

Nanggroe: Jurnal Pengabdian Cendikia
 Volume 2, Nomor 8, November 2023, Halaman 77-83
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 ISSN: [2986-7002](#)
 DOI: <https://doi.org/10.5281/zenodo.10160057>

Assisting the School Principals for Accreditation Site Visit (A Community Service in Pulo Gadung Sub-District East Jakarta)

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Abstract

This community service focuses on providing assistance to school principals on document preparation for the accreditation assessor to review in reference to the standards. This assistance is important for school principals to be reminded about their roles and functions to improve school quality in general and specifically to reflect their efforts in preparing accreditation site visit tools. However, in providing the assistance, the research team focused more on the components of Teacher Quality and School Management. In this community service, the target participants were 50 elementary school teachers in Pulo Gadung District. The design of this community service follows the CBPR design which uses four stages. They are Community Preparation, Community Brainstorming, Community Sorting and Rating; and Community Interpretation (see Fig.1). The CBPR design fully supports collaborative work that is centered or based on a problem that requires a solution. In general, this research design is used with the aim of promoting change or action in society. The research design involved collaborative work between the research team, a representative of the local government and the team of school principal participants. The community service carried out through assisting elementary school principals have emerged mutual benefits among the research team and school principals. The benefits are mutual coordination, communication and cooperation in community order to improve the quality of education, especially in terms of preparing document for accreditation site visit. Similar activities are a necessity in the future, particularly for schools that have not been involved in the Community Service carried out at this time.

Keywords: Accreditation Site Visit, Community Assistance, Community-based Participatory Research, Madrasah, School.

Article Info

Received date: 25 October 2023

Revised date: 10 November 2023

Accepted date: 19 November 2023

INTRODUCTION

Accreditation is commonly understood as the procedural process that involves an external quality evaluation of institutions and educational programs for quality assurance and quality improvement (Council for Higher Education Accreditation, 2012). In Indonesia, as stated in Law No. 20/2003 on the National Education System, accreditation is an activity of assessing the feasibility of educational programs and/ or units based on predetermined criteria. Accreditation intended for schools/ *madrasah* (Islamic-religious schools) is a procedural process to comprehensively assess the feasibility of an educational unit or program. The results are manifested in the form of recognition and eligibility ratings issued by an independent and professional institution. School/ *madrasah* is a form of formal education unit that includes elementary school (SD), *madrasah ibtidaiyah* (Islamic Elementary School), junior high school (SMP), *madrasah tsanawiyah* (Islamic Junior High School), senior high school (SMA), *madrasah aliyah* (Islamic Senior High School), vocational high school, *madrasah aliyah kejuruan* (Islamic Vocational High School), special education, cooperative education unit (SPK), and other equivalent formal education units.

The feasibility of education programs and/or units refers to the National Education Standards (NES). These are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. Therefore, the NES must be used as a reference to map the full quality profile of schools/*madrasahs* that implement the provisions of Article 20 paragraph (1) of Minister of Education and Culture Regulation No. 13/2018 on the National Accreditation Board for Schools/ *Madrasahs* and the National Accreditation Board for Early Childhood Education and Nonformal Education; that the Decree of the Minister of Education and Culture Number 10 of 2020 concerning Accreditation Criteria and Tools for Primary and Secondary Education is no longer in accordance with the development of the needs of the current accreditation system, so that it needs to be replaced; that based on the considerations as referred to in letters a and b, it is necessary to stipulate a Decree of the Minister of Education, Culture, Research and Technology concerning Accreditation Criteria and Tools for Primary and Secondary Education; Law Number 20 of 2003. Accreditation activities are expected to be the driver in creating a conducive atmosphere for the development of education and provide direction to conduct sustainable school/*madrasah* quality assurance, and continue to strive to achieve the expected quality. In addition, the recognition results in the form of accredited rating certificates which can be classified into three A, B, and C, sequenced from the highest – lowest accreditation rating.

Based on above discussion, it can be inferred that accreditation is not only an activity to assess the feasibility of schools/ *madrasah* but also to recognize an educational institution through its performance rating. As a matter of fact, previous relevant studies found that preparing for an accreditation site visit may be nerve-racking for everyone involved (Morris et al., 2018). Not only that, preparing documents and exhibit them for assessment necessitates an investment of time and effort (Tanner, 2012).

