

Synergy of Quality Assurance and Adaptive Curriculum in Accelerating Excellence Accreditation

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Abstract:

This study aims to examine how the synergy between the Internal Quality Assurance System (SPMI) and an adaptive curriculum accelerates the achievement of excellence accreditation in schools. Employing a qualitative case study approach, data were collected through in-depth interviews, classroom and institutional observations, and document analysis involving school leaders, teachers, and quality assurance teams. The findings reveal that integrating quality assurance and adaptive curriculum strengthens accreditation readiness by aligning quality standards with instructional planning and practice. Moreover, this synergy fosters a sustainable quality culture characterized by reflective teaching, collaborative evaluation, and continuous improvement. The study also identifies school leadership as a critical mediating factor that optimizes system integration and ensures coherent implementation. The implications of this research suggest that accreditation excellence is best achieved through quality-driven curriculum management supported by strong leadership, rather than through procedural compliance alone. These findings offer both theoretical and practical contributions to educational quality management and accreditation practices.

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INTRODUCTION

Quality education is key to developing competitive human resources in the era of globalization. Recent data show that of the more than 216,000 educational institutions in Indonesia, only about 27% of schools have achieved A (Excellent) accreditation, while the majority (52%) remain at B and about 17% at C; the remainder have not been accredited at all (Lawson et al., 2022; Schaper et al., 2023; Ahmed et al., 2025). This situation illustrates that achieving national education quality standards is not evenly distributed across all levels of education. Variations in quality between



regions are also significant; for example, schools in provinces with better facilities and guidance tend to have higher accreditation rates than those in less developed regions.

These facts highlight a real challenge in the education quality assurance process: the accreditation system, although intended as an instrument for evaluating and improving school quality, has not been a fully effective tool for accelerating consistent improvements in learning quality and educational outcomes. Accreditation is often seen as an administrative requirement rather than a strategic, sustainable quality management process (Tobroni et al., 2024; Siti Romlah et al., 2025).

In response to these challenges, several global and national education policies emphasize the importance of comprehensive and sustainable quality assurance. Quality assurance encompasses the systematic planning, implementation, evaluation, and follow-up of educational quality to ensure compliance with expected standards. Cai et al (2025) The literature shows that quality assurance not only enhances the consistency of educational services but also fosters a culture of continuous improvement and stakeholder involvement. El Msayer et al (2026) This integration has been used in various educational contexts to improve learning processes, staff competencies, and overall institutional performance across countries. Developing an adaptive curriculum, one that adapts to student needs, environmental dynamics, and workplace demands, is also seen as a crucial strategy for increasing the relevance and effectiveness of learning.

However, Broby et al (2026) while numerous studies emphasize the importance of quality assurance and an adaptive curriculum separately, little empirical research has examined how their synergy can accelerate the attainment of superior accreditation in educational institutions. This gap underscores the need for further research to understand the relationship between these two variables in the context of accreditation improvement. Therefore, this study was designed to investigate: (1) how quality assurance and an adaptive curriculum collaborate in school practices; (2) the extent to which this synergy contributes to accelerating the achievement of superior accreditation; and (3) the supporting and inhibiting factors involved. The research questions are: "How can synergy between quality assurance and an adaptive curriculum accelerate the achievement of superior accreditation in schools?" and "What factors moderate this relationship?" The objectives of this study include mapping the synergistic contribution of quality assurance and an adaptive curriculum to the accreditation process and providing strategic recommendations for policymakers and education practitioners.

This study assumes that effective synergy between a quality assurance system and adaptive curriculum implementation will improve schools' readiness for accreditation and accelerate the achievement of superior accreditation status. Based on the theoretical framework of total quality management and curriculum responsiveness theory, this synergy is expected to result in improvements in education quality indicators, such as improved learning processes, stakeholder engagement, and student learning outcomes, all of which are assessment components in accreditation instruments. However, while several case studies demonstrate a positive relationship between school management quality and accreditation outcomes, direct empirical

evidence on the contribution of combining quality assurance with an adaptive curriculum remains limited. It needs to be tested through a systematic research design. Therefore, the anticipated tentative answer is that this synergy encourages the transformation of quality culture and relevant learning practices, which, in turn, accelerates the process towards superior accreditation.

