

Implementation of Accreditation Policy and Quality of Public Primary School Education Service in South-Sulawesi

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Abstract. School accreditation is the process of a comprehensive assessment of the feasibility programs and educational units, which be realized in a certification issued by an independent and professional institution. Implementation of accreditation using a comprehensive accreditation instrument was developed based on the standard that refers to the National Education Standards (NES). The purpose of this study was to understand how the reality of the implementation of coaching accreditation, schools accreditation and the quality of primary school education services in District / City of South Sulawesi. This research used a qualitative approach. Design of this research is phenomenology; data collection is done by using in-depth interviews, observation, and documentation. To obtain valid research results, researchers used three criteria, the level of credibility, transferability, and confirmability. Accreditation assessment refers to the minimum service standards that have been set those are standard facilities and infrastructure, educators and educational standards, curriculum, educational assessment, quality assurance of education and school management. From some of the assessment indicators, standard facilities and infrastructure is one indicator that is considered to inhibit schools in getting the maximum accreditation assessment.

Keywords: Coaching Accreditation, Quality of Education Services

BACKGROUND

Law Number 20 in year 2003 on National Education System, mandated that in an effort to improve the quality of national education gradually, planned and measured, the government doing school accreditation. In Article 60 on Accreditation stated that, paragraph (1) accreditation is conducted to determine the feasibility of programs and educational unit on formal and informal education at all levels and types of education; and (2) the accreditation of programs and education units carried out by an independent institution authorized as a form of public accountability.

Considering the importance of accreditation in enhancing the quality of education, the government through the Minister of Education and Culture Regulation No. 59 of 2012 forming the National Accreditation Board. In Article 1, paragraph (2) states that, the National Accreditation Board of School/Madrasah hereinafter called BAN-S/M is an independent evaluation board that establishes the feasibility of programs and educational unit of primary and secondary education levels formal which refers to SNP. Therefore, based on Regulation Minister of Education and Culture No. 1 Year 2012 on Organizational Structure and Administration of the Ministry of Education and Culture, Article 234 of the Main Duties and Functions of the Directorate of primary school among others stated that the Directorate of primary schools have a duty and function to conduct coaching accreditation of primary school and coaching equivalency education for A package. Coaching accreditation of primary schools conducted by the Directorate of elementary schools have a positive impact on the school. To learn more about this study, then we proposed this research to examine more scientifically the extent of the impact of coaching accreditation and accreditation of primary schools in providing a better education services and quality in South Sulawesi.

School Accreditation

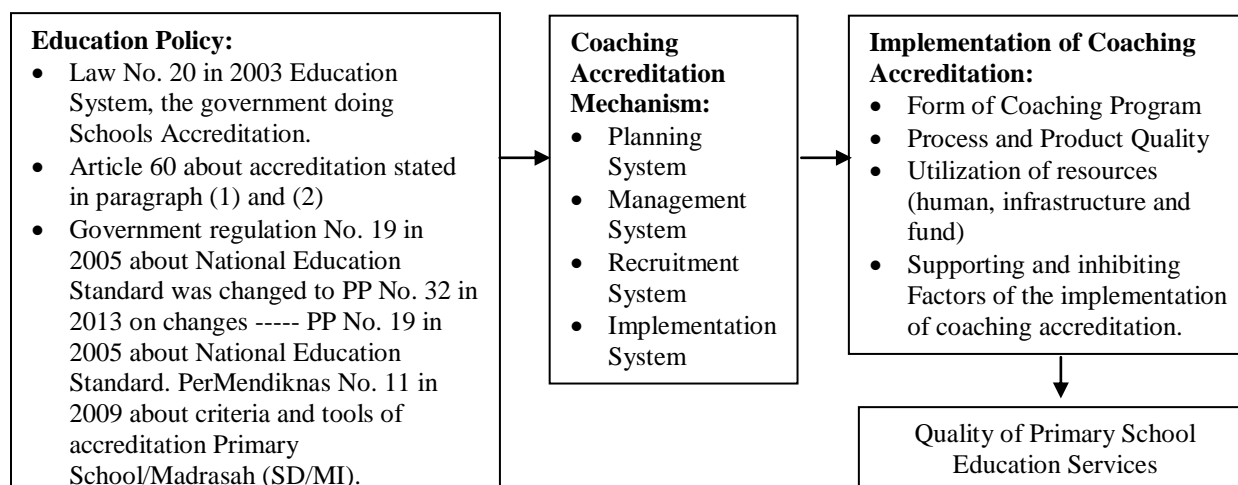
School accreditation is the school assessment activities in a systematic and comprehensive through self-evaluation and external evaluation (visitation) to determine the feasibility and performance of the school. Accreditation is a process of comprehensive assessment of the feasibility and performance of the educational unit performed as a form of public accountability. The accreditation process in the educational unit evaluating the vision, mission, and objectives, also the efforts to achieve it based on the overall condition of the educational unit as a learning institution. Accreditation also is a device self-regulation (self-regulation) in order to know the educational unit's strengths and weaknesses. (Accreditation guide, 2014)

Education units can also make continuous efforts to improve and enhance their strengths and weaknesses. Assessment results in the form of a formal certification of education units condition that have been fulfill the National Standards of Education (NSE) can also be done through accreditation. Accreditation within the meaning can be interpreted as an assessment process and the development of school quality in a continuously. Accreditation within the meaning of the results declared recognition that the educational unit has met eligibility standards of education that have been determined.