To attend the previous findings, a collaborative group consisting of two lecturers and two students were willing to assist and made themselves available for schools in the immediate areas to prepare for accreditation site visit through a community service. The research approach taken to conduct the community service was community-based participatory research (CBPR) (Mcneish et al., 2019). The immediate area in this study is limited by the distance of the school location and the time allocation needed by the team to reach the place of conducting community research activities. Therefore, although there are 10 subdistricts which are the immediate areas to the affiliation of research team, *Pulo Gadung* Subdistrict was chosen for the concerns of distance and time allocation. Additionally, this research is a collaborative research approach that involves all stakeholders (research team and elementary school principals in *Pulo Gadung* subdistrict) throughout the research process, from establishing the research question, to developing data collection tools, to analysis and dissemination of findings (Burns et al., 2011). Prior to the research, the team had its first stage in preparation. At this stage, identifying participants' problems and developing research questions were done as the brainstorming prompt. There were several problems identified to prepare for Accreditation Site Visit which are described in details as follows:

1. Documents are not well organized. Such physical evidences as written documents required for accreditation are not systematically organized and inaccessible to be reviewed. This results in difficulties to show the complete documents to the assessors of accreditation site visit.
2. The available documents are not complete. Complete documents certainly affect the accreditation assessors to determine the criteria for assessing the school real condition. It is because the assessment score depends solely lies on the "real portrait" of the documents presented by the school. The school displayed incomplete documents generally due to the school's lack of preparation to carefully study the technical guidelines and assessment

techniques contained in the accreditation toolkit. The technical guidelines and assessment techniques are actually quite clear and detailed. It is just that schools have not optimally prepared them.

3. The appointed team to prepare for the accreditation site visit has not yet prepared any prior plan. Everything was prepared right on the spot or if possible is done at lesson breaks during school hours.
4. The available facilities and infrastructure documents do not comply to requisite standard. The lower its compliance to the requisite standard, the lower the accreditation rating the school achieve.

Based on the problems identified, this community service focuses on providing assistance to school principals on document preparation for the accreditation assessor to review in reference to the standards. This assistance is important for school principals to be reminded about their roles and functions to improve school quality in general and specifically to reflect their efforts in preparing accreditation site visit tools. However, in providing the assistance, the research team focused more on the components of Teacher Quality and School Management. Therefore, the research question posed in this research is” *How to provide an effective community assistance for the school principals to prepare documents required for the accreditation site visit?*”

METHODS

In this community service, the target participants were 50 elementary school teachers in *Pulo Gadung District*. The design of this community service follows the CBPR design which uses four stages. They are *Community Preparation*, *Community Brainstorming*, *Community Sorting and Rating*; and *Community Interpretation* (see Fig.1). The CBPR design fully supports collaborative work that is centered or based on a problem that requires a solution. In general, this research design is used with the aim of promoting change or action in society (Leavy, 2017). The research design involved collaborative work between the research team, a representative of the local government and the team of school principal participants.

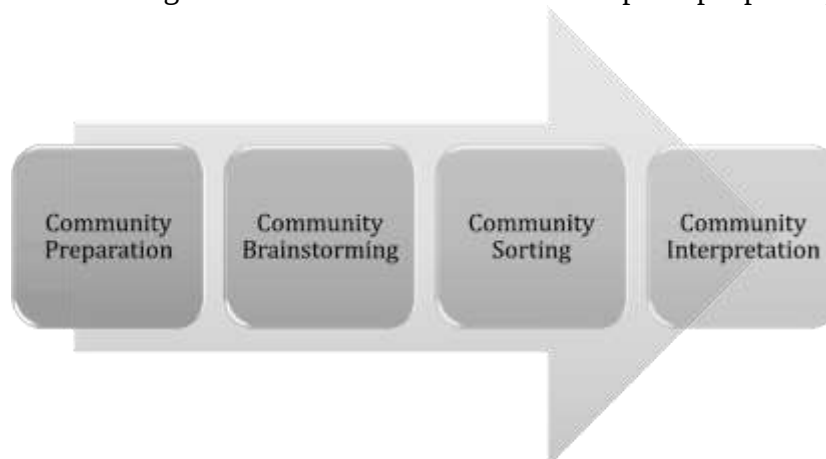


Fig 1 The stages of Community Service following CBPR Research
(Adapted from Windsor, 2015)

Brief descriptions of each stage are discussed as follows:

1. *Community Preparation*

Preparation in this activity refers to the stage of identifying the closest area to conduct community service activities and target participants as well as research questions which are then used as a trigger for brainstorming.

2. Community Brainstorming

This stage becomes integral to the previous stage. At the stage, the brainstorming was done for one session Focus Group Discussion (FGD) to reveal problems encountered in document preparation for accreditation site visit. The session lasted for two hours length. During the brainstorming session, participants were asked to respond to an open-ended question with only one sentence-length statement. A facilitator (a student with experiences in FGD) wrote the participants' response on the computer whilst the school principal participants observed by looking at the computer screen projected on the wall. During the session, participants were instructed to use their own words to express the problems.

3. Community Sorting

The sorting was done by offering solutions to problems identified (see Table 1).

Table 1. Identified Problems and Offered Solutions

No.	Identified Problems	Offered Solutions
1.	Documents are not well organized.	Providing the school principals informative knowledge to about the preparation of well-organized physical evidence documents. required in accreditation is systematic and clear in its existence.
2.	The available documents are not complete.	Providing school principals with the skills to form a school accreditation team on basis of their competencies.
3.	The appointed team to prepare for the accreditation site visit has not yet prepared any prior plan.	Providing assistance to the team to prepare the document required for the accreditation site visit.
4.	The available facilities and infrastructure documents do not comply to requisite standard.	Providing assistance to prepare standardized documents, particularly those included in the components of Teacher Quality and School Management so that both components shall achieve the ratings of 95 to 100.

