



THE INFLUENCE OF SUPERIOR ACCREDITATION IMPROVEMENT MANAGEMENT ON THE IMPROVEMENT OF ISLAMIC SCHOOL INSTITUTIONS

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Abstract:

This research aims to examine the influence of superior accreditation management on improving Islamic school institutions in Indonesia. Through a systematic literature review (SLR) approach to 40 relevant scientific sources published in 2021-2024, this research analyzes how the implementation of structured accreditation management contributes to improving the quality of governance, human resource competence, learning quality and institutional competitiveness. The results of the study prove that comprehensive accreditation management, including strategic planning, organizing human resources, visionary leadership, continuous quality control, and digitalization of governance significantly encourages overall improvement of Islamic School institutions. The quality culture formed through the accreditation process is the foundation for sustainable institutional transformation. The implications of this research point to the need to integrate accreditation management as the main strategy for developing the capacity of Islamic education institutions in the competitive era.

Keywords: *Superior Accreditation; Islamic Education Management; Islamic School Institutions; quality assurance; increasing institutional capacity*

INTRODUCTION

Islamic schools in Indonesia are currently at the crossroads between increasingly high quality demands and increasingly fierce competition in educational institutions. As an institution that not only carries out the mission of academic education, but also the formation of Islamic character and values, Islamic schools are required to demonstrate quality standards that can be verified objectively through the national accreditation system. Superior accreditation, the highest ranking in the system of the Independent Educational Accreditation Institute (LAMDIK) and the National Accreditation Board for Schools/Madrasahs (BAN-S/M), has become a marker of excellence as well as a requirement for institutional competitiveness amidst global competition in Islamic education (Sanjani et al., 2024; Javed & Alenezi, 2023).

The gap between Islamic educational institutions that have succeeded in achieving superior accreditation and those that are still struggling in lower rankings is widening. Research by Diana and Zaini (2023) shows that the service quality of Islamic educational institutions is directly proportional to their competitive advantage, while Hidayat et al. (2022) emphasized that adaptation to external quality standards is the key to the sustainability of Islamic institutions in the digital era. However, studies that specifically examine the management of improving accreditation as a determinant variable for holistic improvement of Islamic school institutions are still very limited in the literature on Islamic education management in Indonesia.

Accreditation improvement management is not just administrative preparation before the visitation. It is a systematic organizational transformation process, including dimensions of strategic planning, human resource management, curriculum development, strengthening quality culture, and the use of information technology (Kooli & Abadli, 2021; Rostini et al., 2022). When implemented comprehensively and sustainably, accreditation management has the potential to be a catalyst for improving all institutional aspects, from the quality of learning output to the image and public trust in the institution (Hussein et al., 2021).

This research aims to fill this gap with the aims of: (1) identifying the components of accreditation management that have the most influence on improving Islamic School institutions; (2) analyze the mechanism of influence of accreditation management on various dimensions of institutional improvement; (3) examine the supporting and inhibiting factors for the implementation of accreditation management in Islamic education institutions; and (4) formulate an optimal accreditation management model for Islamic Schools in Indonesia based on the latest literature synthesis 2021-2024.

RESEARCH METHODS

This research uses a Systematic Literature Review (SLR) approach that follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol. This method was chosen because of its ability to synthesize empirical evidence from various studies in a transparent and rigorous manner, producing conclusions that are more generalizable than ordinary narrative reviews (Wijnia et al., 2024). The research procedure consists of five stages: (1) formulation of research questions using the PICO framework; (2) comprehensive literature search via Google Scholar, Scopus, and SINTA; (3) application of inclusion and exclusion criteria; (4) assessment of methodological quality; and (5) thematic data extraction and synthesis.

The literature search used the keywords 'accreditation management', 'Islamic school', 'madrasah', 'superior accreditation', 'quality management Islamic school', 'accreditation management madrasa', and 'Islamic education quality', as well as a combination of them in Indonesian and English. Inclusion criteria include: articles published in 2021-2024, in Indonesian or English, discussing quality management/accreditation of Islamic education or similar educational institutions, and published in indexed journals. A total of 40 scientific sources met the inclusion criteria and became the analytical corpus for this research. Thematic analysis was carried out inductively-deductively, and the validity of the findings was maintained through source triangulation.

