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## Article Submission

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# **SISPENA 3.0 PILOTING PROGRAM TO ASSURE READINESS FOR EDUCATION QUALITY ASSURANCE IN INDONESIA CONTEXT**

**Betti Nuraini**

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## **ABSTRACT**

The objectives of this research are: 1) improving the skills of teachers and school principals in filling out accreditation instruments as part of the implementation of school/madrasah self-evaluations, 2) measuring awareness of the importance of accreditation as seen from the participation level of SISPENA 3.0 piloting activities, and 3) knowing the evaluation results. implementation of piloting SISPENA 3.0. Then, the implemented research design was descriptive mixed-method by gathering quantitative and qualitative data. The data were gathered through documentation of piloting SISPENA 3.0 program and interview to the program participants. The participants were 190 schools around Lampung province, Indonesia. The results showed that the program was run meeting the objectives of the program, all schools believed the importance of program which was empirically proved by 100% attendance in program, and the program reveals accreditation problems which then followed by BAN PAUD PNF Lampung plans for solutions. The research provide implication to the application of the prepared and other similar systems. Furthermore, it recommends both school and National Accreditation Board (BAN) to establish education management in accordance to national standard of education as stated in accreditation system.

**Keywords:** SISPENA 3.0, School Accreditation, Schools Readiness, Education Quality Assurance, Education Management.

## **INTRODUCTION**

The fulfillment of National Education Standards as stated in Law No. 20 of 2003 Article 50 paragraph (2) states that the government determines national policies and national education standards to ensure the quality of national education. Furthermore, to determine the feasibility of an educational unit, it is necessary to carry out an accreditation process as stated in Law Number 20/2003 concerning National Education System in Article 60 paragraph (1), namely accreditation is carried out to determine the feasibility of programs and/or educational units in the formal and non-formal education pathways. at every level and type of education carried out by the government and/or authorized independent institutions as a form of public accountability.

According to Regulations of Minister of National Education Number 19 of 2007 concerning Management Standards by Primary and Secondary Education Units, schools are required to conduct a self-evaluation of school performance in the context of implementing the National Education Standards. This is also explicitly stated in Regulations of Minister of National Education Number 63 of 2009 Article 1 paragraph (2) which states that education quality assurance is a systemic and integrated activity by educational units or programs, organizers of educational units or programs, local governments, governments, and communities to improve intelligence of the nation's life through education.

School Self Evaluation (EDS) is an internal school self-evaluation process that involves stakeholders to see school performance based on National Education Standards (Center for Educational Personnel Development, 2015). The results of the EDS are used as the basis for preparing the School Work Plan and as input for education investment planning at the district/city level and other stakeholders. EDS is part of school quality mapping. This quality map provides preliminary data on the achievement of national education standards. School self-evaluation in the context of accreditation can be done using an accreditation instrument that has been developed by the National Accreditation Board for Schools/Madrasah (BAN S/M). BAN-S/M has developed an accreditation instrument based on eight standards which are then described in the form of indicators that refer to the achievement of each standard. This accreditation instrument from time-to-time changes to adapt to the development of the world of education.

The results of observations made at schools/madrasahs in the West Lombok region, obtained information that, 1) teachers and school principals had difficulty filling out the accreditation instrument developed by BAN S/M, 2) uneven socialization of the accreditation system, especially in schools/madrasahs. private sector that needs more attention. In connection with these problems, the solutions adopted through this community service activity are: 1) socialization and focus group discussions about school self-evaluation materials as part of the implementation of school internal quality assurance, 2) assistance in filling out accreditation instruments developed by BAN S/ M, and continued with reflection discussion.

The objectives of this research activity are: 1) improving the skills of teachers and school principals in filling out accreditation instruments as part of the implementation of school/madrasah self-evaluations, 2) measuring awareness of the importance of accreditation as seen from the participation level of SISPENA 3.0 piloting activities, and 3) knowing the evaluation results. implementation of piloting SISPENA 3.0.

## **METHOD**

The present research applies descriptive design by gathering both qualitative and quantitative data. The data were collected through documentation of schools' participation in piloting program from the National Accreditation Board (BAN) PAUD and PNF (for early childhood education and non-formal institutions in Lampung) in 2020 and interview to some of participants of the piloting programs. The participants were headmasters and staff of prospective schools for accreditation in 2020. The population of this research was 190 schools that are spread in 15 cities in Lampung Province, Indonesia. The quantitative data were discussed by comparing the schools' data prior the program and after the implementation of piloting program. while, the qualitative data were discussed by comparing interview results from some participants in program.

