

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

by Betti Nuraini

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西斯佩纳 3.0 试点计划以确保准备就绪印度尼西亚的教育质量保
证

Betti Nuraini

Prodi Administrasi Pendidikan, Sekolah Pascasarjana Uhamka, Universitas Muhammadiyah Prof. DR. Hamka
Jakarta, Indonesia, bettinuraini@uhamka.ac.id

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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 of implementing the SISPENA 3.0 pilot program. The implemented research design was descriptive mixed-method involving quantitative and qualitative data. The data was gathered through documentation of piloting the SISPENA 3.0 program and interviewing program participants. The participants were 190 schools around Lampung province, Indonesia. The results showed that the program met all of the required objectives, all the schools believed in the importance of the program which resulted in a 100% attendance rate, and the program revealed accreditation problems which were then discussed by BAN, PAUD, and PNF in Lampung to brainstorm appropriate solutions. The research provides the possibility for application of this program in other similar systems. Furthermore, it recommends that both schools and the National Accreditation Board (BAN) should establish education management in accordance with the national standard of education as stated in the accreditation system.

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

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摘要 本研究的目的是: 1) 提高教师和校长填写认证工具的技能, 作为学校/伊斯兰学校自我评估实施的一部分, 2) 从参与水平来看, 衡量对认证重要性的认识西斯佩纳 3.0 试点活动, 以及 3) 了

解实施西斯佩纳 3.0 试点计划的评估结果。实施的研究设计是描述性混合方法，涉及定量和定性数据。数据是通过试点西斯佩纳 3.0 计划和采访计划参与者的文件收集的。参与者是印度尼西亚楠榜省周围的 190 所学校。结果表明，该计划满足了所有要求的目标，所有学校都相信该计划的重要性，从而导致了 100% 的出勤率，并且该计划揭示了认证问题。随后禁止、澳元和 PNF 在楠榜集思广益适当的解决方案。该研究为这一程序在其他类似系统中的应用提供了可能性。此外，它建议学校和国家认证委员会（禁止）应按照国家教育标准建立教育管理。

关键词：西斯佩纳 3.0，学校认证，入学准备，教育质量保障，教育管理

I. INTRODUCTION

As stated in Law No. 20 of 2003, Article 50, Paragraph (2) [1], the National Education Standards state 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 Article 60, Paragraph (1) [1]: accreditation is carried out to determine the feasibility of programs and educational units in the formal and non-formal education pathways at every level and type of education carried out by the government and authorized independent institutions as a form of public accountability.

According to the Regulations of Minister of National Education Number 19 of 2007 [2], concerning the management standards of primary and secondary education units, schools are required to conduct a self-evaluation of their performance in the context of implementing the national education standards. This is also explicitly stated in the Regulations of Minister of National Education Number 63 of 2009 Article 1 paragraph (2) [3], which states that education quality assurance is a systemic and integrated activity by educational units or programs, the organizers of educational units or programs, local governments, national/central governments, and communities to improve the intelligence of the nation's people through education.

School self-evaluation (EDS) is an internal school self-evaluation process that involves stakeholders in the monitoring of school performance based on National Education Standards [4]. The results of the EDS are used as the basis for preparing the school work plan; they are also utilized as the input for education investment planning at the district or city level and by other stakeholders. EDS is a part of school quality mapping [22]. This quality map provides preliminary data on the achievement of the national education standards. School self-

evaluation in the context of accreditation can be conducted using an accreditation instrument that has been developed by the National Accreditation Board for Schools/Madrasah (BAN PAUD and PNF). BAN PAUD and PNF has developed an accreditation instrument based on eight standards, which are then described as indicators that refer to the achievement of each standard. This accreditation instrument occasionally changes to adapt to the development of the field of education.

The results of the observations made at schools/madrasahs in the Lampung province showed that 1) teachers and school principals had difficulty filling out the accreditation instrument developed by BAN PAUD and PNF and 2) there was uneven socialization of the accreditation system, especially in the schools/madrasahs in the private sector, which need more attention. Regarding these problems, the solutions adopted through this community service activity are as follows: 1) socialization and focus-group discussions about school self-evaluation materials as part of the implementation of school internal quality assurance and 2) assistance in filling out the accreditation instrument developed by BAN S/M, which is continued with a 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 piloting SISPENA 3.0 implementation evaluation results.