RESULTS AND DISCUSSION

Based on a systematic analysis of 40 literature sources, six main dimensions of the influence of management to increase accreditation on Islamic

School institutions were found. Table 1 presents the components of the LAMDIK/BAN-S/M accreditation standards which are used as a reference for evaluating institutional improvements.

Table 1. LAMDIK/BAN-S/M Accreditation Components and Assessment Weights

No.	Komponen Akreditasi	Bobot (%)	Indikator Utama
1	Visi, Misi, dan Tujuan	10	Relevansi dengan kebutuhan nasional dan global
2	Tata Pamong & Kepemimpinan	15	Akuntabilitas, transparansi, efektivitas manajemen
3	Mahasiswa & Lulusan	20	Kualifikasi input, output, dan outcome pembelajaran
4	Sumber Daya Manusia	20	Kualifikasi dosen/guru, kinerja, dan pengembangan
5	Keuangan & Sarana Prasarana	15	Ketersediaan, keberlanjutan, dan optimalisasi
6	Pendidikan (Kurikulum)	20	Relevansi, implementasi, dan evaluasi kurikulum
7	Penelitian & PKM	–	Produktivitas dan dampak ilmiah

Source: Adapted from LAMDIK (2023) and BAN-S/M (2022)

Strategic Management as the Foundation for Increasing Accreditation

Strategic planning based on gap analysis between the factual condition of the institution and superior accreditation standards is the starting point of the entire improvement management process. Sanjani et al. (2024) in their study of the holistic management of Islamic boarding school-based madrasas found that institutions that had a clear and measurable accreditation roadmap showed a significantly faster rate of quality improvement than institutions that moved incidentally. Kooli and Abadli (2021) strengthen these findings by showing that systematic quality audits significantly increase the effectiveness of human resource management in educational institutions.

The visionary leadership of Islamic school principals plays a central role in moving the entire institutional ecosystem towards superior accreditation standards. Rostini et al. (2022) proves that quality-oriented principal management is strongly correlated with increased teacher performance and learning quality. Gaol (2021) in a systematic literature review on school leadership in Indonesia emphasized that the transformational leadership of school principals is the most determinant variable in the success of institutional quality improvement programs. In the context of Islamic institutions, leadership based on Islamic values that integrates trust, shura and fairness provides strong

moral legitimacy for the institutional transformation process (Ibrahim et al., 2024).

Forming a cross-sector accreditation task force team is an organizing strategy that has proven to be effective. Lipscombe et al. (2021) through a systematic review of school middle leadership shows that the distribution of leadership through middle leaders significantly increases institutional capacity and the effectiveness of implementing quality programs. Fauzan et al. (2024) added that optimizing HR management through digital systems and structured performance monitoring directly contributes to increasing the efficiency of institutional governance.

Table 2. Dimensions of Accreditation Improvement Management and Their Impact on Institutions

Dimensi Manajemen	Strategi Implementasi	Dampak terhadap Lembaga
Perencanaan Strategis	Penyusunan roadmap akreditasi berbasis gap analysis	Arah pengembangan lebih terstruktur dan terukur
Pengorganisasian SDM	Pembentukan tim task force akreditasi lintas bidang	Sinergi antar unit meningkat, beban kerja terdistribusi
Kepemimpinan Visioner	Kepala sekolah sebagai agen perubahan dan fasilitator mutu	Iklim kondusif, motivasi guru meningkat signifikan
Pengendalian Mutu	Audit internal rutin, monitoring borang, evaluasi berkala	Kepatuhan terhadap standar meningkat, temuan berkurang
Pemberdayaan Guru	Pelatihan, workshop, dan sertifikasi kompetensi	Profesionalisme meningkat, pembelajaran terstandarisasi
Digitalisasi Tata Kelola	Sistem informasi manajemen (SIM) dan e-dokumentasi	Efisiensi administrasi, aksesibilitas data lebih tinggi

Sumber: Sintesis dari kajian literatur (2021-2024)