## **FINDINGS**

The piloting program of implementing SISPENA 3.0 had been divided into two phases, namely trial of the tools and developing the system. The trail tool phase had been initiated in July 15, 2002 until August 28, 2020. The System development phase had been done during September 9, 2020 until September 16, 2020.

## A. Implementation of the Piloting Program

The piloting program of SISPENA 3.0 had been designed with some objectives as mentioned in piloting program book profile. The objectives are described as follows:

### 1. Informing the steps of piloting program through school accreditation proposal

The steps of this programs are stated in details as the following:

- BAN PAUD and PNF recommend a list of names of institutions that will be involved in piloting accreditation activities
- BAN PAUD and PNF inform the list of institutions that will be involved in piloting accreditation activities to BAN PAUD and PNF Lampung Province.
- BAN PAUD and PNF Lampung Province inform all institutions recommended by BAN PAUD and PNF for further preparations.
- Implementation of Accreditation Piloting activities include: a) Filling in the Self Evaluation of the Accreditation Prerequisite Unit (EDS-PA), b) Classification of Application for Accreditation (KPA), c) Visitation, and d) Validation and Verification.
- BAN PAUD and PNF will give certificates of appreciation to institutions that participate in piloting accreditation activities.

### 2. Informing the steps of schools (PAUD - early childhood education and PNF – Non-Formal Institution) accreditations in 2020.

The detail steps of accreditation process for PAUD - early childhood education and PNF –non-formal institutions accreditations in 2020 is described in flow chart in figure 1.

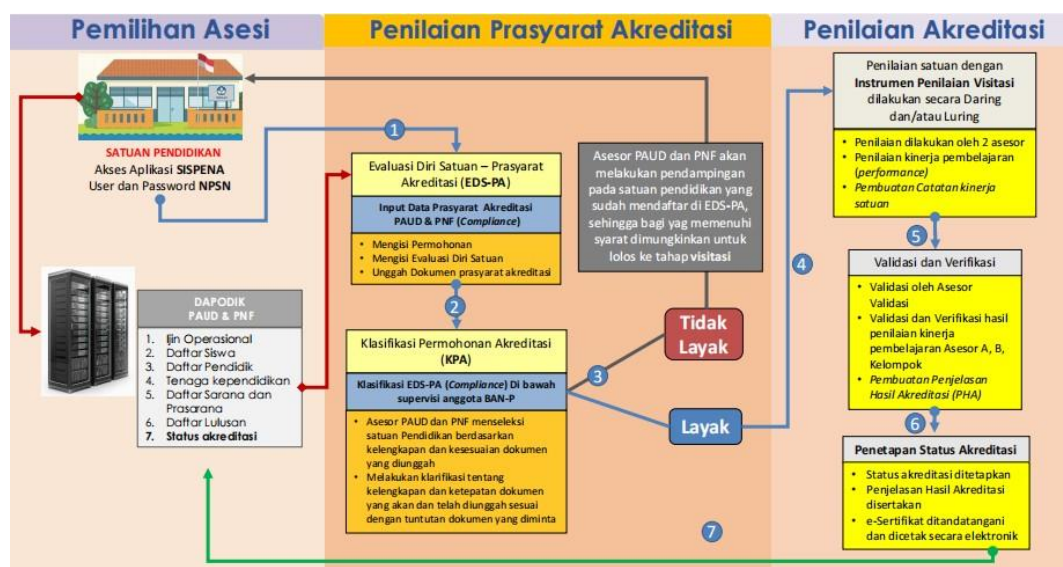


Figure 1. The steps of schools' accreditation

The accomplishment of informing the two objectives stated above made the participants grab information of how to conduct the piloting program and how to join the school accreditation successfully. Some responses were collected from the participants of the program which are stated as the following:

*Participant 1:* “This socialization program is good for new school that has never apply for accreditation”

*Participant 2:* “I know better which steps that are crucial and may influence the assessing board to decide my school accreditation score”

## B. The Program Capacity and the Schools’ Participation in Piloting Program

This part discusses the comparison of data between the capacity for schools to join the program and the real data of schools’ participation in the piloting program. The compared data were used to know how the schools’ belief on the importance of joining the program as the implication of understanding on the importance of national quality assurance for their schools.

