditation instruments from the School Accreditation Board, which prioritizes three aspects, namely character development of students, development of student competence, and level of satisfaction of stakeholders (stakeholders). To achieve the standards set, principals emphasise improving the quality of the learning process. In more detail, the results of this study can be explained as follows:

The Accreditation Instrument and School Context Items Determine Graduate Quality Standards

The values determined as indicators of the quality of graduates in private junior high schools in Sleman Regency can be seen in Figure 1.
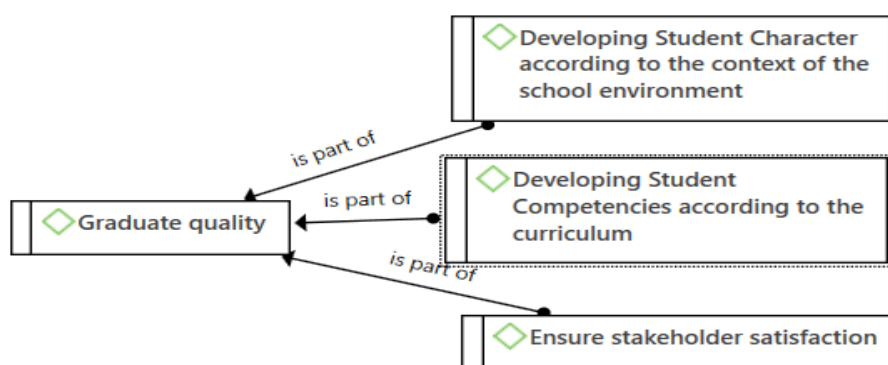

Figure 1. Developing graduate quality standards

Based on Figure 1, we describe aspects related to graduate quality standards that are in the context of the learning environment in junior high schools in the Sleman district as follows:

Developing Student Character in the context of the school environment that is aligned with the demands of the Education Unit Accreditation Instrument 2020 (IASP 2020). Based on the study results, participants stated that the school implemented a quality culture in developing students' character. The character developed in the school is religious. Discipline character, nationalist character, tough character, and student bullying prevention. The data shows that principals

and teachers in private schools have a good understanding of what character values are expected to emerge in students (Grant & Hill, 2020). However, the implementation adjusts to the readiness level of the students (Kaplan, 2022). Determining the type of student character that is developed refers to the IASP 2020 shows an effort to align educational goals between schools and government policies. The alignment between educational goals in schools and the government is a positive educational planning strategy for students (Priyambodo & Hasanah, 2021).

These characteristics are developed through several habituation activities carried out daily by students. This can be seen in the following Figure 2:
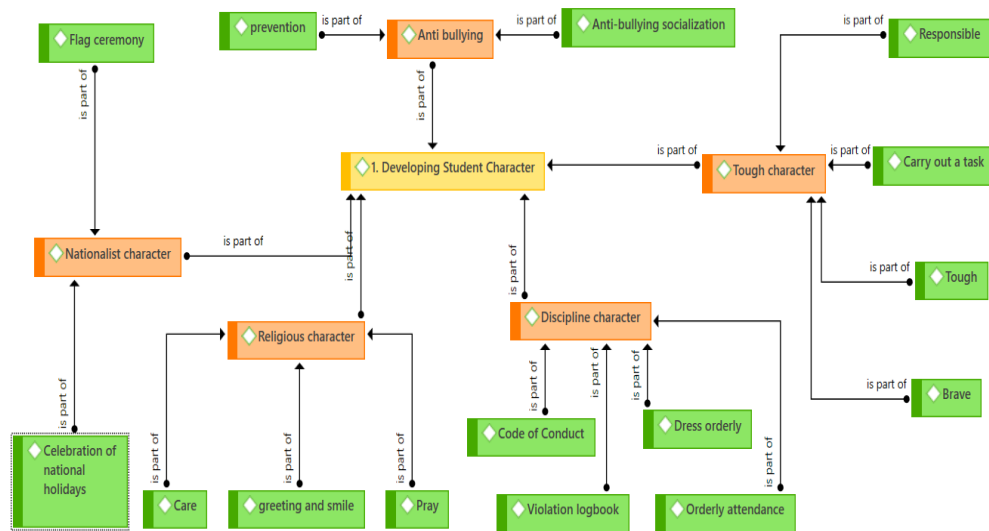
Figure 2. Indicator of student character