II. 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 programs from the National Accreditation Board (BAN), PAUD, and PNF (for early childhood education and non-formal institutions in Lampung) in 2020 and interviews with some of the 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 before and after implementing the piloting program. The qualitative data were discussed by comparing interview results from some program participants.

III. FINDINGS

The piloting program of implementing SISPENNA 3.0 had been divided into two phases: trial of the tools and developing the system. The trial tool phase lasted from July 15, 2002, till August 28, 2020. The system development phase lasted from September 9, 2020, till September 16, 2020.

A. Implementation of the Piloting Program

The piloting program of SISPENNA 3.0 had been designed with some objectives mentioned in the 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 program are stated in detail:

- BAN, PAUD, and PNF recommend a list of names of institutions that will be involved in piloting accreditation activities

- BAN, PAUD, and PNF announce the list of institutions¹ involved in piloting accreditation activities to BAN, PAUD, and PNF in Lampung Province.

- BAN, PAUD, and PNF in Lampung Province inform all institutions recommended by BAN, PAUD, and PNF for further preparations.

- Implementation of piloting accreditation activities includes: 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) accreditation⁴ in 2020.

The detailed steps of the accreditation process for PAUD - early childhood education and PNF - non-formal institutions in 2020 are described in Figure 1.

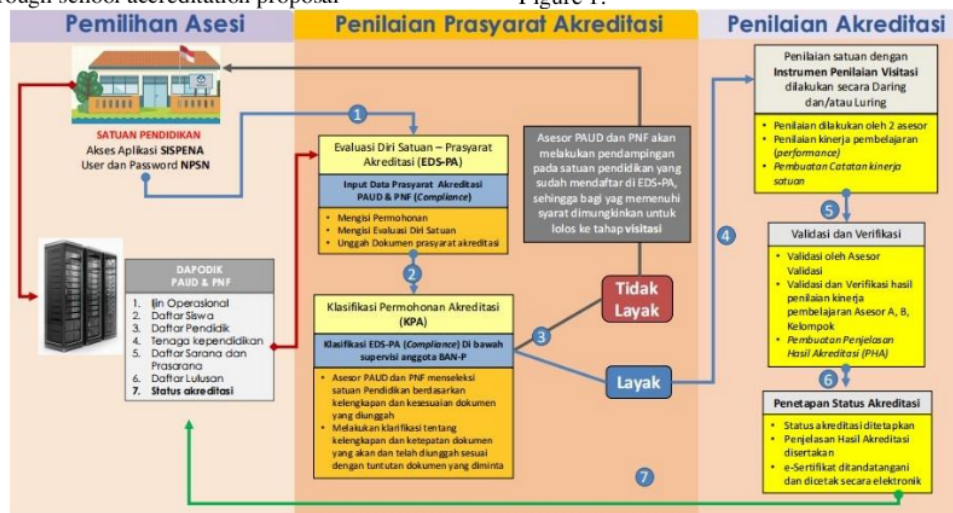


Figure 1. The steps of schools' accreditation

The accomplishment of the two objectives mentioned above allowed the participants to obtain information on how to conduct the piloting program and pass the school accreditation successfully. Some responses were collected from the participants of the program:

Participant 1: "This socialization program is good for a new school that has never applied for accreditation."

Participant 2: "I know better which steps are crucial and may influence the assessing board to determine my school accreditation score."

B. The Program Capacity and the Schools' Participation in Piloting Program

This part compares schools' capacity 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 believe in the

importance of joining the program to understand the importance of national quality assurance for their schools.

1) *The Piloting Program Capacity*

In the Fiscal Year 2020, BAN, PAUD, and PNF piloted the accreditation of 5,000 Education Units throughout Indonesia [21]. 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) [20]. 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.

According to the provisions of BAN, PAUD, and PNF, the first stage of the accreditation piloting process is the classification of accreditation applications (KPA) to obtain several educational units that meet the requirements for Unit Self-Evaluation Prerequisites for Accreditation (EDS-PA), followed by the visitation piloting accreditation stage.

The implementation of the accreditation application classification (KPA) is carried out in one stage in accordance with the total quota of BAN, PAUD, and PNF in Lampung Province, 190 educational units. The implementation of this activity was carried out by assessors of BAN, PAUD, and PNF in Lampung Province.