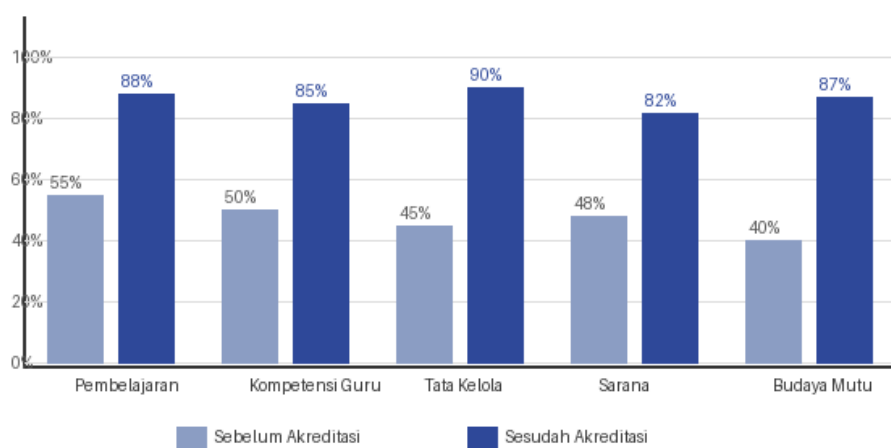
Strengthening the Quality of Human Resources through Accreditation

HR standards in superior accreditation require high academic qualifications of lecturers/teachers, research and service productivity, as well as commitment to continuous professional development (CPD). Merry et al. (2023) in a comprehensive review of CPD systems shows that institutions that develop structured and sustainable CPD experience significant improvements in the quality of educational services. Vuong and Nguyen (2022) strengthen these findings by identifying effective employee performance measurement strategies as key in modern HR management of educational institutions.

In the context of Islamic institutions, human resource development that integrates professional competencies with Islamic values creates a unique synergy that strengthens institutional identity while improving academic standards. Pamuji and Limei (2023) document how systematically developed managerial competencies of madrasah heads have a direct impact on teacher professionalism and performance. Komalasari and Yakubu (2023) added that the implementation of student character formation through standardized Islamic Religious Education according to accreditation demands produces a more comprehensive and competitive graduate profile.

The development of a research culture in Islamic educational institutions is also driven by demands for superior accreditation. Suyadi et al. (2022) found that academic reforms in Indonesian Islamic universities driven by accreditation standards significantly increased the research productivity and scientific impact of the institutions. Hart and Rodgers (2023) show that competitive advantage in higher education institutions is largely determined by the quality of human resources produced through a structured management system, including consistent accreditation management.

Figure 1. Comparison of Quality Indicator Achievement Levels Before and After Implementation of Superior Accreditation Management



Sumber: Adaptasi dari data sintesis kajian literatur (2021-2024)

Curriculum Transformation and Learning Quality

The curriculum standards in superior accreditation encourage Islamic institutions to implement a curriculum based on the Indonesian National Qualifications Framework (KKNI) and measurable Outcome-Based Education (OBE). Supriati et al. (2022) documented the implementation framework for Merdeka Belajar Kampus Merdeka (MBKM) which is in line with the demands of modern accreditation, showing that the flexibility of a standardized curriculum significantly increases student relevance and engagement. Beribe (2023) found that institutions that were responsive to

global challenges through curriculum adjustments showed a better increase in the quality of graduates.

Implementation of innovative learning methods required by superior accreditation standards has been proven to improve the quality of learning processes and outcomes. Trullas et al. (2022) through a comprehensive review proves the effectiveness of Problem-Based Learning (PBL) in improving student competence. Wijnia et al. (2024) through meta-analysis confirmed that the PBL, project-based learning, and case-based learning approaches consistently increase student motivation and competence at various levels of education. These active methods are in harmony with the traditions of deliberation and intellectual discussion that are characteristic of the Islamic scientific tradition.

The learning assessment and feedback system also underwent a significant transformation in the accreditation improvement process. Morris et al. (2021) through a systematic review of formative assessment and feedback in higher education found that a structured assessment system significantly improves learning outcomes and student academic experiences. In the context of Islamic institutions, strengthening an authentic assessment system, integrating cognitive, affective and spiritual dimensions is an added value that differentiates the quality of graduates from Islamic institutions from general institutions (Ibrahim et al., 2024; Komalasari & Yakubu, 2023).