Based on Figure 2, the following can be described. Religious character is shown from the 3S culture (Smile, Greet, Greeting), praying before learning begins, reading Iqra or Al Quran and praying in congregation. This follows the participant's statement, "Character development is prioritized with a smile and greeting; if there are guests, the gate is opened. Then from religion, every morning, the children always *mujahadah* in the field reading *Asmaul Husna*. In the morning, before entering the learning class, we gather in the yard, pray, read *Asmaul Husna*, sing the Indonesia Raya anthem, and sing *Maarif until* the class is continued to read short letters first, about ten or several letters while introducing them to make it more fluent (P1, 8).

The same thing was conveyed by participant 6 said, "Our school is basically from a santri school, so like it or not, what is mandatory is that when they graduate, they recite the holy verses of the Quran, that is for sure, then they have the bonus of being an ustad or ustadzah (P6, 499)".

The efforts of private schools in Sleman by implementing character education are an adaptive action to the demands of the 2020 IASP, which also emphasizes the importance of developing student character (Parmajaya, 2020). An adaptive quality assurance pattern carried out in stages can be a good way

for teachers and school principals to carry out their duties properly according to the quality standards set by the government (SNP, 2020).

Discipline character is shown by being present on time, wearing uniforms according to school regulations, and obeying school rules and regulations. This follows the participant's statement, "In terms of attendance, before 7 o'clock, the student council students arrived and arranged their friends in a neat line in the field; we just had to accompany them (P2, 120)".

Participant 4 conveyed the same thing, "At 06.45, we have been ordered to have an apple first, …, clothes must be neat and put in, …, Monday is white and white, Tuesday-Wednesday blue and white, Thursday is school identity or green, Friday is sports and Saturday is Scouts (P4, 306)".

The nationalist character is shown by singing the Indonesia Raya anthem singing the school march. Participants expressed their opinions "In the morning before entering the class, we gather in the courtyard and then the first one prays, reads Asmaul Husna, sings the anthem Indonesia Raya, sings marching maarif" (P1, 12)".

Strong character is shown by students who continue to go to school even though they are entangled in family problems. Students volunteer themselves as year-end performers without being appointed by their teachers. This is in line with the opinion of the participants, namely: the child also said, "I [I am a student here] want my school to not be like this", …, from here I [I am the student council coach] assess that this child still wants to continue his education means what we have conveyed in this school, we give to these children are implemented and absorbed in the hearts of the children themselves, …, means his resilience to overcome problems from outside, he can still maintain and not follow the egoism of his parents (P6, 629).

Bullying Prevention

Bullying prevention is shown by carrying out anti-bullying socialization to students, making anti-bullying posters, and declaring anti-bullying to all school members. Participant statements support this: Thank God there is not, … Yes, we have socialization about bullying; we are collaborating with the women's empowerment and protection department and the Cangkringan health centre. We also talk to these children, you know, examples of bullying. Coincidentally, Mr Dedi, the Osis coach, who happens to be an Indonesian language teacher, conveyed about bullying and asked the children to make posters of bullying. The results were good, and then Mr Dedi was told to present the meaning. What is this picture from? So from the photographs, the children know we are prohibited from doing this, sir. (P1, 154).

The same thing was conveyed by participant 6, namely: In the early days, there was often bullying here, even in the story I told earlier there was bullying. Verbally the child has been bullied. Moreover, I told the other children they should not make fun of them; if you continue like that and their parents do not accept you, you can be punished. From there, the bullying decreased. Thank God there has been no bullying. Sometimes we hear verbal bullying a little but immediately deal with it; yes, we conveyed the socialization about bullying

through PAI and Civics subjects, I told my friends when preparing the curriculum here (P6, 642).

All the principles applied in ensuring the quality of graduates in private junior high schools in Sleman refer to the values of the quality components of graduates from the IASP 2020, which are adapted to the context of the school environment, indicating that they apply adaptive principles. An adaptive attitude has proven effective in producing various solutions to every problem faced in the school (Price et al., 2018).