### 1. The Piloting Program Capacity

In Fiscal Year 2020, BAN PAUD and PNF piloted the accreditation of 5,000 Education Units throughout Indonesia. The piloting target for accreditation consists of Early Childhood Education (PAUD), Course and Training Institutions (LKP), and Community Learning Activity Centers (PKBM) specifically for institutions that have applied for accreditation in 2018 and 2019 by filling out the Unit Self Evaluation Prerequisites for Accreditation (EDS-PA) through the latest Accreditation Assessment System (SISPENA 3.0). For BAN PAUD and PNF, Lampung Province received a piloting quota for accreditation of 190 Education Units consisting of: PAUD with 105 institutions, LKP with 44 institutions, and PKBM with 41 institutions.

In accordance with the provisions of BAN PAUD and PNF, the first stage of the accreditation piloting process is the Classification of Accreditation Applications (KPA) to obtain a number of Educational Units that meet the requirements for Self-Evaluation of the Accreditation Prerequisites Unit (EDS-PA) followed by the Visitation Piloting Accreditation stage.

The implementation of the Accreditation Application Classification (KPA) is carried out in 1 (one) stage in accordance with the total quota of BAN PAUD and PNF Lampung Province, namely 190 Education Units. The implementation of this activity was carried out by assessors of BAN PAUD and PNF Lampung Province.

### Targeted Schools Plan for Joining Piloting Program SISPENA 3.0

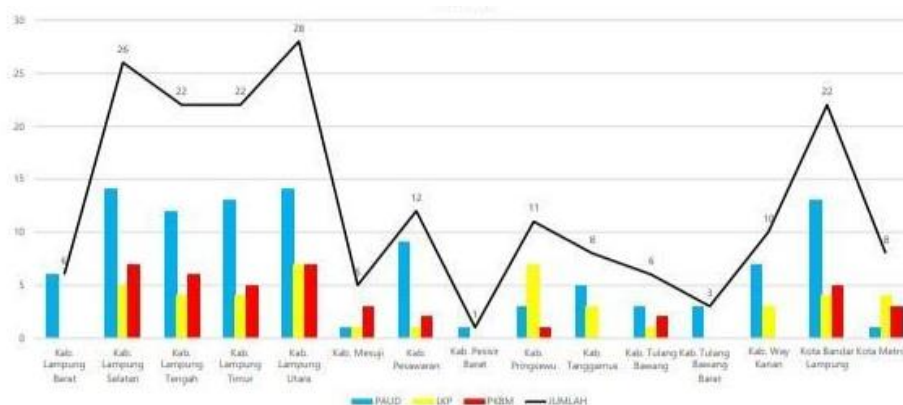


Figure 2. The Quota of Piloting Program SISPENA 3.0 Year 2020 in Lampung, Indonesia

## 2. Piloting Program School Participation

The data of schools' participation in the pilot program had been collected through documenting the Google form of attendance that was filled by the school representatives. The tabulation of the data presented that 190 quota for participants to join, all of them were filled perfectly by the participations of the school. The summary of the schools' numbers who joined is presented in table 1 below.

Table 1. Piloting Program SISPENA 3.0 Year 2020 in Lampung, Indonesia

No	City	PAUD	LKP	PKBM	Total
1	Bandar Lampung	13	3	5	21
2	Lampung Barat	6	0	0	6
3	Lampung Selatan	14	5	7	26
4	Lampung Tengah	12	4	6	22
5	Lampung Timur	13	4	5	22
6	Lampung Utara	14	8	8	30
7	Mesuji	1	1	2	4
8	Metro	1	4	3	8
9	Pesawaran	9	1	2	12
10	Pesisir Barat	1	0	0	1
11	Pringsewu	3	7	1	11
12	Tanggamus	5	3	0	8
13	Tulang Bawang	3	1	2	6
14	Tulang Bawang Barat	3	0	0	3
15	Way Kanan	7	3	0	10
TOTAL		105	44	41	190

To show better visualization of schools' participation in the piloting program in 2020, the data in the above table had been transformed into the following chart as presented in figure 3.