Quality of Primary Education Services

The quality of primary school education services can be seen in the fulfillment of Eight (8) National Education Standards, and formulated in the National Education Standards and Minimum Service Standards. SNP aspired as a minimum level of educational services. SNP contains provisions on the input, process and outputs are much better than current conditions. Implementation of the National Education Standards (SNP), will require enormous resources, the capacity of human resources and institutional capacity are very high for the implementation of the necessary strategy and phasing in implementation. SPM can be used as an instrument to control the implementation of the SNP gradually and programmed then the instrument's performance management needs to be done. To fulfill the quality of primary school education service it must exceed the minimum service standards (SPM) developed by focusing on services at the regional government/the ministry of religious affairs and school/madrasah, starting with developing SPM school level, then formulate their implications in the form of "SPM levels of regional government/the ministry of religious affairs which is containing the responsibility of regional governments/the ministry of religious affairs to support the implementation of SPM at the school level. SPM school level contains indicators that are part of the overall indicator of SNP which has the greatest leverage for improving the quality. SPM prepared with a composition that reflects the input and process improvement in a balanced way by taking into the fiscal capacity of governments. SPM regional Government /the ministry of religious affairs availability, qualifications, and competence of teachers and principals; The availability, qualifications, competence of Supervisors, and the frequency of supervision; Availability Infrastructures Education. Minimum service standards at primary school level with refers to (1) Content Learning, (2) Learning Process, (3) Educational Assessment, (4) Graduates.

RESEARCH DESIGN AND PROCEDURES



Research Result

Accreditation of schools/madrasah is a process of comprehensive assessment of the feasibility of an educational unit or program, the results are manifested in the form of a certificate of recognition and ranking worthiness issued by an independent and professional institution. An institution that has full authority to conduct school accreditation is an accreditation board of the school/madrasah which is a non-departmental institution under the auspices of the Ministry of National Education. At the provincial level, school/madrasah accreditation institution is under the auspices of the Provincial Education Department.

Public Primary schools in South Sulawesi is the location of the research on school accreditation amounted to 2.737 schools. Based on the percentage of the document searches accreditation in 2015 can be seen from the table below:

Table 1. Percentage of Primary School Accreditation Levels in South-Sulawesi

Accreditation Rank	Quantity	Percentage
A	342	12,5 %
B	1965	71,8 %
C	412	15,1 %
Not Accredited	18	0,66 %
Sum	2737	100 %

Source: BAP Provinsi Sulawesi Selatan Tahun 2015

The table above shows that the average school has been accredited in accreditation ranked B. Accreditation ranked C turns more than the accreditation A, there was even a primary school that has not been accredited. Accreditation policy that has been issued by the government and carried out every year is not yet able to maximize the accreditation significantly, it is proved by every year only a view schools accreditation has increased.

In general the accreditation assessment refers to the minimum service standards that have been set those are standard facilities and infrastructure, educators and educational standards, curriculum, educational assessment, quality assurance of education and school management. Based on the results of preliminary observations made against several schools in 4 (four) districts in South Sulawesi with each District/City have three schools with different levels of different ranks, namely accreditation A, B, and C show the schools which has accreditation A generally have fulfill / above the requirement minimum service standards that have been set, the school that has B and C accreditation are generally not fulfill the overall requirements minimum service standards that have been established and not trying to go up to the higher ranks, proved every year they are in the same rank, and from all the various indicators above, school facilities and infrastructure indicator that inhibit school to receive maximum accreditation assessment.

From the observation, documentation, and interviews by the researchers can be describe that the accreditation rank of the school on average every year remains on the rankings or the same as in previous years, even though has made various efforts including coaching accreditation. If you see the magnitude of the education budget has been allocated by the government that there must be an increase in educational services has been done to improve the quality of school education as a comprehensive. From the juridical basis and the reality that have been found by researchers in the field indicates that there should be a new policies issued by the government in providing quality education at any educational institution.

CONCLUSIONS AND RECOMMENDATIONS

Based on the description in the preceding discussion, it can be concluded that the school's accreditation policy not provide maximum impact for the schools in providing education services to the society. As a follow up of the results / findings of the observation / observation of the target schools then suggested to the government, both central and regional governments that we need to revise the system of accreditation / instrument accreditation of schools, allocation of appropriate financing primarily the fulfillment of financing facilities / infrastructure and improving the quality of the assessors school accreditation in performing their duties.

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