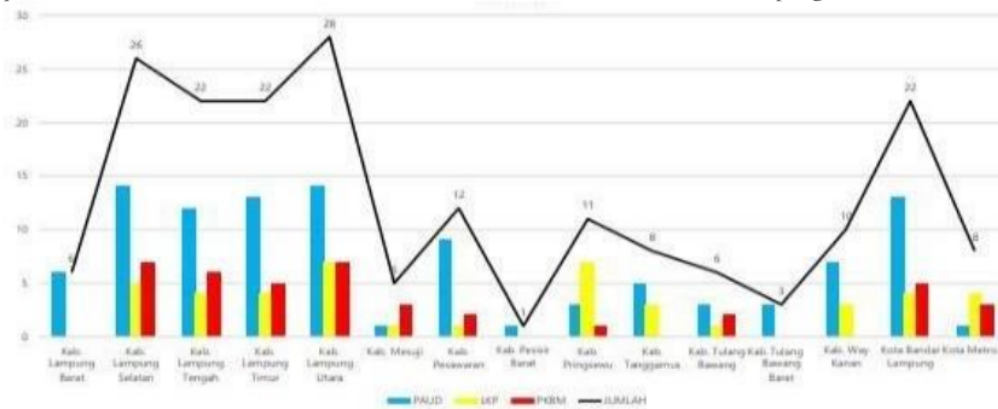


Figure 2. The quota of the piloting program SISPENA 3.0, 2020, in Lampung, Indonesia

2) *Piloting Program School Participation*

The data of schools' participation in the piloting program was collected by documenting the Google form of attendance filled by the school representatives. The tabulation of the data showed that all 190 quotas for participants to join were filled perfectly by the school participants. The summary of the schools' numbers who joined is presented in Table 1.

Table 1. Piloting program SISPENA 3.0, 2020, in Lampung, Indonesia

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

For better visualization of schools' participation in the piloting program in 2020, the data in Table 1 were transformed into the chart in Figure 3.

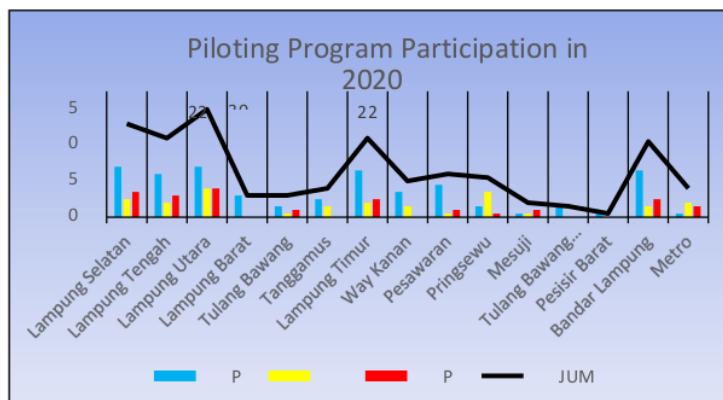


Figure 3. The number of participants of the piloting program SISPENA 3.0, 2020, in Lampung, Indonesia

During the implementation of the piloting program in 2020, there were some comments regarding the importance of this program for schools:

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 in Lampung for holding this program. It helps us a lot to be used to 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 mentioned in the introduction, the schools should fill the self-evaluation form by themselves using SISPENA 2.0, and this process was 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 considers internet connection coverage for some rural areas. BAN should make a second plan to conduct the accreditation."

Participant 3: "Resubmission of the schools' data for SISPENA 3.0, while they made a submission for SISPENA 2.0 in the previous year, makes the schools spare more time to do similar things twice."

Committee 1: "There were problems to synchronize the new system with the schools' central data (DAPODIK/EMIS) and SISPENA 2.0.

Moreover, the head of BAN should have 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 that appeared in the accreditation system and implementation. Then, based on the interview with the BAN, PAUD, and PNF board in Lampung, there had been some plans to solve the existing 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 the 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 not to reset data in SISPENA 3.0 so that it could be used for accreditation in 2021 without having to re-register
3. The staff was given access to reset the SISPENA password at the level of assessors, members, staff, and institutions to accomplish the job faster.
4. Accreditation assessment in 2021 is expected to be carried out offline. The accreditation process in 2020 was done online by providing solutions regarding internet connections for schools in rural areas.