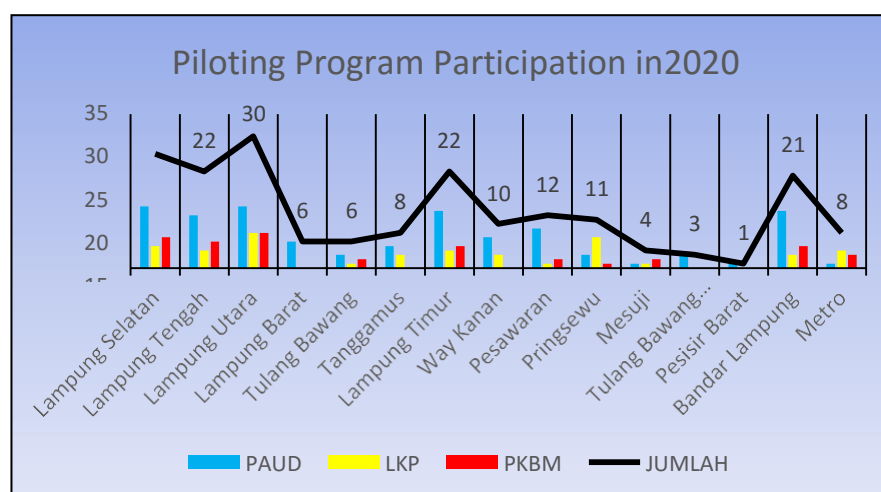


Figure 3. The Number of Participants of Piloting Program SISPENA 3.0 Year 2020 in Lampung, Indonesia

During the process of piloting program in 2020, there were some comments regarding the importance of this program for schools such as stated in the following:

*Participant 1:* “This program is good as the schools must prepare the best for the accreditation. The school accreditation will influence the public trust”

*Participant 2:* “We want to appreciate BAN PAUD PNF Lampung for holding this program. It helps us a lot to be use to with the system to avoid errors”

### **C. The Evaluation of the Results of the Piloting of SISPENA 3.0**

The implementation of accreditation in former years before 2020, the former system of accreditation of SISPENA 2.0 had been used. As being mentioned in the introduction, that the schools should fill the self-evaluation form by themselves using SISPENA 2.0 and this process had been successfully conducted. However, there were some comments from the participants and committee during the piloting program of SISPENA 3.0 regarding the readiness of this application.

*Participant 1:* “I think SISPENA 3.0 should be connected directly to DAPODIK/EMIS to enable it to harvest the schools’ data”

*Participant 2:* “Due to the online application of the accreditation, we do hope that BAN consider to internet connection coverage for some rural areas. BAN should make second plan to conduct the accreditation.”

*Participant 3:* “Resubmission of the schools’ data for SISPENA 3.0 while the they actually did submission in SISPENA 2.0 in the previous year, makes the schools spare more time to do similar things twice”

*Committee 1:* “There was problems to synchronize the new system with the schools’ central data (DAPODIK/EMIS) and so does with SISPENA 2.0. Moreover, the head of BAN should have the access to reset the password of all schools SISPENA account for anticipating the forgotten password”.

*Committee 2:* “The schools had to make sure to submit all the required documents to help the accreditation assessor to make decisions”

The above comments were classified as some problems appeared to the accreditation system and implementation. Then, based on the interview with the BAN PAUD and PNF Lampung board, there had been some plans for solution to the existed problems. The plans are explained as the followings:

1. A special menu had been made as one of the accreditation requirements in the main menu of assessor in the form of a telephone number/WA column for the principal and the operator or teacher who is the school operator
2. Providing information or warning for schools to not reset data in SISPENA 3.0, so that it could be used for accreditation in 2021 without having to re-register
3. Staff were given access to reset the SISPENA password at the level of assessors, members, staff and institutions so that the job accomplishment became faster



4. Accreditation assessment in 2021 is expected to be carried out offline. While, the accreditation process in 2020 had been done online with providing solutions regarding internet connections for schools in rural areas

## **DISCUSSION**

School accreditation is one way to measure the schools achievement from national education standards carried out by government institutions, namely BAN-S/M and BAN-PT. The assessment is held by continuously and periodically to see the achievement of educational quality standards (Fatah, 2012). This is also pivotal measurement to level the early education quality (Winterbottom & Piasta, 2015). School accreditation activities as a form of effective assessment carried out by government agencies authorized to determine the level of quality. Efforts to determine eligibility in formal and non-formal education units from each level and type of education, based on predetermined objective standards (Law of National Education System, 2003). In the regulations and laws, it has been explained that the accreditation process provides encouragement for educational institutions to meet the educational standards that have been set. Thus, it will have positive implications for schools. There is competition between educational institutions will stimulate the improvement of school management because the accreditation status of the school is one of the indicators of schools achievers (Awaludin, 2017).