RESEARCH METHOD

The unit of analysis in this study was secondary education institutions that had undergone the accreditation process and implemented an internal quality assurance system and an adaptive curriculum. The research was conducted at several schools purposively selected based on the following criteria: (1) having previously or currently applied for superior accreditation, (2) having documented quality assurance documentation, and (3) having implemented a curriculum that was adaptive to student needs and current educational policies. This study used a qualitative case study design with a descriptive-exploratory approach. This qualitative approach was chosen because it enabled researchers to gain a deeper understanding of the processes, dynamics, and interactions between quality assurance and the adaptive curriculum in the real-life context of the school. The case study was used to explore best practices and synergistic patterns that accelerated the achievement of superior accreditation, yielding a comprehensive contextual understanding.

The sources of information in this study included key and supporting informants directly involved in quality management and curriculum implementation. Key informants included the principal, the vice principal for curriculum, and the head of the internal quality assurance team, as they play strategic roles in planning and decision-making. Supporting informants included teachers, academic administration staff, and members of the school accreditation team who contributed to the implementation and documentation of quality assurance. Informants were selected purposively based on their experience, active involvement, and understanding of the accreditation process. Additionally, institutional documents such as school self-evaluation reports, curriculum documents, and accreditation results were used as additional data sources. This diversity of information sources was intended to provide a comprehensive perspective and enhance the validity of the research findings.

Data collection was conducted through in-depth interviews, observations, and documentation studies. Semi-structured interviews were used to explore informants' perspectives, experiences, and strategies regarding the synergy of quality assurance and adaptive curriculum in supporting superior accreditation. Observations were conducted to directly observe learning practices, quality assurance mechanisms, and the culture of quality developing in the school. Documentation studies included analysis of quality policy documents, curriculum tools, internal quality audit reports, and accreditation instruments. Data and source triangulation techniques were applied to ensure the validity and credibility of the data (S. Ahmed, 2024; Zheng, 2024). The collected data were analyzed thematically through a process of reduction, presentation, and conclusion to identify patterns of synergy relevant to the research objectives.

RESULT AND DISCUSSION

Result

Integration of Internal Quality Assurance System and Adaptive Curriculum Strengthens Accreditation Readiness

Interview results indicate that integrating the Internal Quality Assurance System (SPMI) and the adaptive curriculum is a key strategy for strengthening schools' readiness for superior accreditation. Key informants emphasized that curriculum planning is no longer developed separately from the quality assurance cycle, but rather is based on the results of school self-evaluations, internal quality audits, and recommendations for continuous improvement. The principal stated that each curriculum revision is carried out after an analysis of learning quality outcomes and alignment with accreditation indicators. Teachers also revealed that the adaptive curriculum allows for adjustments to learning strategies based on quality feedback, ensuring that curriculum documents, lesson plans, and classroom practices align with accreditation assessment standards. These initial findings indicate that the integration of the SPMI and the adaptive curriculum is not merely administrative but serves as a substantive mechanism in building accreditation readiness.

Table : 1 Interview Findings on the Integration of Internal Quality Assurance and Adaptive Curriculum

Informant Role	Interview Statement (Excerpt)	Indicator of Integration	Implication for Accreditation Readiness
Principal	"Curriculum revisions are always based on the school quality report and internal evaluation results."	Alignment of quality assurance and curriculum planning	Curriculum development is evidence-based and aligned with accreditation standards
Vice Principal for Curriculum	"The internal quality evaluation determines which competencies and learning strategies need adjustment."	Quality-driven curriculum decision-making	Learning programs are systematically improved in line with quality indicators
Teacher	"After internal evaluations, we adjust teaching methods and learning activities to improve outcomes."	Adaptive instructional practices	Classroom practices reflect continuous quality improvement
Quality Assurance Team Leader	"The PPEPP cycle guides both curriculum review and accreditation document preparation."	Integration of PPEPP cycle and curriculum management	Accreditation documents are coherent, systematic, and verifiable
Accreditation Team Member	"All accreditation evidence is prepared based on internal quality assurance results."	Systematic accreditation readiness	Accreditation readiness is continuous, not procedural or incidental

This table illustrates the thematic linkage between interview statements, indicators of integration between internal quality assurance and adaptive curriculum, and their implications for accreditation readiness. The findings demonstrate a consistent pattern in which quality evaluation outcomes inform curriculum planning, instructional practices, and systematic preparation for excellence accreditation.