4. Community Interpretation

Interpretation refers to the presentation of solutions to school principal participants. The presentation at the same time shall provide assistance for participants. Through this stage, steps to implement the solutions were also interpreted.

Table 2. Implementing the Offered Solutions

No.	Offered Solutions	Steps to Implement the Solutions
1.	Providing the school principals informative knowledge to about the preparation of well-organized physical evidence documents. required in accreditation is systematic and clear in its existence.	Develop and plan a community assistance workshop.
2.	Providing school principals with the skills to form a school accreditation	Put participants in team/ division based on their potential competencies.

	team on basis of their competencies.	
3.	Providing assistance to the team to prepare the document required for the accreditation site visit.	Carry out community assistance through lecturing, demonstration and collaborative tasks.
4.	Providing assistance to prepare standardized documents, particularly those included in the components of Teacher Quality and School Management so that both components shall achieve the ratings of 95 to 100.	Evaluate steps implemented and report to the representative of local government. Along with the evaluation of steps implemented, the evaluation towards community assistance effectiveness will be carried through documentation and observation using a checklist.

RESULTS AND DISCUSSIONS

The community service was carried out through community assistance and was held on Tuesday, 15 August 2023 at SDN Pulo Gadung 07 which is located at Jalan Kayu Putih I No. 41, Pulo Gadung sub-district, East Jakarta at 13.00 until completion. The participants consisted of 50 principals from public elementary schools (SDN) in Pulo Gadung sub-district. The objective of this recent community service and research and is commonly aligned with community intervention that is an intervention implemented in a community setting and seeks input from the community involvement. The key principle is to ground as much intervention as possible within the community, so that it is accessible and appropriately designed. Community involvement in the stages of community preparation and brainstorming is thought to introduce relevance program (in this study, assistance) into delivery. The involvement provided the necessary insights to direct the effective informative knowledge (Mcneish et al., 2019).



Fig. 2 Community Assistance through Lecturing

Deciding on an effective document preparation system is a critical decision (Knauff & Nejasmic, 2014) particularly when it should represent the intertwined aspects: quality assurance, accreditation and recognition (Kohler, 2003). The central of the three aspects is quality (the willingness to provide quality, the tool and procedure used to assess the quality of a concept and of its implementation, and the approval of learning experiences based on assessing and comparing quantitative and qualitative characteristics). The recommended system of document preparation for accreditation site visit follows the required documents to

be displayed. For the component of Teacher Quality, there are three sub-components: Teacher Competence, Teacher Professional Development, Teacher Innovation and Creativity which are elaborated into 6 items. Meanwhile, the component of School Management is elaborated into 20 items.

Table 3. Document Preparation for Accreditation Site Visit

No.	The component of Teacher Quality	No.	The component of School Management
1.	Lesson Plans	1.	Implementation of vision, mission and goals of the school/madrasah.
2.	Self-evaluation, reflection and performance improvement.	2.	Demonstration of academic supervision competencies.
3.	Continuous professional development	3.	The practice of creative, innovative, participatory, collaborative, transformative and effective leadership.
4.	Innovative and creative learning activities development	4.	Building harmonious communication and interaction between school/madrasah , parents, and the community.
5.	Integrated and thematic learning tools development	5.	Demonstrating a clean, beautiful, safe and orderly culture.
6.	Competency assessor training or internship in the world of work	6.	Involvement of the community from various backgrounds in the implementation of programmes and activities.
		7.	Managing and implementation of systematic, procedural, and effective curriculum.
		8.	Implementing effective, efficient and accountable management of teachers and academic personnel.
		9.	Managing school/ madrasah facilities and infrastructure.
		10.	Managing revenue and expenditure budgets in a transparent and accountable according to planning.
		11.	Conducting student development
		12.	Conducting guidance and counselling services
		13.	Carry out internal quality assurance periodically.
		14.	Building networks/cooperation with stakeholders.
		15.	The practice of empowering school infrastructure effectively and efficiently to improve the quality of the student learning process.
		16.	The practice of empowering school facilities effectively and efficiently to improve the quality of the student learning process.

17.	Manage the specialised labour exchange (BKK)
18.	Parent involvement in initial assessment activities for learning planning and implementation.
19.	Adapting/modifying the curriculum according to assessment-based student needs.
20.	Involving experts/professionals to support the effectiveness of learning implementation(psychologist/doctor/paramedic/therapist)

CONCLUSIONS

The community service carried out through assisting elementary school principals have emerged mutual benefits among the research team and school principals. The benefits are mutual coordination, communication and cooperation in community orde to improve the quality of education, especially in terms of preparing document for accreditation site visit. Similar activities are a necessity in the future, particularly for schools that have not been involved in the Community Service carried out at this time.

ACKNOWLEDGEMENT

The community service will never be more success without the great support you of Universitas Negeri Jakarta, Jakarta.

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