The assessment instrument from accreditation becomes a reference for every educational institution in improving school management. The accreditation system applies nationally, both to schools that are developing and to schools that already international. This means that there are no restrictions for educational institutions; accreditation will continue to apply in order to improve the quality of Indonesian education. In general, accreditation aims to determine the performance of an educational institution towards the achievement of national education standards. But specifically the purpose accreditation can be described as follows: As a reference material for granting institutions assistance and coaching for schools, as motivation and encouragement so that schools can meet the curriculum qualifications that have been set, as a driving force for educational institutions to maintain their quality and quality, improve the ability to provide good facilities and infrastructure, as an information center and help the public in knowing their views quality of a school and provide statements and acknowledgment eligibility rating for schools (Gita, 2014).

Accreditation activities also have benefits that make each process and the steps are very important to be carried out optimally. Some benefits accreditation, including as a reference for school development, can motivate schools to improve quality gradually, can identify schools to receive government assistance, investment and donations, as information material for the community to increase support in education, and facilitate the exchange of students between schools and teacher transfer (Regulations of Minister of National Education No. 52, 2008; Awaludin, 2017). The accreditation in young children schools will depict the quality in early childhood education (NAEYC, 2011).

The implementation of piloting program for applying SISPENA 3.0 containing the objectives of program which emphasizing the readiness of both the accreditation board and schools before the real accreditation would be conducted. To be ready, the school

must be familiar with accreditation instrument (Gita, 2014) which can be done through attending the socialization of the instrument (Sholihin, et. al., 2018). The importance of accreditation instrument and system familiarity had been admitted by the participants as they got benefits by joining the piloting program.

The participants' awareness on the importance to be successful in accreditation had been depicted by the full-participations of all schools that would be accredited in 2020. 190 schools joined the program with their different motivations. Some participants mentioned their external motivation to reach the "A" score made them enthusiastically follow the program (Henndijani, et. al., 2016). On the other hand, achieving high accreditation score would increase the community belief to the school education service (Ibrahim, 2014). Other reasons considering the importance to win the accreditation were because the participants would like to minimize the mistakes and errors during the submission of documents in accreditation system. They considered good preparation managements would lead to high achievement in accreditation (Manimala, et. al., 2020). However, the evaluation of the accreditation and piloting programs was conducted through online interview with participants.

The evaluation of the piloting program raised some issues related to school online accreditation in the rural area during pandemic covid-19 era and the readiness of the used system. Some schools in rural areas in Lampung province, Indonesia hardly connect to internet which may interrupts communication during accreditation (Purrohman, 2014). Muslimin & Harintama (2020) also stated that during pandemic covid-19, most communication in various sector including education relies on the good internet quality. Furthermore, the board of accreditation had reacted positively to solve the issues related to the errors in SISPENA 3.0 system. This pro-active response shows good cooperation between parties depict good communication and supportive environment to established. The success of accreditation depends on collective works, not a single performance (Soedjono, 2012).

The spirit to surpass the criteria in SISPENA 3.0 from the reflection of piloting program implementation has shown the significance for all PAUD (early childhood education) and PNF (Non-Formal Institutions) education management in Lampung province, Indonesia to be directed to meet the instrument of accreditation (Utiarahman, et. al., 2017). Asopwan (2018) states that good preparation by the schools lead to the improvement of education services quality in the respective schools. In conclusion, the schools' education management must be in line with the education management that has been set by national government with the help of National Accreditation Board (BAN) in Lampung province, Indonesia.

## **CONCLUSION**

The present research would investigate the implementation of SISPENA 3.0 piloting program with regard the assuring the education quality in early childhood education and non-formal institution level. Furthermore, the findings depicts that the implementation of piloting accreditation for BAN PAUD and PNF Lampung Province went well and smoothly, and was carried out according to the specified schedule. The piloting activity for accreditation of BAN PAUD and PNF Lampung Province was

attended by 190 institutions or 100% participations (105 PAUD institutions, 44 LKP, and 41 PKBM institutions) compared to the quota before program. Finally, the National Accreditation Board (BAN) PAUD PNF in Lampung, Indonesia had made plans for solutions of problems appeared during the piloting programs for the anticipations for the real accreditation process.