Based on the interview results and data visualization, it can be reaffirmed that integrating the internal quality assurance system with the adaptive curriculum significantly strengthens schools' readiness for accreditation. The findings indicate that when the SPMI serves as the foundation for curriculum decision-making, schools can establish alignment among quality standards, learning processes, and accreditation documents. This integration creates consistency between what is planned, implemented, evaluated, and reported in the accreditation process. Thus, accreditation readiness is reflected not only in administrative completeness but also in the quality of ongoing educational practices. This restatement confirms that this synergy is a strategic factor in accelerating the achievement of superior accreditation on a sustainable basis.

The interpretation of these findings indicates that integrating SPMI and the adaptive curriculum reflects the application of quality-driven curriculum management principles. A meta-analysis of the literature aligns with studies confirming that integrating quality evaluation systems into curriculum development significantly influences accreditation effectiveness. This integration enables schools to translate abstract quality standards into concrete, relevant, and measurable learning practices. Furthermore, the adaptive curriculum serves as a responsive instrument for quality assurance outcomes, thereby encouraging continuous improvement. Conceptually, these findings strengthen the argument that readiness for superior accreditation is not the result of fleeting compliance but rather of a quality system internalized in the curriculum and daily educational practices.

Evidence of Synergy between Quality Assurance and Adaptive Curriculum in Fostering a Sustainable Quality Culture

Observational findings indicate that the synergy between quality assurance mechanisms and adaptive curriculum implementation is crucial for cultivating a sustainable quality culture in schools. During classroom observations and school-level quality meetings, researchers identified consistent practices of reflective teaching, collaborative evaluation, and data-informed decision-making. Teachers routinely reviewed learning outcomes and adjusted instructional strategies based on internal quality monitoring results. At the organizational level, quality assurance activities were embedded into daily academic routines rather than treated as periodic compliance exercises. These practices reflect two core observed behaviors (BO): continuous reflective practice and collective responsibility for quality improvement. The adaptive curriculum functioned as a flexible framework that enabled teachers to respond to quality feedback without disrupting instructional coherence. This synergy indicates that quality assurance and curriculum adaptation mutually reinforce one another, shaping a school culture oriented toward continuous improvement rather than short-term accreditation preparation.

Table : 2 Interview Findings on the Integration of Internal Quality Assurance and Adaptive Curriculum

Observed Activity	Description of Observation	Conceptual Indicator (BO)	Contribution to Quality Culture
Classroom instruction	Teachers adjusted learning strategies based on internal evaluation feedback	Reflective instructional practice (BO1)	Promotes continuous pedagogical improvement
Teacher meetings	Regular discussions of quality data and learning outcomes	Collaborative quality reflection (BO2)	Strengthens shared responsibility for quality
Curriculum review sessions	Curriculum revisions aligned with quality assurance findings	Adaptive curriculum responsiveness	Ensures relevance and consistency of learning
School routines	Quality assurance integrated into daily academic activities	Institutionalized quality culture	Sustains long-term quality improvement

The observational data reaffirm that the synergy between quality assurance and adaptive curriculum is a foundational driver of sustainable quality culture in schools. Rather than functioning independently, both elements operate in an interconnected manner, reinforcing continuous reflection, collaboration, and improvement. Teachers and school leaders consistently demonstrated behaviors aligned with quality-oriented values, such as openness to feedback and willingness to adapt instructional practices. These findings restate that a sustainable quality culture emerges when quality assurance processes inform curriculum decisions and when curriculum flexibility enables meaningful responses to evaluation results. Consequently, quality culture is not merely an abstract organizational value but a lived practice embedded in everyday teaching and management routines. This restatement underscores that sustained excellence in accreditation is deeply rooted in the internalization of quality principles across all levels of the school.