Private junior high schools in Sleman Regency have fulfilled the demands according to IASP 2020, namely developing the character of students consisting of religious, disciplined characters, nationalist characters, and tough characters students and preventing bullying of students through habituation activities carried out in schools. This habituation activity is one of the quality cultures carried out by schools to improve the quality of graduates. This follows Marini et al. (2018) that character education in a cultural context will encourage and enhance students' character. The availability of places of worship, worship facilities and infrastructure, school rules, and school marching songs will promote the nature of students.

Developing Student Competencies Based On A Curriculum Aligned with The Education Unit Accreditation Instrument 2020 (IASP 2020) Demands

Based on the study results, participants stated that the school developed students' competence through 4 aspects of skills: communication, collaboration, critical thinking, and creativity and innovation. This can be seen in the following image:
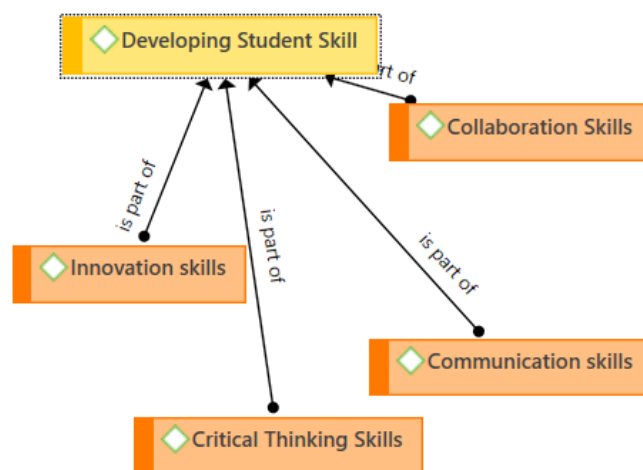

Figure 3. Student skill

Based on the Figure 3, private junior high schools in Sleman develop the quality of graduates, emphasizing 21st-century skills, namely communication, collaboration, critical thinking, and innovation (Fitriyah, 2019). A detailed explanation as follows:

Communication Skills

Students' communication skills can be seen from the activeness of students in the learning process and the ability of students to present their work. This is by what the participants stated, "For example, in class, why is it obvious that he is good at speaking, how come he is good at this, then he is asked and searched for and dug up, ooo, this is his interest here, his interest is there" (P1, 74).

The same thing was conveyed by participant 3 said, "Oral communication is using the teacher to convey questions/wishes verbally; how do the children respond like that? Keep your distance from those who write, for example, hand washing instructions. Between written and oral communication, the easiest to digest is oral communication because sometimes children read just reading (P3, 262).

Collaboration Skills

Students' collaboration skills are seen by the way students work together in a group to complete project assignments. Participants expressed their opinions regarding this matter: "There is cooperation with friends; for example, when they cannot do math problems, sometimes they make video content together with friends" (P5, 442).

Participant 6 expressed his opinion "Collaborative skills in learning in Indonesian, the collaboration process or collaboration is more flexible. Because what in the Indonesian language lesson is a lot about the material of descriptive text, explanation, exposition, that is how they tell only how the structure in the text tells the story" (P6, 681).

Critical Thinking Skills

Critical thinking skills are manifested by the ability of students to solve HOTS (High order thinking skill) questions and students' digital literacy/literacy abilities. This is following the participant's said, "I will be honest, it is tough to think critically because children tend to be guided, it is just that sometimes it is not in their intelligence to create something, but they think critically, "My friend is like this, you know, let me my friend is not like this how?" (P3, 276).

Participant 6 expressed his opinion "If I give this HOTS question, this has just finished the exam. Some teachers make multiple-choice questions only, but I asked the principal of a special school to give me a description. They have to develop their own sentence patterns when it comes to descriptions. In Indonesian, I am more concerned with HOTS questions. However, the PIZA questions that we will give in 2024 have appeared now; I have not given them yet because the kids saw that they were already confused, so I needed a tryout for myself for the kids. Sorry, it is different from students in the city; it is easier to find literature through cell phones. It is the same" (P6, 689).