## ACKNOWLEDGEMENTS

The researcher would deliver gratitude to BAN PAUD and PNF Lampung for providing access to the documents and interview with the program participants.

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Author(s): Dr. Betti Nuraini

Keywords: SISPENA 3.0, School Accreditation, Schools Readiness, Education Quality Assurance, Education Management.

Abstract: The objectives of this research are: 1) improving the skills of teachers and school principals in filling out accreditation instruments as part of the implementation of school/madrasah self-evaluations, 2) measuring awareness of the importance of accreditation as seen from the participation level of SISPENA 3.0 piloting activities, and 3) knowing the evaluation results. implementation of piloting SISPENA 3.0. Then, the implemented research design was descriptive mixed-method by gathering quantitative and qualitative data. The data were gathered through documentation of piloting SISPENA 3.0 program and interview to the program participants. The participants were 190 schools around Lampung province, Indonesia. The results showed that the program was run meeting the objectives of the program, all schools believed the importance of program which was empirically proved by 100% attendance in program, and the program reveals accreditation problems which then followed by BAN PAUD PNF Lampung plans for solutions. The research provide implication to the application of the prepared and other similar systems. Furthermore, it recommends both school and National Accreditation Board (BAN) to establish education management in accordance to national standard of education as stated in accreditation system.



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Betti Nuraini &lt;bettinuraini@uhamka.ac.id&gt;

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## Payment Proof and Revised Article

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**Betti Nuraini** <bettinuraini@uhamka.ac.id>

Mon, Sep 27, 2021 at 8:50 PM

To: editor@jsju.org

Dear JSJU Editor,

Good evening,

Herewith, I send my APC payment proof, my revised article, my copyright, and my cover letter. Please kindly publish my article soon. I will wait for your good news about my payment and my publication. Thank you.

Regards,

Dr. Betti Nuraini, MM.

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### 3 attachments



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**3. Dr Betti Nuraini - Copy Right & Cover Letter.pdf**  
121K



**1. Revised Article - Dr Betti Nuraini.docx**  
547K





Betti Nuraini <bettinuraini@uhamka.ac.id>

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## Re: Paper Submission

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**Betti Nuraini** <bettinuraini@uhamka.ac.id>

Sat, Sep 25, 2021 at 6:43 AM

To: editor@jsju.org

To editorial team

Thank you for your email but how can I pay the APC? I need your bank account details.

Sincerely yours

Betty

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Betti Nuraini <bettinuraini@uhamka.ac.id>

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Mon, Sep 27, 2021 at 5:55 AM

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Betti

On Fri, Sep 24, 2021, 3:34 PM <editor@jsju.org> wrote:

[Quoted text hidden]



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## Re: Paper Submission

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**Betti Nuraini** <bettinuraini@uhamka.ac.id>  
To: editor@jsju.org  
Cc: Betti Nuraini <bettinuraini@uhamka.ac.id>

Mon, Sep 27, 2021 at 8:49 PM

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## Payment Proof and Revised Article

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**Betti Nuraini** <bettinuraini@uhamka.ac.id>

Mon, Sep 27, 2021 at 8:50 PM

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## Payment Proof and Revised Article

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editor@jsju.org <editor@jsju.org>  
To: bettinuraini@uhamka.ac.id

Wed, Sep 29, 2021 at 3:29 PM

Dear Author,

Our apologies for the late reply. Thank you for your revision and payment.  
Thank you very much for your support of open access publishing.

Your article will be published within the next 4-7 weeks.

Yours sincerely,

翟婉明

Editor in Chief

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## Need for Publication (I did payment and revision)

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[editor@jsju.org](mailto:editor@jsju.org) <[editor@jsju.org](mailto:editor@jsju.org)>  
To: Betti Nuraini <[bettinuraini@uhamka.ac.id](mailto:bettinuraini@uhamka.ac.id)>

Tue, Nov 9, 2021 at 12:19 AM

Dear Authors,

Your article is in progress. We plan to publish the remaining articles of Volume 56 (5), 2021 by November, 28.

Kind regards,  
Associate Editor-in-Chief  
Wenquan Tao

Betti Nuraini <[bettinuraini@uhamka.ac.id](mailto:bettinuraini@uhamka.ac.id)>:

Dear Editorial Team

I submitted my revised article and payment last month, but, I could not find  
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