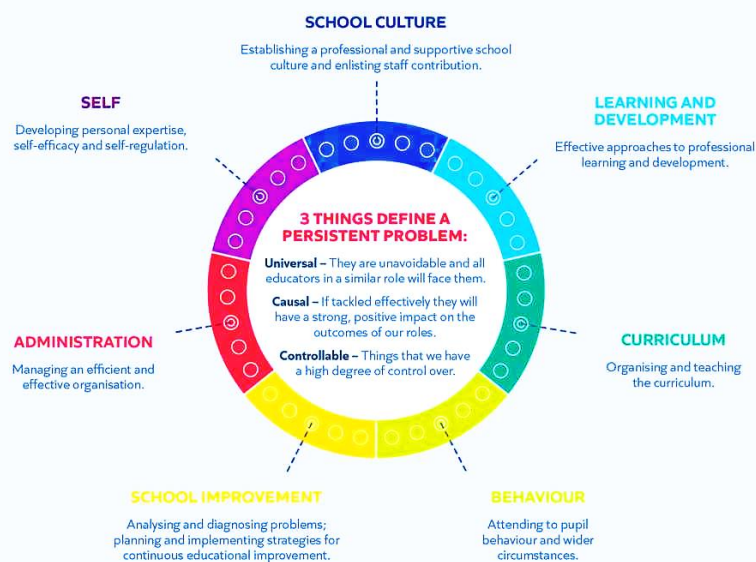
From a meta-analytical perspective, these findings align with the existing literature, which emphasizes that sustainable quality culture arises from the integration of evaluative systems and adaptive instructional frameworks. The observed synergy reflects principles of continuous quality improvement and organizational learning, where feedback loops are actively translated into pedagogical and managerial actions. Conceptually, the two observed behaviors (reflective practice and collaborative responsibility) correspond with established models of quality culture development in educational institutions. The adaptive curriculum serves as an operational bridge, transforming quality assurance data into actionable teaching innovations. This interpretation supports the argument that excellence accreditation is not solely achieved through technical compliance but through the maturation of a quality culture sustained by aligned systems and practices. Thus, the study contributes empirical support to theoretical claims that quality assurance and curriculum adaptability jointly foster enduring educational excellence.

Evidence of School Leadership in Optimizing the Synergy of Quality Assurance and Adaptive Curriculum toward Excellence Accreditation

Findings from interviews and document analysis indicate that school leadership

plays a pivotal role in optimizing the synergy between quality assurance and adaptive curriculum implementation. School leaders act as strategic integrators, translating quality standards into operational curriculum practices. Principals with strong, quality-oriented leadership were observed actively coordinating internal quality assurance cycles, curriculum review processes, and accreditation preparation. Leadership decisions were consistently based on high-quality data, institutional evaluations, and teacher feedback. Two dominant leadership behaviors (BO-2) emerged: strategic quality alignment and participatory instructional leadership. These behaviors enabled coherent policy execution, cross-unit collaboration, and shared ownership of quality goals. In schools where leadership was proactive and visionary, the synergy between quality assurance and curriculum adaptation functioned systematically, accelerating readiness for excellence accreditation. Conversely, weaker leadership resulted in fragmented implementation and slower progress toward accreditation goals.

Figure : 1 The Role of Leadership as A Mediator



Restating the findings, school leadership emerges as the central mechanism that enables effective synergy between quality assurance systems and adaptive curriculum practices. Leadership functions as the connecting node that aligns quality evaluation outcomes with instructional and curricular decision-making. When leaders actively engage in quality governance, curriculum adaptation becomes purposeful and accreditation preparation systematic. This restatement emphasizes that leadership effectiveness determines whether quality assurance and curriculum adaptation operate in isolation or as a unified strategy. Schools with strong leadership demonstrated accelerated accreditation readiness, not because of superior resources, but because of coherent direction, coordination, and a commitment to a quality culture. Thus, leadership is reaffirmed as a decisive factor in transforming quality systems into tangible accreditation outcomes.

Interpreted through a meta-analytical lens, these findings reinforce leadership theories that position school leaders as agents of organizational learning and quality transformation. The observed leadership behaviors align with models of instructional

and transformational leadership, where decision-making is grounded in evidence and shared responsibility. Leadership mediates the relationship between quality assurance and adaptive curriculum by ensuring alignment, consistency, and sustainability. From an accreditation perspective, this interpretation suggests that excellence is achieved not merely through compliance but through leadership-driven coherence of systems and practices. The study contributes theoretically by positioning leadership as a catalytic variable that accelerates accreditation outcomes through synergistic system integration. Consequently, leadership effectiveness should be considered a strategic priority in institutional efforts to achieve and sustain excellence accreditation.

DISCUSSION

The first finding raises an important so-what question regarding the implications of integrating the Internal Quality Assurance System (SPMI) with an adaptive curriculum for accreditation readiness (Carlon et al., 2022; Wolthaus et al., 2024). The implication is that accreditation excellence is not merely achieved through procedural compliance but through systemic alignment between quality evaluation and instructional planning. When curriculum decisions are grounded in quality assurance data, schools can ensure coherence among standards, learning implementation, and accreditation evidence, thereby reducing inconsistencies often identified during external evaluations (Vanderpool et al., 2025; Najiburrahman et al., 2025; Zohaib Hassan Sain Samsul Huda, Umar Manshur, Muhammad Lawal Habibu, 2025). The why question can be explained by the fact that SPMI provides a structured feedback loop that informs curriculum relevance, effectiveness, and accountability.