Creativity and Innovation Skills

Creativity and innovation skills are shown by students making a product that has a selling value, such as making tablecloths, puppets, tapes, and so on. As following the participant's statement, "If that is the case, we give it in the form of assignments, namely interviews with neighbours about the material I convey,

and there is evidence in the record of recordings; sometimes in my folder, I ask if there are any rules at student's home? If, before the pandemic, I asked the children to go to the traffic light to observe whether there was a violation, what kind of violation would it be? Then the next day, they told the results they got" (P3, 281).

Participant 4 said the following: "There was, for example, when I made a poster and presented it, yesterday I was researching what newspapers were presented in the newspaper" (P4, 368). The school management also develops Students' skills, namely the competence to communicate, collaborate, think critically and innovate, which is one of the demands in the IASP 2020. Private junior high schools in Sleman Regency have shown that they have met the demands of the IASP by developing student competencies, including the ability to communicate, collaborate, think critically and innovate, which is shown in the learning process in which students can present their work, work on HOTS questions, and create content or videos. In addition, developing student competencies also depends on the learning model used by the teacher, namely the project-based learning model (Dogara et al., 2020). This is by Kembara et al. (2019) that students must hone skills and improve learning to overcome global challenges, such as the ability to communicate effectively, the ability to collaborate, the ability to think critically, and the ability to innovate (I Putu Suardipa, 2020; Mia Hocenski, Ljerka Sedlan König, 2018). Therefore, innovations in learning methods and models must continue to be developed. In this case, it is necessary to develop a learning model that can accommodate these 4C abilities, one of which is project-based learning. The principal focuses on achieving stakeholder satisfaction in the graduate quality assurance process. This shows that there is awareness from the principle that the primary users of the quality of graduates are pre-stakeholders so that stakeholders can be the basis for seeing the quality of graduates. Private schools in Sleman have proven their efforts to develop quality standards for graduates that align with the school environment's context. This shows that the principle of quality assurance carried out by the principals of private schools in the Sleman district is to contextualize various things so that they are more easily understood and implemented by all parties involved. Contextual principles implemented by the participants are managerial principles that make it easier for people in the organizational environment to enforce new policies (Beuermann et al., 2018)

Ensure Stakeholder Satisfaction

Based on the research results, schools' efforts to ensure stakeholder satisfaction (parents/committees, schools/madrasas that accept graduates) are carried out by continually improving the quality of graduates by the expectations of stakeholders on graduate attitudes, knowledge, and graduate skills.

Graduate Attitude

The attitude of graduates with character manifests stakeholder satisfaction with the attitude of graduates. In this case, the attitude of graduates is shown by the habit of students being good inside or outside the school environment. This is by the participant's statement, "The response from the community was good

because indeed the children interacting with them were also good and were also given direction that this is your environment, your environment is not only in school but outside school it is also your responsibility "do not be nosy" because children when sitting shout, what is the matter if you meet a neighbour, the school greets you. We pray the congregation rides in the mosque; I order the children to keep it clean" (P3, 193).

P7's statement also has the same meaning as the other previous participants "I see from day to day, my son used to go to school next door, his son was polite. When I picked up the teacher, I saw that the teacher was good. If it was a semester, there was something wrong with communicating with the student's guardian. Then I looked for information from other parents, and why Haqi wanted to be there too, that is why I put it in Sunan Kalijogo Junior High School" (P7, 819).

Graduate Knowledge

Stakeholder satisfaction with graduates' knowledge is shown from the results of student achievement in the school. This is in line with the participant's statement: "Hahaha, yes, that is what it is called a suburban school, it is difficult, we just follow it (P1, 78)". Participant 2 stated, "The knowledge of the graduates that I am myself, yes, ma'am, I identified from friends from my parents when we held a committee meeting or something, they were not high or low, so they were in the middle. So they do not question the graduates from here. The name of the school that was shown was good at that time. Even though some are not good, they still understand that it is okay to explore themselves as people who fail. They can find out from the level of parents or see the quality of their graduates who have also judged that he is not above and not below. Middle school is for schools on the outskirts like this (P2, 776).