Table 3. Comparison of Conditions of Institutions Before and After Implementation of Superior Accreditation Management

Aspek Lembaga	Sebelum Implementasi		Sesudah Implementasi	
Kualitas Pembelajaran	Kurikulum terstandar, konvensional	tidak metode	Kurikulum berbasis KKNI/OBE, metode inovatif	
Kompetensi Guru	Kualifikasi pengembangan minim	beragam, profesi	Terstandarisasi, CPD rutin, rasio dosen memadai	
Tata Kelola	Manual, tersebar, rendah	dokumen transparansi	Terdigitalisasi, terintegrasi, akuntabel	SIM
Sarana Prasarana	Tidak memadai, perawatan minimal	memadai, minimal	Upgrade pemeliharaan terjadwal	sistematis,
Budaya Mutu	Belum terbentuk, bersifat insidental	bersifat insidental	Internalisasi CQI, semua sivitas berkomitmen pada mutu	
Prestasi Lulusan	Tidak terukur, daya saing rendah	daya saing rendah	Termonitor, meningkat, mudah terserap kerja	daya saing

Sumber: Sintesis dari kajian literatur (2021-2024)

Digitalization of Governance and Increasing Institutional Efficiency

The digital era requires Islamic educational institutions to integrate information technology in their accreditation governance. Hashim et al. (2021)

identified higher education strategies in digital transformation, showing that institutions that successfully integrated technology in their management processes experienced significant increases in operational efficiency. Alshammary and Alhalafawy (2023) through meta-analysis prove the positive impact of digital platforms on improving learning outcomes, which directly supports the fulfillment of superior accreditation indicators.

Implementation of an integrated Management Information System (MIS) enables real-time monitoring of all accreditation indicators, accelerates gap identification, and facilitates data-based decision making. Tsiligiris and Bowyer (2021) emphasize that the ability to utilize industry 4.0 technology is a critical competency for managers of today's educational institutions. Indrawati and Kuncoro (2021) show that increasing competitiveness through education in Indonesia is very dependent on institutional capacity to adopt technology in managing education quality.

In the context of quality assurance for Islamic institutions, digitalization also makes it easier to track and document ongoing compliance with accreditation standards. Hastasari et al. (2022) studied communication patterns in Muhammadiyah Islamic boarding schools and found that the adoption of modern communication technology significantly increased the effectiveness of institutional coordination and information management. For Islamic institutions that have a strong tradition of communal communication, technological integration actually strengthens, rather than replaces, these traditional coordination mechanisms.

Establishment of a Quality Culture as a Long-Term Impact of Accreditation

The most transformative impact of successful accreditation management is the formation of a quality culture that permeates all levels of the institution's organization. Javed and Alenezi (2023) in a case study of continuous quality assurance in higher education show that institutions that successfully internalize quality standards as part of the organizational culture, rather than just external compliance, show more sustainable and consistent quality improvements. Ayaz (2023) asserts that Total Quality Management (TQM) in education, when implemented correctly, produces a cultural transformation that goes far beyond the administrative achievements of accreditation.

Camilleri (2021) in an evaluation of the service quality and performance of higher education institutions shows that a strong quality culture has been proven to be able to maintain quality standards even in unsupportive external conditions, as seen in institutions that have successfully weathered the COVID-19 pandemic crisis without a significant decline in quality. For Islamic institutions, Islamic values such as itqan (perfection in work), trust, and ihsan provide a unique spiritual foundation for the formation of a quality culture, creating intrinsic motivation that is stronger than just external competitive drives (Diana & Zaini, 2023).

Maheshwari et al. (2022) shows that institutions with a strong quality culture produce graduates who are more innovative and have a higher level of leadership. Abo-Khalil (2024) adds a sustainability dimension, showing that the integration of sustainability principles in higher education—which is in line with Islamic values of caliphate and care for the earth—is increasingly becoming an indicator of institutional excellence in modern accreditation assessments.