This correlation suggests that quality assurance functions as a regulatory mechanism, while the adaptive curriculum acts as an operational response that translates abstract standards into concrete learning practices. Consequently, the integration strengthens institutional capacity to meet accreditation criteria sustainably rather than through short-term documentation strategies (Andari et al., 2025; Fernando & Ballera, 2025). The second finding addresses the so-what question by demonstrating that the synergy between quality assurance and an adaptive curriculum has broader implications beyond accreditation outcomes, namely the development of a sustainable quality culture within schools. This implies that accreditation excellence is more likely to be sustained when quality-oriented behaviors such as reflective practice and collaborative responsibility are embedded in daily routines (Shi et al., 2025; Tohani et al., 2025). The why lies in the reciprocal relationship between quality assurance processes and curriculum flexibility.

Quality assurance provides continuous feedback, while an adaptive curriculum enables teachers and school leaders to respond meaningfully to it without disrupting instructional coherence. This correlation fosters organizational learning, where improvement becomes a shared and ongoing commitment rather than an episodic effort tied to accreditation cycles (Carstensen et al., 2025; Nguyen et al., 2025; Taha et al., 2026). As a result, schools shift from a compliance-driven to a learning-oriented culture, which is essential for maintaining long-term educational quality and institutional credibility. The third finding highlights a critical so-what implication:

effective school leadership is a decisive factor in transforming quality assurance and curriculum adaptation into a coherent strategy for achieving excellence accreditation (Dingankar et al., 2025; Jesudas et al., 2025).

This implies that even well-designed systems may fail to produce optimal outcomes without leadership capable of aligning vision, structures, and practices. The why can be understood through leadership's mediating role in coordinating data-driven decision-making, fostering collaboration, and sustaining commitment to quality goals. Leadership influences how quality assurance findings are interpreted and whether they are translated into meaningful curriculum innovations (Siddaraddi & Tengli, 2024; Oberer & Erkollar, 2025; Sidqi & Onia, 2025). The observed correlation suggests that leadership acts as a catalyst, accelerating synergy by ensuring consistency, accountability, and shared ownership across school units. Therefore, accreditation excellence emerges not solely from technical systems but from leadership-driven integration that aligns institutional culture, instructional practices, and quality governance into a unified framework.

CONCLUSION

This study provides important insights into how integrating the Internal Quality Assurance System (SPMI) and an adaptive curriculum accelerates the achievement of excellence accreditation. The key lesson (hikmah penelitian) derived from this research is that accreditation quality is most effectively achieved when quality assurance functions as a living system that continuously informs curriculum design, instructional practices, and institutional decision-making. The findings conclude that (1) systematic integration of quality assurance and adaptive curriculum strengthens accreditation readiness, (2) their synergy fosters a sustainable quality culture within schools, and (3) school leadership serves as a catalytic force that aligns systems, practices, and stakeholders toward shared quality goals. The study contributes theoretically by positioning leadership as a mediating variable in quality-curriculum synergy, and practically by offering an integrative framework that schools can adopt to move beyond compliance-driven accreditation toward sustainable excellence. Overall, the research enriches the discourse on quality-driven curriculum management and the effectiveness of accreditation in educational institutions.

Despite its contributions, this study has several limitations that should be acknowledged. First, the research employed a qualitative case study approach within a limited number of schools, which may restrict the generalizability of the findings to broader educational contexts. Second, the data relied primarily on interviews, observations, and document analysis, which, although rich in depth, may be subject to interpretive bias. Third, the study focused on institutional processes rather than directly measuring student learning outcomes resulting from the observed quality-curriculum synergy. Future research is recommended to adopt mixed-method or quantitative designs to test the strength of relationships among quality assurance, curriculum adaptability, leadership, and accreditation outcomes across diverse educational settings. Longitudinal studies are also suggested to examine the sustainability of quality culture over time. Additionally, future research may explore how digital quality

assurance systems and data analytics further enhance adaptive curriculum development and accreditation performance.

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