Graduate Skills

Stakeholder satisfaction with graduate skills is shown from non-academic achievements such as sports competition achievements, arts, student work, etc. This is by the participant's statement, "If our high school asks and provides data, this is the case for these winning children, this, this or for example, he was intelligently given his report card and given an award, he asked for it, for example in a non-academic form. Usually, a certificate is given, photo evidence, and a report that this child champion this and this. Moreover, coincidentally, if it is non-academic, right at the NU porsema, we are together, and the place is the same; that is our alums, you know. Usually, if it is active here, it is also active" (P3, 203).

The same thing was conveyed by participant 6 "In terms of skills, even from the level of skills, if we compare them, the skills are better, they are satisfied with their skills, besides their academic skills they are not capable, but they have other skills. Namely, they can weld, and they can do their own business. We also need to find out how they can be like this. They are creative (P6, 785).

The results of the study show that to become a successful school in building quality components of good graduates to prepare for school accreditation, leaders at private schools in Sleman carry out this by collaborating

with parents and the surrounding environment. The result of the study strengthens previous research that collaboration is an intelligent managerial action that is very useful in ensuring the achievement of organizational goals (Mills et al., 2021).

Assurance of the quality components of the accreditation-based learning process at Private Junior High Schools in Sleman conducts the quality assurance of the learning process to guarantee the quality of accreditation-based graduates. In this case, private schools in the Sleman district prioritize three aspects: the quality of learning inside and outside the classroom, the classroom's learning climate, and the use of facilities and infrastructure in the learning process. This can be seen in Figure 4.
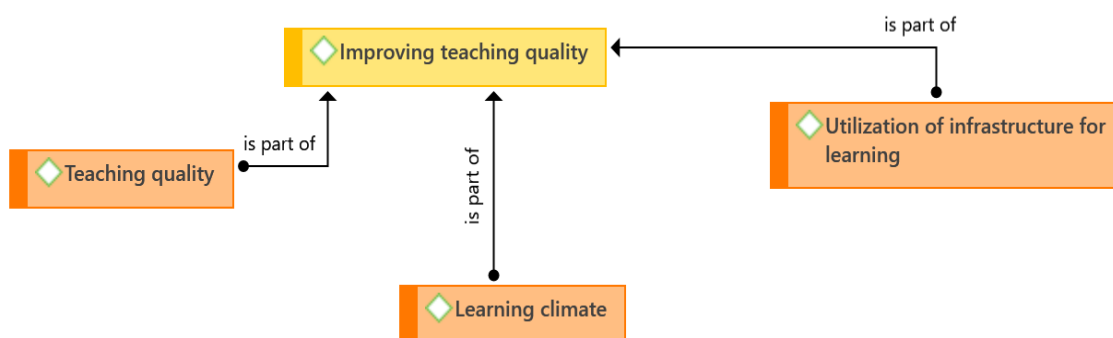
Figure 4. Quality, Climate and Learning Facilities in the Classroom

The graduate quality assurance process carried out by private schools in Sleman emphasizes the quality assurance process, which emphasizes improving the learning process. Students are directed to master competencies by the demands of IASP 2020 through learning settings carried out by teachers. This shows that private schools in Sleman know that education is a long process that needs to be carried out in a planned and measurable manner. Previous research shows that the learning process is one of the virtual spaces for achieving educational goals in schools (Ryan, 2011; Tran et al., 2020).

CONCLUSION

The implementation of quality assurance for graduates based on private Junior Highs School accreditation in Sleman Regency shows that it has fulfilled the demands of the 2020 Education Unit Accreditation Instrument (IASP) by implementing a quality culture that is carried out continuously, and schools are adaptive to policies issued by the government, namely accreditation. The policies issued are contextual and implemented collaboratively. The principles implemented by school principals, teachers, and education stakeholders in private schools in the Sleman district can be an alternative model of accreditation-based graduate quality assurance in other areas with the same educational and environmental context. The research only discusses the quality assurance process for graduates, while the quality assurance process for teachers and school management has yet to be carried out. Research on quality assurance processes on aspects of teachers, learning processes, and school management is needed.

ACKNOWLEDGEMENTS

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