Supporting and Inhibiting Factors for Accreditation Management in Islamic Schools

The literature synthesis identified a number of factors that support the success of accreditation management in Islamic institutions. First, the principal's strong commitment and vision are the most fundamental prerequisites (Rostini et al., 2022; Gaol, 2021). Second, the availability of adequate financial resources to support human resource development, infrastructure and SIM implementation (Kooli & Abadli, 2021). Third, support from a community of educators who actively participate in the quality improvement process, the traditional strength of Islamic institutions which is rooted in a culture of togetherness and mutual cooperation (Sanjani et al., 2024). Fourth, a strong collaborative network with external institutions opens up access to resources that speed up the improvement process (Diana & Zaini, 2023).

In contrast, frequently encountered inhibiting factors include: limited administrative capacity to systematically document evidence of standards compliance; resistance to change among senior educators; fragmentation between the interests of foundations, managers and madrasa communities; as well as the double workload experienced by teachers when they have to meet the academic and administrative demands of accreditation. Bedoll et al. (2021) show that similar challenges are universal, and the success of accreditation management is highly dependent on the capacity of institutions to manage the transition from compliance-driven to quality-driven.

Solutions that have proven effective in overcoming these barriers include: intensive training of accreditation teams on quality assurance methodologies; development of a user-friendly digital documentation system; formation of a community of practice between Islamic institutions; as well as strengthening motivation based on Islamic values which links efforts to improve quality with religious responsibility for the quality of education for the Muslim generation (Pamuji & Limei, 2023; Qureshi et al., 2022).

Table 4. Main Literature Map: Relevant Key Findings

Penulis (Tahun)	Fokus Kajian	Temuan Relevan
Sanjani et al. (2024)	Manajemen holistik madrasah berbasis pesantren	Manajemen terpadu meningkatkan kompetensi lulusan secara signifikan
Javed & Alenezi (2023)	Penjaminan mutu berkelanjutan di PT	Audit mutu berkala memperkuat sistem akreditasi institusi
Diana & Zaini (2023)	Kualitas layanan sekolah Islam	Service quality berdampak langsung pada keunggulan kompetitif
Hidayat et al. (2022)	Tantangan lembaga Islam era digital	Adaptasi digital kunci keberlanjutan lembaga Islam
Suyadi et al. (2022)	Reformasi akademik PT Islam Indonesia	Reformasi sistematis mendukung akreditasi internasional
Kooli & Abadli (2021)	Audit mutu pendidikan dan SDM	Audit mutu meningkatkan pengelolaan sumber daya manusia

Rostini et al. (2022)	Manajemen kepala sekolah dan kinerja guru	Kepemimpinan kepala sekolah determinan kualitas pembelajaran
Hussein et al. (2021)	Dampak akreditasi pada kualitas layanan	Akreditasi meningkatkan standar layanan dan kepuasan pengguna

Sumber: Sintesis dari kajian literatur sistematis (2021-2024)

CONCLUSION

This research proves that superior accreditation improvement management has a significant, multidimensional and sustainable influence on the improvement of Islamic School institutions in Indonesia. This influence works through six main channels: transformation of strategic leadership and governance, strengthening the quality of human resources, updating the curriculum and learning methodology, digitalizing the management system, establishing an institutional quality culture, and increasing competitiveness and public trust in institutions.

The most significant finding from this study is that the most important impact of successful accreditation management is not just the achievement of a superior accreditation rating itself, but the transformation of the quality culture that is formed during the process. It is this quality culture that ensures continued improvement in the quality of the institution far beyond the moment of accreditation. For Islamic institutions, deeply rooted Islamic values, itqan, amanah, ihsan are invaluable social capital in building an authentic and durable culture of quality.

Based on these findings, Islamic School institutions are recommended to: (1) develop a long-term accreditation roadmap that is integrated with the institution's strategic development plan; (2) building a Continuous Quality Improvement (CQI) system that does not depend on the accreditation cycle; (3) invest seriously in developing human resource capacity as the most important asset; (4) utilizing information technology for efficient governance and monitoring of quality indicators; and (5) integrating Islamic values as the ethical foundation of quality culture that differentiates the superiority of Islamic institutions from general educational institutions

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