IV. DISCUSSION

School accreditation is one way to measure school achievement from national education standards carried out by government institutions, namely BAN-S/M and BAN-PT. The assessment is held continuously and periodically to see the achievement of educational quality standards [5]. This is also a pivotal measurement to level the

early education quality [6]. School accreditation activities as a form of effective assessment are 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 are based on predetermined objective standards [1], [23]. In the regulations and laws, it has been explained that the accreditation process encourages 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 that will stimulate school management's improvement because the school's accreditation status is one of the indicators of its achievements [7].

The assessment instrument from accreditation becomes a reference for every educational institution in improving school management. The accreditation system applies nationally to developing and international schools. This means that there are no restrictions for educational institutions; accreditation will continue to apply to improve Indonesian education quality. In general, accreditation aims to determine the performance of an educational institution towards the achievement of national education standards. However, specifically, the purpose of accreditation can be described as follows: as 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, improve the ability to provide good facilities and infrastructure, as an information center learning the public views of school quality and providing statements and acknowledging eligibility rating for schools [8].

Accreditation activities also have benefits that make each process, and the steps are very important to be carried out optimally. Accreditation as a reference for school development can motivate schools to improve quality gradually, identify schools that will receive government assistance, investment, and donations; as information material for the community, it can increase education support and facilitate the exchange of students between schools and teachers' transfer [7], [9]. The accreditation in young children's schools will depict the quality of early childhood education [10].

The implementation of the piloting program for applying SISPEA 3.0 has the objectives of the program emphasizing the readiness of the

accreditation board and schools before the real accreditation is conducted. To be ready, the school must be familiar with the accreditation instrument [8], which is possible by observing the instrument's socialization [11]. The importance of the accreditation system and familiarity with it were acknowledged by the participants, as they benefitted from the pilot program.

The participants' awareness of the importance of accreditation was demonstrated by the full participation of all schools that would be accredited in 2020; 190 schools joined the program with various motivations. Some participants mentioned that their motivation to achieve an A-grade made them follow the program enthusiastically [12]. On the other hand, achieving a high accreditation score would increase the community's belief in the school education system [13]. Another important reason to achieve accreditation was that the participants wanted to minimize errors during the submission of documents in the accreditation system. They believed that good preparation management would lead to higher achievements in accreditation [14]. The evaluation of the accreditation and pilot programs was conducted through online interviews with participants.

The evaluation of the pilot program raised some issues related to school online accreditation in rural areas during the COVID-19 pandemic and the readiness of the system used. Some schools in rural areas in Lampung Province, Indonesia, have difficulty connecting to the internet, which may interrupt communications during accreditation [15]. Muslimin & Harintama [16] also stated that during the pandemic, most communication in various sectors, including education, relies on good internet quality. Furthermore, the board of accreditation reacted positively to solve the errors in the SISPEA 3.0 system. This pro-active response shows good cooperation between parties and indicates effective communication and an established, supportive environment. The success of accreditation depends on collective works, not a single performance [17].

The drive to surpass the criteria in SISPEA 3.0 from the perspective of pilot program implementation has shown the significance for all PAUD (early childhood education) and PNF (Non-Formal Institutions) education management in Lampung Province to be directed to meet the criteria for accreditation [18]. Asopwan [19] states that good preparation by the schools leads to the improvement of education services quality. In conclusion, the schools' education management must be in line with that set by the national government with the aid of the National

Accreditation Board (BAN) in Lampung Province.

V. CONCLUSION

The current research investigates the implementation of the SISPEA 3.0 pilot program to assure the quality of early childhood education and at the informal institution level. Furthermore, the findings indicate that the implementation of pilot accreditation programs for BAN, PAUD, and PNF in Lampung Province went smoothly and according to the specified schedule. The pilot activities for accreditation of BAN, PAUD, and PNF were attended by 190 institutions (105 PAUD institutions, 44 LKP, and 41 PKBM institutions), equating to 100% participation compared to the quota before the program. Finally, the National Accreditation Board (BAN), PAUD, and PNF in Lampung made plans to resolve problems arising during the pilot programs in anticipation of the actual accreditation process.

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